



2020 Performance Accountability Report Maryland Public Colleges and Universities

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MSAR #709

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EXECUTIVE SUMMARY

The annual Performance Accountability Report (PAR) provides an opportunity for the State, the Maryland Higher Education Commission (MHEC), colleges and universities, and individual governing boards to review and evaluate institutions' efforts to fulfill their missions and advance the goals of the State.¹ This statewide report includes a summary of highlights from institutional submissions for the 2019-2020 academic year reporting cycle.

Overall, institutions met or exceeded most of their goals, objectives, and benchmarks established through their accountability processes. That said, institutions faced tremendous challenges beginning in March 2020 as a result of the COVID-19 pandemic. Colleges and universities worked tirelessly to maintain the academic quality of their programs and courses while protecting the health and safety of their campus communities. It is important to note that much of the data shared in the institutional reports that follow were collected prior to the COVID-19 pandemic. As such, the impact COVID-19 has had on metrics tied to the State Plan's goals of access, success, and innovation has not yet been fully revealed. Institutions caution that it will take several years to see the short- and long-term impacts that this virus will have on campuses.

This statewide report contains brief summaries of institutions' reports on their efforts to meet the three key goals of the State Plan for Postsecondary Education; access, success, and innovation. The full institutional reports, which fall later in this volume, provide helpful details on the successes and challenges faced in the 2019-2020 academic year.

¹ The 2017-2021 Maryland State Plan for Postsecondary Education, *Student Success with Less Debt*, can be found here: <https://mhec.maryland.gov/About/Pages/2017StatePlanforPostsecondaryEducation.aspx>

OVERVIEW OF THE ACCOUNTABILITY REPORT

The annual Performance Accountability Report (PAR) provides an opportunity for the State, the Maryland Higher Education Commission (MHEC), colleges and universities, and individual governing boards to review and evaluate institutions' efforts to advance the goals of the State and fulfill their missions. Maryland's public colleges and universities' commitment to this is demonstrated by their ongoing efforts to provide detailed and high-quality reports to the Commission each year. This is the 25th accountability report published by the Commission.² This year, to account for the impact the COVID-19 pandemic has had on campuses, modifications were made to the deadlines and processes typically followed for the Performance Accountability Report cycle³. The modifications included: shortened narratives, an extended submission deadline and the removal of the required response aspect of the report.

This report (one volume for this reporting year) includes a summary of highlights from institutional submissions for the 2019-2020 academic year reporting cycle.⁴ In addition, this volume contains the full, unedited accountability reports for all of the public two- and four-year institutions in Maryland. The community colleges'⁵ reports include:

- An update regarding their performance on the indicators in each "mission/mandate" area;
- A discussion of the initial effects of COVID-19 on the 2019-2020 reporting cycle;
- Their progress toward meeting the goals of the 2017-2021 Maryland State Plan for Postsecondary Education: *Student Success with Less Debt* most applicable to the community colleges;
- A discussion of how well the campuses are serving their communities;
- Four years of trend data; and
- Benchmarks for each indicator and summaries for performance on these benchmarks as the colleges conclude their five year (2016-2020) reporting cycle.

The reports from the public four-year institutions⁶ include:

- A discussion of the initial effects of COVID-19 on the 2019-2020 reporting cycle;
- Their progress toward meeting the goals of the 2017-2021 Maryland State Plan for Postsecondary Education: *Student Success with Less Debt*;
- A list of their accountability goals and objectives;
- An update regarding their progress toward meeting their goals;
- Objectives and performance measures as submitted to the state for *Measuring for Results* (MFR); and
- Five years of trend data for each measure.

² For a history of the accountability process in Maryland, please see earlier reports found here: <https://mhec.state.md.us/publications/Pages/research/index.aspx>

³ Under Governor Larry Hogan's state of emergency [proclamation](#) in Maryland due to the coronavirus/COVID-19 pandemic, MHEC extended report deadlines.

⁴ Institutional submissions for the 2020 Performance Accountability Report reflect performance in the 2019-2020 academic year (July 1, 2019 to June 30, 2020).

⁵ These are Allegany College of Maryland, Anne Arundel Community College, Baltimore City Community College, Carroll Community College, Cecil College, Chesapeake College, College of Southern Maryland, Community College of Baltimore County, Frederick Community College, Garrett College, Hagerstown Community College, Harford Community College, Howard Community College, Montgomery College, Prince George's Community College, and Wor-Wic Community College.

⁶ These are: Bowie State University, Coppin State University, Frostburg State University, Morgan State University, Salisbury University, St. Mary's College of Maryland, Towson University, University of Baltimore, University of Maryland, Baltimore, University of Maryland, Baltimore County, University of Maryland, College Park, University of Maryland Eastern Shore, and University of Maryland University College

This report also includes a summary of the sources of performance measures, guidelines for benchmarking the indicators, and the formats for the institutional performance accountability reports.

ASSESSMENT BY THE MARYLAND HIGHER EDUCATION COMMISSION

Overall, institutions met or exceeded most of their goals, objectives, and benchmarks established through their accountability processes. That said, institutions faced tremendous challenges beginning in March 2020 as a result of the COVID-19 pandemic. Colleges and universities worked tirelessly to maintain the academic quality of their programs and courses while protecting the health and safety of their campus communities. It is important to note that much of the data shared in the institutional reports that follow were collected prior to the COVID-19 pandemic. As such, the impact COVID-19 has had on metrics tied to the State Plan's goals of access, success, and innovation has not yet been fully revealed. Institutions caution that it will take several years to see the short- and long-term impacts that this virus will have on campuses.

What follows are brief summaries of institutions' reports on their efforts to meet the three key goals of the State Plan for Postsecondary Education. The full institutional reports, which fall later in this volume, provide helpful details on the successes and challenges faced in the 2019-2020 academic year.

Goal 1: Access

Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.

Efforts to increase access to quality postsecondary education for Maryland residents are tied to several key areas: increasing enrollments, easing pathways to higher education, and maintaining affordability. For most institutions, increasing enrollments and easing pathways center on expanding dual enrollment, workforce training, and distance education, increasing outreach to potential new students, and decreasing barriers to admission. Affordability relies on stabilizing tuition and fees, providing financial aid, controlling costs, and ensuring there are reliable sources of revenue. Below are several highlights taken from institutions' reports.

- Community colleges have strengthened partnerships with local high schools for both dual enrollment pathways and early middle college programs as well as provided students early exposure to post-secondary credit and non-credit pathways.
- Several four-year universities implemented a temporary test optional admissions program (e.g., SAT optional) in an effort to reduce barriers for admission for students affected by the COVID-19 pandemic; this was driven in part because many national testing organizations were either limited in the number of in-person exams due pandemic capacity limits or did not provide remote testing services.
- Many institutions allocated federal CARES funds⁷ to provide financial aid for their most vulnerable students; in addition, many used private and institutional need- and merit-based aid to attract and retain undergraduate and graduate students.
- Both two- and four-year institutions reported reducing the barriers to transfer for students; actions include developing and improving articulation agreements, allocating financial aid funds specifically for transfer students and providing more support for staff dedicated to transfer (transfer coordinators and academic advisors).
- Institutions felt budgetary pressures as they faced flattening or decreasing enrollments and increased costs. With the loss in revenues from tuition, institutions reported cost containment

⁷ Find more about the Coronavirus Aid, Relief, and Economic Security Act "CARES Act" Higher Education Emergency Relief Fund at <https://www2.ed.gov/about/offices/list/ope/caresact.html>

efforts that were underway before the pandemic. This shifted in spring 2020 as institutions had to invest in the technological infrastructure to move to a remote teaching and working environment on a short time line.

- Institutions signaled their commitment to maintain affordability through no significant increases in in-state/in-district tuition and fees for 2019-2020 academic year; as such Maryland maintained its position nationally.⁸

Goal 2: Success

Promote and implement practices and policies that will ensure student success.

Institutions are committed to maintaining and improving retention and academic progress outcomes for all students, with a focus on the long-term goal of improving overall student success. Steps taken to help support the state's success goal include improving academic advising, using data analytics and other technological tools to assess students' needs and address issues before they put the student at risk of departure, and strengthening support services (e.g., counseling, child care, food banks) to help diminish non-academic barriers to completion.

In addition, institutions have committed time and money to instructional resources such as adaptive learning software, distance education courses (both the platforms and the content), and developmental education courses, moving many towards being co-requisite and credit bearing. A number of institutions have implemented guided pathways, a proven method of helping students, early in their enrollment set an educational path and stay on it, in an effort to encourage students to complete their award or degree in a timely manner. Below are additional steps institutions are taking to help the state meet the success goal, objectives and strategies.

- Community colleges and public four-year institutions reported the continued use of multiple measures (e.g., high school GPA, standardized test scores, course grades) to assess students for remediation in effort to more holistically evaluate students' placement in developmental coursework. Initial evaluations of multiple measures are showing promising results.
- Community colleges and public four-year institutions report the use of co-requisite remediation courses so students earn credits and get course support they need in subject areas of deficiency
- Institutions relied more heavily on technology and data systems to support students success; this is evident both in the quick ramp up of support services (e.g., advising, financial aid assistance) delivered via remote technologies and the rapid pivot to online course instruction. Most institutions discussed the time and financial commitment provided to ensure the transition to these platforms went smoothly through the spring and into the summer.
- Several institutions supported students through summer bridge programs and learning communities (summer and fall 2019), both of which encourage engagement and create connections at key transition points (point of entry, first and second year).
- Institutions report offering institutional aid to new students including scholarships to specific student populations (e.g., transfer students, recent high school graduates, returning adult students, and near completers).
- Several institutions have joined EAB, a consulting firm with expertise in higher education, in their Student Success Collaborative, which provides a network of institutions working with one another and EAB to improve student experiences and ensure equitable outcomes; this endeavor allows the institutions to use data and the expertise of campus staff and EAB consultants to help solve the most intractable student success issues for each campus.

⁸ See College Board's Trends in College Pricing and Student Aid report here: <https://research.collegeboard.org/pdf/trends-college-pricing-student-aid-2020.pdf> for information on Maryland's national rankings on tuition and fees.

- Most institutions saw increases in their commonly used metrics of student success – retention, degree progress analysis and graduation for the most recent year of reporting.⁹
- A number of institutions have “near completer” programs underway and are finding their efforts paying off; they have been able to identifying and reach out to “near completers” (those who stopped out of college having earned substantial credits) to assist them in re-enrollment and subsequent graduation; institutions report doing this through MHEC’s One Step Away grant program and/or through their own funding.

Goal 3: Innovation

Foster innovation in all aspects of Maryland higher education to improve access and student success.

Institutions shared the many ways they are contributing to the innovation goal and its objectives and strategies put forth in the State Plan. Their contributions align with their institutional mission and goals. These include the use of technology to deliver courses and services to their communities, the contributions made to the economy, industry and workforce development in the State, and partnerships formed with other institutions, foundations or other organizations that allow the institution to extend its mission and strengthen its work in serving Maryland students and communities.

Almost all reports reflect ways in which they used innovation to address mission-critical issues and challenges tied to retaining and graduating students and reducing achievement gaps among student groups. These include additional services such as tutoring and mentoring, data analytics tools that track at-risk students for early interventions, and course redesign to increase course completion and success, especially for those deemed not college ready and in need of remediation.

The pandemic forced many institutions to respond thoughtfully and creatively under great time pressure. With the quick transition to remote learning in March 2020, institutions quickly responded through such acts as issuing laptops and wireless hotspots to students who needed hardware and reliable internet access to continue their coursework and training faculty and staff to deliver high-quality courses via remote modalities. Institutions also report their move to provide advising, tutoring, and library services to students remotely, with available hours extending into evenings to ensure working students would have access. Institutions offered access via online chat, video calls, or by phone to be responsive and aid students’ access. Institutions have begun to consider ways to continue these practices for the future, as they navigate the short- and long-term effects of COVID.

Institutions also supported innovative strategies to address the impact of the pandemic on specific workforce fields. Some institutions implemented an “early-exit” strategy for nursing students, as the medical field experienced a staffing shortage due to the pandemic. The early-exit option accelerated the last few weeks of a semester, often for high-performing students, so that they could sit for the licensing exam sooner and enter into the workforce as quickly as possible. Additionally, institutions supported nursing students¹⁰ and respiratory care therapy students¹¹ in obtaining emergency credentials that qualified them for employment in hospitals while they continued their studies. Last, due to challenges for pre-service teaching students in completing the initial licensure exam (e.g., PRAXIS), the community colleges and the four-year institutions implemented an emergency transfer agreement so that the transfer

⁹ See MHEC’s dashboards on retention, degree progress analysis and graduation at <https://mhec.state.md.us/publications/Pages/research/index.aspx>; these hold institution-level data.

¹⁰ <https://www.miemss.org/home/Portals/0/Docs/Executive-Orders/Letter-Clinical-Extern-Nurse-2020402.pdf?ver=2020-04-02-202543-633>

¹¹ <https://www.miemss.org/home/Portals/0/Docs/Executive-Orders/Letter-Clinical-Extern-Respiratory-Therapist-20200407.pdf?ver=2020-04-07-115251-257>

process could continue until testing services were more readily available to students. These innovative ideas helped students remain enrolled in their program of study in the safest way possible, maintain a high-quality education, and meet immediate workforce need.

Institutional reports on effects of COVID

In March of 2020, institutions' operations went remote due to the COVID-19 pandemic. The short- and longer-term effects of the pandemic continue to emerge. Some highlights include:

- For community colleges and public four-year institutions, a significant reduction in enrollments in courses that require hands-on and in-person learning opportunities; these in-person modalities are required for a number of programs that lead to licensure. Enrollments declined because these courses were cancelled short term;
- Remote delivery of instruction caused interruption of education for some students, despite the resources offered to students (e.g., technology and staffing).
- Students faced barriers to fulfilling their requirements for graduation and having students' records reflect incomplete grades that risked not being resolved until later into the 20-21 academic year.
- Student Affairs staff faced challenges in delivering programming to enrolled and prospective students that have traditionally relied on in-person delivery ; these include campus tours, first-year orientation, and programming on critical topics for students (sexual assault and dating violence, career development and planning, mental health services); in addition, services such as academic testing, disabilities services, and financial aid had to pivot quickly to online delivery, which was a struggle for many institutions to implement on a short time line.
- Community events were cancelled, which effected both the means by which colleges support their local communities and the revenue streams that come from utilization of the campus spaces.

Colleges reported that, as appropriate and necessary, operations opened back up in summer 2020 for such activities as in-person classes for courses that required in-person instruction (e.g., non-credit workforce development classes, courses in healthcare). Institutions followed state and local mandates regarding capacity and mask wearing. Students were physically spaced and class/lab activities staggered over the work week and weekend. Institutions used a variety of approaches to keep students, staff and faculty safe, including personal protection (masking), physical distancing, and other aspects of monitoring and safety. Institutions indicated these practices would carry on into the Fall of 2020 and beyond, as needed but speculate that all of these factors could potentially have a long-term impact on enrollment and student success.

Institutions speculate that the pandemic is likely to escalate the thinking, planning, and preparation in expanding distance education courses and programs, which will broaden the bandwidth of access and broaden students' educational experiences. These changes will come at a cost, both in money and time, as institutions ensure these moves are done in a high-quality and thoughtful way. And institutions are mindful of mitigating the continuing issues students have accessing both technology and internet access.

In the coming year, the Commission will continue to partner with institutions as they use the 2020-2021 academic year to address the disruptions the pandemic caused to enrollments, revenues, expenditures and operations and plan for the challenges that lie ahead.

RECOMMENDATION: It is recommended that the Maryland Higher Education Commission approve the 2020 Performance Accountability Report and ask the Secretary to forward it to the Governor and the General Assembly as required by law.

Allegany College of Maryland

I. Mission

We deliver diverse and relevant education centered around student success in a supportive and engaging community.

II. Institutional Assessment

Goal 1: Access

Allegany College of Maryland continues to prioritize Student Access and Success in its FY21 – FY23 Strategic Plan. This priority accounts for the economic needs of the community the College serves, and it is integrated throughout the institution through open education resources, low tuition rates, availability of financial assistance, and a variety of scholarship opportunities.

Allegany College of Maryland saw a slight decrease (-0.8%) in overall student headcount (Measure 1) from 9,755 in FY18 to 9,677 in FY19. This is despite an increase in market share of first-time, full-time freshmen (Measure 2, 60.2%), part-time undergraduates (Measure 3, 80.5%), and recent, college-bound high school graduates (Measure 4, 57.8%). These measures reveal that although headcount is down, the College strongly continues to enroll students from the available, yet dwindling, pool of applicants. In relation to prior years' decreases in enrollments, an overall decrease of less than 1% is generally favorable for the institution.

Early College enrollments continue to be a positive point of emphasis for the institution and contribute to The State Plan for Postsecondary Education, Goal One, Access, Strategy One, "Continue to improve college readiness among K-12 students, particularly high school students." The number of high school students enrolled in the institution's early college course offerings showed 26.5% growth from Fall 2016 and 4.9% growth from Fall 2018 (Measure 5).

FY19 saw the fourth consecutive decrease in online credit enrollments (Measure 6) from 2,065 in FY16 to 1,609 in FY19. Numbers are anticipated to increase in FY20 because of the necessary switch to online instruction due to COVID-19.

The College increased its mandatory student fees in addition to nominal tuition rate increases following flat funding from the state and county, declining enrollment, and persistent infrastructure needs. Tuition and fees now represent 49.6% of the average cost of four-year Maryland institutions in FY20 (Measure 7). Although this number is higher than the benchmark set, the College remains a competitively affordable alternative to four-year education for students. Additionally, the College has had a record year in the dollar amount of scholarships awarded to students based on merit and need, ensuring financial access is not a barrier for area students.

Continuing education offerings in community service and lifelong learning (Measure 8) saw a 5.5% increase in headcount from FY18 to FY19. Adult basic education (Measure 9) continued to

see increases in both unduplicated headcount, up 68.0% since FY18, and course enrollments, up 36.3% since FY18. This contributes to the State Plan of Goal One, Access, Strategy Three, “Expand efforts to cultivate student readiness, financial literacy, and financial aid for individuals outside traditional K-12 school channels.” As demonstrated by these figures, the College has been able to successfully transition Adult Basic Education from its prior home with the County schools.

Goal 2: Success

Fall-to-fall retention hit a four-year high in all categories for the Fall 2018 Cohort (Measures 13 & 14). Developmental completion after four years (Measure 15) remained strong at 49.9% of all students entering in Fall 2015. Overall success-persistence rates (Measures 16 & 17) saw a decrease for Fall 2015. Graduation-transfer rates (Measures 18 & 19) were also down for Fall 2015 but remained strong statewide relative to the other community colleges. Additionally, the total number of associate degrees and certificates awarded has continued to fall as a result of lower enrollment in preceding cohorts.

At the program level, a majority of the programs maintained or increased their students’ success levels on program-specific licensure and certification exams (Measure 25), including Registered Nursing (88.8% to 97.8%), Dental Hygiene (94.7% to 100%), Occupational Therapy Assistant (75.0% to 94.0%), and Medical Assistant (90.0% to 100%).

Students transferring from Allegany College of Maryland to four-year institutions performed slightly better than the prior year with a small increase (87.2% to 88.0%) to the percentage of students successfully achieving a cumulative GPA of 2.0 or greater after their first year (Measure 26). There was a marginal drop in the mean GPA after the first year (3.03 to 2.96), but it remains high relative to the performance of other community colleges in Maryland.

The last measure (27) of Goal 2 shows the distribution of expenditures by function. FY19 saw minor changes in either direction for all four categories with the largest change under academic support (18.8% to 20.4%).

Goal 3: Innovation

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

Headcount in continuing education workforce development courses remains strong at 5,345 unique students in FY19, down only 3.8% from FY18. Continuing education has continued to build strong relationships with local businesses and has provided 79 businesses training and services under contract, up 29.5% over the past four years. As a result, the unit also saw an increase in unduplicated annual headcount (1.9% from FY18) and annual course enrollments (1.6% from FY18) for contract training courses. Employer satisfaction with contract training (Measure 34) continues to remain at 100.0%. Certification and licensure (Measure 31) enrollments and course registrations were down slightly compared to FY18.

III. Community Outreach and Impact

Sample of Funded Grants

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

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

The Tackling the Opioid Epidemic: A Community Resilience Approach project (Maryland Opioid Operational Command Center) provides training to over 2,000 individuals in the internationally recognized Center for Mind-Body Medicine (CMBM) model of self-care and group support. The goal of this project is to build a culture of resilience in Western Maryland through using the CMBM model to help opioid-addicted and drug affected individuals cope with the stress and anxiety that is accompanied by drug abuse. This "train the trainer" model will be spread throughout the community through multiple avenues such as social media, small group sessions and through collaborations between non-profit businesses in the area.

The Sustainable Land Reclamation project (United States Department of Agriculture) allows ACM to partner with West Virginia University and Hocking College to create a sustainable transfer opportunity for first-generation students from both ACM and Hocking's Forestry programs to enroll in WVU's bachelor's program for Sustainable Land Reclamation. This project will prepare students for the continuation of their education at a four-year institution to study natural sciences, specifically in the fields of agriculture, forestry, mining and oil/gas production.

The ACM Loft Lift Accessibility project (United States Department of Housing and Urban Development) provides a new wheelchair accessible lift that transports individuals from the first floor of the College Center to the Loft space above the Hazing Gallery. This project is meant to convert a once inaccessible loft space into an ADA compliant space, allowing handicapped individuals to access the space for training purposes and other class activities. This project will also allow handicapped members of the ACM WEX program to access the Loft space where they will be holding programming and other coursework throughout the academic year.

The ACM Culinaire Café Catering Service project (Maryland State Department of Education) provides faculty and staff members the ability to offer learning opportunities for students in the ACM Culinary Arts program to obtain real-world experience in catering off-premise events. This project allows ACM to acquire a state-of-the-art catering van that is designed specifically for the purpose of catering small and large events.

Scholarships

FY2020 Foundation Year to date (preliminary and unaudited) contributions and scholarships for the Cumberland Foundation follow:

- Contributions: \$1,974,357 (endowed and not endowed)
- Total Revenue: \$2,216,388
- Scholarships: \$1,802,910

The FY2020 Allegany County Opportunity Scholarship annual report includes the following key statistics:

- Recipients of this investment represent every community in our County.
- Students from every public and private school in Allegany County, as well as homeschooled and GED students, have been awarded funding through this program.
- Recipients have included students from nearly every major/ curriculum.
- The age range of recipients is from 18 – 56, with an average age of 23.
- The Allegany County Opportunity Jump Start Early College Scholarship is providing assistance to students from the Allegany County Public Schools who receive free and reduced-cost school meals. This \$100-per-course award covers the full family cost for taking a three-credit course.
- The Allegany County Opportunity Merit Scholarship encourages academic excellence. 273 awards were made.
- The Allegany County Opportunity Tuition Subsidy for Credit Students is intended to offset tuition costs not covered by federal or state aid or by other support. 242 awards were made.
- The Allegany County Opportunity Continuing Education and Workforce Development Scholarship supports Allegany County residents who are taking Professional and Workforce Training. 164 awards were made.

IV: Accountability Indicators

Cost Containment

Allegany College of Maryland implemented the following cost containment items in FY20:

The College reduced its health insurance costs by approximately \$189,000 due to the reduction of the College's percentage of premiums. The employees' premiums remained unchanged since the overall savings were due to a decrease in claims. The College is reducing its fleet of vehicles and using a car rental company when it is deemed to be cost effective. The College has also implemented a new pre approval process for travel requests to limit travel costs to approved trips only. The College negotiated a new five-year electricity contract. The estimated savings, compared to the expiring contract, over the five years, is \$190,000. The College also installed new LED lighting in two buildings which will save electricity in the future.

The Instructional area pursued the following cost containment measures:

- The instructional area is being more proactive in notifying Program Directors and Division Chairs to manage enrollment in classes earlier. Courses are being shifted, combined or closed prior to the meeting to review low enrollment courses. This results in savings due to less courses running with low enrollment.
- The Radiology program was discontinued, due to low enrollment, for an estimated savings of \$71,000.

The Financial Aid and Business Office areas pursued the following cost containment measures:

- Sending all notices for incomplete files, refund checks and work-study assignments by email instead of printed letters, which saves in both paper and postage costs.
- Financial Aid runs were combined to be run once a week instead of two which reduces the number of checks written.
- Financial Aid refund checks are now being picked up in the Business Office instead of being mailed which saves postage costs.

The Human Resources area pursued the following cost containment measures:

- Staffing levels were decreased from 5 FTE positions to 4.48 FTE positions which saved \$14,000 in FY20 with expected savings of \$34,000 in future years.
- Employee appreciation events were combined with other events for an estimated savings of \$2,500.
- Explored more efficient ways to advertise open positions and recruit qualified talent. Over the past two years, the advertising costs have decreased by \$8,000 by listing multiple positions together, using social media and online search engines, purchasing bulk online postings and using job boards.

The Student Services areas pursued the following cost containment measures:

- Athletics had savings due to a retirement of \$37,000.
- The Student Success Center was combined with the Library which resulted in personnel savings of \$33,000.
- The Library at the Bedford County campus was closed which resulted in personnel savings of \$8,500.

COLLEGE NAME
2020 ACCOUNTABILITY REPORT

Student Characteristics (not Benchmarked)

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

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
A. Credit students enrolled part time	51.6%	53.9%	57.6%	55.5%
B. Credit students with developmental education needs	84.5%	71.3%	64.8%	42.9%
	Spring 2014	Spring 2016	Spring 2018	Spring 2020
C. Credit students who are first-generation college students (neither parent attended college)	42.8%	40.1%	38.0%	#N/A
	FY 2016	FY 2017	FY 2018	FY 2019
D. Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	0	0	0	0
	FY 2016	FY 2017	FY 2018	FY 2019
E. Financial aid recipients				
a. Credit students receiving Pell grants	42.9%	42.3%	39.9%	38.1%
b. Credit students receiving loans, scholarships and/or need-based financial aid	87.3%	90.1%	87.3%	93.2%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019
F. Students 25 years old or older	24.2%	23.7%	22.1%	23.3%
a. Credit students				
	FY 2016	FY 2017	FY 2018	FY 2019
b. Continuing education students	85.0%	83.6%	85.6%	81.9%
	Spring 2014	Spring 2016	Spring 2018	Spring 2020
G. Credit students employed more than 20 hours per week	34.3%	34.1%	36.0%	NA
	Fall 2016	Fall 2017	Fall 2018	Fall 2019
H. Credit student racial/ethnic distribution				
a. Hispanic/Latino	1.9%	1.4%	1.5%	2.1%
b. Black/African-American only	10.9%	10.4%	9.6%	9.4%
c. American Indian or Alaskan native only	0.2%	0.3%	0.1%	0.1%
d. Native Hawaiian or other Pacific Islander only	0.0%	0.1%	0.1%	0.0%
e. Asian only	0.4%	0.7%	0.7%	0.5%
f. White only	82.4%	83.2%	83.3%	83.4%
g. Multiple races	2.1%	2.4%	3.1%	2.9%
h. Foreign/Non-resident alien	1.2%	1.1%	1.0%	0.7%
i. Unknown/Unreported	0.9%	0.4%	0.6%	0.8%
	FY 2016	FY 2017	FY 2018	FY 2019
I. Wage growth of occupational program graduates				
a. Median income one year prior to graduation	\$8,180	\$8,590	\$9,938	\$8,765
b. Median income three years after graduation	\$26,176	\$30,590	\$27,823	\$29,354

Goal 1: Access

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
1. Annual unduplicated headcount					
a. Total	10,589	9,381	9,755	9,854	13,479
b. Credit students	3,708	3,471	3,236	3,172	5,982
c. Continuing education students	7,502	7,315	7,037	7,237	7,938
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
2. Market share of first-time, full-time freshmen	52.1%	49.2%	57.7%	60.2%	62.7%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
3. Market share of part-time undergraduates	73.2%	74.1%	79.0%	80.5%	77.5%
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
4. Market share of recent, college-bound high school graduates Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.	49.3%	60.6%	56.5%	57.8%	67.0%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
5. High school student enrollment	584	695	704	739	640

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	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
6 Enrollments in online courses					
a. Credit	2,065	1,929	1,735	1,609	1,950
b. Continuing education	72	64	83	43	70
					Benchmark FY 2021
7 Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	42.4%	42.5%	44.7%	49.6%	43.0%
Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					
					Benchmark FY 2020
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	1,497	1,497	1,247	1,316	1,418
b. Annual course enrollments	3,571	3,571	2,528	2,306	2,622
					Benchmark FY 2020
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	131	210	231	388	300
b. Annual course enrollments	285	617	725	988	525
					Benchmark FY 2020
10 Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	Fall 2016 15.9%	Fall 2017 16.8%	Fall 2018 16.2%	Fall 2019 15.3%	Fall 2020 16.0%
b. Percent nonwhite continuing education enrollment	FY 2016 NA	FY 2017 NA	FY 2018 NA	FY 2019 NA	FY 2020 NA
c. Percent nonwhite service area population, 18 or older	July 2016 12.5%	July 2017 12.6%	July 2018 12.8%	July 2019 NA	July 2020 Not Applicable
Note: Census Bureau not updating these until full sweep					
11 Percent minorities (nonwhite) of full-time faculty	Fall 2016 1.9%	Fall 2017 2.0%	Fall 2018 3.0%	Fall 2019 3.2%	Fall 2020 3.0%
12 Percent minorities (nonwhite) of full-time administrative and professional staff	Fall 2016 0.9%	Fall 2017 1.3%	Fall 2018 1.8%	Fall 2019 1.8%	Fall 2020 3.0%

Goal 2: Success

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2019 Cohort
13 Fall-to-fall retention					
a. Developmental students	48.4%	47.0%	45.4%	53.0%	56.0%
b. College-ready students	68.5%	74.7%	69.1%	80.9%	57.0%
					Benchmark Fall 2019 Cohort
14 Fall-to-fall retention					
a. Pell grant recipients	51.3%	49.4%	47.5%	51.8%	55.0%
b. Non-recipients	53.0%	53.7%	59.6%	67.4%	NA
					Benchmark Fall 2016 Cohort
15 Developmental completers after four years	Fall 2012 Cohort 44.3%	Fall 2013 Cohort 51.1%	Fall 2014 Cohort 50.2%	Fall 2015 Cohort 49.9%	Fall 2016 Cohort 44.0%

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	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
16 Successful-persister rate after four years					
a. College-ready students	90.0%	89.6%	93.8%	85.2%	86.0%
b. Developmental completers	85.3%	88.6%	82.1%	74.6%	84.0%
c. Developmental non-completers	43.3%	46.2%	42.8%	33.5%	Not Applicable
d. All students in cohort	70.5%	72.9%	70.2%	62.5%	74.0%
	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
17 Successful-persister rate after four years					
a. Black/African-American only	62.9%	60.2%	68.5%	56.5%	73.0%
b. Asian only	<50	<50	<50	<50	NA
c. Hispanic/Latino	<50	<50	<50	<50	NA
Note: Not reported for groups with < 50 students in the cohort for analysis.					
	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	80.0%	75.0%	89.6%	79.6%	75.0%
b. Developmental completers	61.0%	63.0%	67.5%	63.6%	65.0%
c. Developmental non-completers	40.7%	37.3%	39.3%	32.3%	Not Applicable
d. All students in cohort	55.7%	54.4%	60.2%	55.6%	60.0%
	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
19 Graduation-transfer rate after four years					
a. Black/African-American only	59.3%	54.9%	66.4%	55.6%	67.0%
b. Asian only	<50	<50	<50	<50	NA
c. Hispanic/Latino	<50	<50	<50	<50	NA
Note: Not reported for groups with < 50 students in the cohort for analysis.					
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
20 Associate degrees and credit certificates awarded					
a. Career degrees	368	345	352	340	400
b. Transfer degrees	169	179	154	149	160
c. Certificates	170	149	141	97	202
d. Total awards	707	673	647	586	762
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
21 STEM programs					
a. Credit enrollment	1,325	1,094	736	711	1382
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
b. Credit awards	431	401	414	365	487
	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
22 Graduate satisfaction with educational goal achievement	95.3%	93.5%	99.2%	95.8%	95.0%
	Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Spring 2019 Cohort	Benchmark Spring 2019 Cohort
23 Non-returning student satisfaction with educational goal achievement	77.0%	*%	*%	*%	70.0%
	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
24 Graduate satisfaction with preparation for transfer	40.0%	80.6%	90.2%	83.3%	85.0%
Note: Response categories changed starting in 2008.					

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	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
25 Licensure/certification examination pass rates					
a. Registered Nursing Licensure Exam	86.7%	83.3%	88.8%	97.8%	80.0%
Number of Candidates	98	72	80	92	
b. Practical Nursing Licensure Exam	87.5%	87.5%	100%	100%	80.0%
Number of Candidates	16	8	9	15	
c. Dental Hygiene National Board Exam	90.0%	94.7%	94.7%	100.0%	80.0%
Number of Candidates	20	19	19	20	
d. National MLT Registry	90.0%	85.7%	100%	90%	75.0%
Number of Candidates	10	7	5	10	
e. Respiratory Therapy Certification Exam	83.3%	89.5%	88.0%	75.0%	80.0%
Number of Candidates	18	19	16	16	
f. Occupational Therapy Assistant Cert. Exam	68.8%	71.4%	75.0%	94.0%	80.0%
Number of Candidates	16	13	16	17	
g. Physical Therapist Assistant Cert. Exam	87.5%	100.0%	81.3%	80.0%	85.0%
Number of Candidates	16	16	16	15	
h. Medical Assistant	100.0%	100.0%	90.0%	100.0%	100.0%
Number of Candidates	10	8	10	7	
					Benchmark AY 2019-20
26 Performance at transfer institutions	AY 15-16	AY 16-17	AY 17-18	AY 18-19	
a. Cumulative GPA after first year of 2.0 or above	88.6%	88.0%	87.2%	88.0%	85.0%
b. Mean GPA after first year	2.97	3.00	3.03	2.96	3.00
Methodology to calculate this indicator changed starting in AY 15-16					
					Benchmark FY 2020
27 Expenditures by function	FY 2016	FY 2017	FY 2018	FY 2019	
a. Instruction	38.7%	37.1%	36.8%	35.3%	69.0%
b. Academic support	18.6%	19.7%	18.8%	20.4%	18.0%
c. Student services	8.4%	8.3%	8.2%	7.9%	8.0%
d. Other	34.3%	34.8%	36.2%	36.4%	35.0%

Goal 3: Innovation

	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
28 Full-time employed career program graduates working in a related field	80.0%	90.5%	87.5%	79.2%	86.8%
					Benchmark Alumni Survey 2018
29 Graduate satisfaction with job preparation Note: Response categories changed starting in 2008.	90.0%	80.7%	91.4%	94.7%	90.0%
					Benchmark FY 2020
30 Enrollment in continuing education workforce development courses	FY 2016	FY 2017	FY 2018	FY 2019	
a. Unduplicated annual headcount	6,063	5,874	5,559	5,345	5,957
b. Annual course enrollments	9,440	9,134	9,552	9,256	9,091
					Benchmark FY 2020
31 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure	FY 2016	FY 2017	FY 2018	FY 2019	
a. Unduplicated annual headcount	4,535	3,770	3,264	3,204	4,200
b. Annual course enrollments	6,670	6,152	5,092	4,817	6,178
					Benchmark FY 2020
32 Number of business organizations provided training and services under contract	61	64	75	79	73
					Benchmark FY 2020
33 Enrollment in contract training courses	FY 2016	FY 2017	FY 2018	FY 2019	
a. Unduplicated annual headcount	4,701	4,451	4,572	4,662	4,309
b. Annual course enrollments	7,224	6,945	7,879	8,006	6,291
					Benchmark FY 2020
34 Employer satisfaction with contract training	100.0%	100.0%	100.0%	100.0%	100.0%

Allegany College of Maryland - 2015FA Cohort

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers			
1	First-time full- and part-time fall headcount		571		72		249		250	
2	Number attempting fewer than 18 hours over first 2 years		123		18		13		92	
3	Cohort for analysis (Line 1 – Line 2)		448 100.0%		54 100.0%		236 100.0%		158 100.0%	
4	Earned Associate degree from this community college		118 26.3%		35 64.8%		82 34.7%		0 0.0%	
5	Earned certificate, but no degree, from this community college		31 6.9%		5 9.3%		10 4.2%		12 7.6%	
6	Total associate and certificate graduates (Line 4 + Line 5)		149 33.3%		40 74.1%		92 39.0%		12 7.6%	
7	Transferred to Maryland two-year/technical college		49 10.9%		2 3.7%		26 11.0%		21 13.3%	
8	Transferred to Maryland public four-year college		46 10.3%		12 22.2%		32 13.6%		2 1.3%	
9	Transferred to Maryland private four-year college or university		1 0.2%		0 0.0%		0 0.0%		1 0.6%	
10	Transferred to out-of-state two-year/technical college		21 4.7%		0 0.0%		12 5.1%		9 5.7%	
11	Transferred to out-of-state four-year college or university		47 10.5%		10 18.5%		27 11.4%		10 6.3%	
12	Total transfers (sum of Lines 7 - 11)		164 36.6%		24 44.4%		97 41.1%		43 27.2%	
13	Graduated from this college and transferred (Line 6 □ Line 12)		64 14.3%		21 38.9%		39 16.5%		4 2.5%	
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		249 55.6%		43 79.6%		150 63.6%		51 32.3%	
15	No award or transfer, but 30 credits with GPA ≥ 2.00		13 2.9%		3 5.6%		9 3.8%		1 0.6%	
16	Successful transition to higher ed (Line 14 + Line 15)		262 58.5%		46 85.2%		159 67.4%		52 32.9%	
17	Enrolled at this community college last term of study period		18 4.0%		0 0.0%		17 7.2%		1 0.6%	
18	Successful or persisting (Line 16 + Line 17)		280 62.5%		46 85.2%		176 74.6%		53 33.5%	

Allegany College of Maryland - 2015FA Cohort

	African American Students	Asian Students	Hispanic Students	White Students (optional data)
1 First-time full- and part-time fall headcount	124	1	13	399
2 Number attempting fewer than 18 hours over first 2 years	16	0	2	96
3 Cohort for analysis (Line 1 – Line 2)	108 100.0%	1 100.0%	11 100.0%	303 100.0%
4 Earned Associate degree from this community college	10 9.3%	0 0.0%	2 18.2%	96 31.7%
5 Earned certificate, but no degree, from this community college	4 3.7%	0 0.0%	0 0.0%	23 7.6%
6 Total associate and certificate graduates (Line 4 + Line 5)	14 13.0%	0 0.0%	2 18.2%	119 39.3%
7 Transferred to Maryland two-year/technical college	31 28.7%	0 0.0%	5 45.5%	11 3.6%
8 Transferred to Maryland public four-year college	9 8.3%	0 0.0%	2 18.2%	31 10.2%
9 Transferred to Maryland private four-year college or university	1 0.9%	0 0.0%	0 0.0%	0 0.0%
10 Transferred to out-of-state two-year/technical college	5 4.6%	0 0.0%	1 9.1%	14 4.6%
11 Transferred to out-of-state four-year college or university	9 8.3%	0 0.0%	1 9.1%	35 11.6%
12 Total transfers (sum of Lines 7 - 11)	55 50.9%	0 0.0%	9 81.8%	91 30.0%
13 Graduated from this college and transferred (Line 6 □ Line 12)	9 8.3%	0 0.0%	2 18.2%	47 15.5%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	60 55.6%	0 0.0%	9 81.8%	163 53.8%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	0 0.0%	0 0.0%	1 9.1%	12 4.0%
16 Successful transition to higher ed (Line 14 + Line 15)	60 55.6%	0 0.0%	10 90.9%	175 57.8%
17 Enrolled at this community college last term of study period	1 0.9%	0 0.0%	0 0.0%	16 5.3%
18 Successful or persisting (Line 16 + Line 17)	61 56.5%	0 0.0%	10 90.9%	191 63.0%

ANNE ARUNDEL COMMUNITY COLLEGE

SECTION 1: MISSION

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

Vision

Anne Arundel Community College is a premier learning community that transforms lives to create an engaged and inclusive society.

Values

Anne Arundel Community College's values are: Community & Relationships; Opportunity; Positivity; Innovation & Creativity; Equity & Inclusion

SECTION 2: INSTITUTIONAL ASSESSMENT

Overview

In FY2020, Anne Arundel Community College (AACC) completed the final year of its strategic plan, *Engagement Matters: Pathways to Completion (FY2017-FY2020)*. Engagement Matters provided an intentional and focused approach on institutional assessment as the college continued to increase completion by transforming the culture of the institution to ensure equity and that the college remained student-ready and committed to academic excellence.

At its June 2020 meeting, AACC's Board of Trustees approved the college's new strategic plan, *Engagement Matters II: Excellence through Innovation (FY 2021 - FY 2024)*. Over the course of this past year, the new plan was developed through an oversight team that included leadership from every division and members of every constituency group. Many forums were held for the college community throughout the process and employees, students and community members also provided input through surveys. All of the input received was considered in identifying the new strategic goals, with continued emphasis on eradicating achievement gaps across the college. Despite the disruption in college operations due to COVID-19, the college was able to keep to its original timeline of having the new plan in place for a July 1, 2020 launch. The institutional focus on access, equity, high-quality learning opportunities, and completion align well with the *2017-2021 Maryland State Plan for Postsecondary Education: Increasing Student Success with Less Debt*. The three overall institutional goals in *Engagement Matters II* are:

- Goal 1: Engagement & Entry - Increase engagement with students, employees and community.
- Goal 2: Progress and Growth – Increase progress, growth and connection of students and employees.
- Goal 3: Retention and Completion - Increase retention and completion of all students.

In FY2020, AACC's priorities for student success focused on continued implementation of recommendations from strategic planning teams related to fundamentally enhancing the student experience. Major initiatives of Engagement Matters included: Fields of Interest (FOI - academic pathways); Comprehensive Onboarding/Orientation; Focus on Teaching Excellence (including Model Courses); Advising by Field of Interest; Accelerated Developmental Pathways; Alternate Measures for Placement; Lowering Textbook Costs; Faculty Referral System; and Bridge to Success.

In March 2020, COVID-19 forced AACC to pivot to online learning and delivery of student services. At the beginning of spring 2020, AACC offered sections by an array of delivery modes: face-to-face (1,219); hybrid (65), and online (524).

As a result of rapid response from faculty and staff, 1,219 credit lecture sections, labs, and practicums that were originally planned as face-to-face as of March 30 were changed to distance learning. Course sections that began in the 13-and 15-week sessions were changed to remote instruction mid-term. The following illustrates the magnitude of these modality changes:

- The 1,219 face-to-face sections represented a total of 19,652 enrollment headcounts;
- Of the 19,652 enrollment headcounts, 5,570 were unduplicated students;
- The unduplicated number of students (5,570) enrolled in at least one face-to-face section comprised 50% of our official spring 2020 unduplicated headcount (11,117 students).

Student Characteristics

The college's commitment to equity and eradicating achievement gaps remains vital because as demonstrated in the PAR data, AACC serves an increasingly diverse student population. In fall 2019, 39.6% of the credit student body identified as nonwhite students compared to 35.6% in fall 2016 (Ind. 10a). Similar to Anne Arundel County, the greatest growth by percentage at the college is among Hispanic/Latino students, who in fall 2019 were 9.3% of the credit student population (up from 6.9% in fall 2016 – Ind. H-a). Of the credit students at AACC, 29% received some form of loans, scholarships and/or need-based financial aid (Ind. E-b).

The majority of AACC's student population attends part-time, comprising 71.5% of enrolled credit students (Ind. A), which has held consistent over the past four academic years. In spring 2020, 26.6% of credit students were first-generation college students, the same as spring 2018 (Ind. C).

Credit students with developmental education needs at entry in fall 2019 was 23.9%, significantly lower than fall 2018 (61% - Ind. B). This is due in large part to the college's full implementation of alternate measures for placement, a nationally recognized best practice. Instead of utilizing only the Accuplacer placement test, students may opt instead to use one of the following: high school GPA if the student has graduated within the last 5 years; SAT or ACT scores; GED test scores taken after July 1, 2018; scores from English and Math PARCC test; completion of an English or Math credit course at another college; or Accuplacer LOEP exam for English for Speakers of Other Languages (ESOL). Since FY 2016, there has been over a 5.5% increase in annual unduplicated headcount (from 1,872 to 1,974) in ESOL courses (Ind. D).

Of credit students in fall 2019, 33.4% were 25 years of age or older (Ind. F-a.). Of continuing education students, 83.1% were 25 years of age or older in FY2019 (Ind. F-b).

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

As emphasized in the State Plan for Postsecondary Education, AACC works to “ensure equitable access to affordable education” and that more students are prepared for postsecondary education via strong partnerships with secondary and other community partners. The college is committed to attracting and retaining a diverse array of students to its programs, eliminating barriers to success, and responding quickly to the needs of the community. AACC offers over 100 credit degree and certificate programs, and extensive lifelong learning opportunities, including noncredit continuing professional education courses, to a diverse population seeking career training or retraining, working to boost basic skills, or pursuing new areas of interest.

The college has a close partnership with Anne Arundel County Public Schools (AACPS) system. There are over 90 Program Pathways from AACPS into AACC associate degrees and certificates. These also align to the college’s FOIs to help students more quickly access the pathway that best fits their interests and goals. Program Pathways give high school students the opportunity to earn articulated and proficiency credit and transition completed high school programs of study into college degrees and certificate programs.

As a public, comprehensive, open admission institution committed to affordable education, the AACC Board of Trustees recognizes the significance of keeping tuition and fees for credit and continuing education programming affordable. Further, a major focus of the AACC Foundation is to support access to educational programming at the college. In FY 2019, the AACC Foundation awarded over \$1.45 million in scholarship funds to students, a new record. The college believes no student should be prevented from obtaining their education because of limited financial resources. Each year, the college’s Financial Aid Office processes thousands of applications for financial aid. Students can receive financial assistance through a combination of need-based federal and state grants, federal student and parent loans, Federal Work-Study, interest-free payment plans or from an extensive list of over 200 institutional, community and state scholarships. Application for all forms of financial aid is consistently promoted as a primary step in the onboarding process.

Indicators Positively Influencing Access Include:

- Total annual unduplicated headcount of both credit and continuing education students increased from 39,695 in FY 2018 to 40,391 in FY 2019 (Ind. 1-a).
- Market share of first-time, fulltime freshmen increased from fall 2018 (43.9%) to fall 2019 (48.3%) (Ind. 2).
- Market share of part-time undergraduates held steady from fall 2018 (70.2%) to fall 2019 (70.9% - Ind. 3).
- High school enrollment in credit courses continues to increase with 1,373 in fall 2019, a 36.5% increase from fall 2016 (Ind. 5).
- Tuition and Fees as a percent of tuition and fees at Maryland public four-year institutions has held steady at 44% over the last four years (Ind. 7).

- Increase in annual course enrollments in continuing education community service and lifelong learning courses from 34,025 in FY 2018 to 36,388 in FY 2019 (Ind. 8-b).
- Increase in unduplicated annual headcount in continuing education basic skills and literacy courses from 3,248 in FY 2018 to 3,361 in FY 2019 (Ind. 9-a).
- Increase in annual course enrollments in continuing education basic skills and literacy courses from 5,794 in FY 2018 to 5,985 in FY 2019 (Ind. 9-b).
- Between fall 2016 and fall 2019, the percent of nonwhite credit enrollment increased from 35.6% to 39.6% (Ind. 10-a).
- Percent of minorities that are full-time faculty increased from fall 2018 (19.2%) to fall 2019 (21.2% - Ind. 11).

The college continues to work on the following indicators:

- The market share of recent, college-bound high school graduates decreased from 62% in fall 2017 to 58.3% in fall 2018 (Ind. 4).
- Enrollments in online credit courses decreased from 32,161 in FY 2018 to 25,215 in FY 2019 (Ind. 6-a).
- Enrollments in continuing education online courses decreased from 6,331 in FY 2018 to 5,022 in FY 2019 (Ind. 6-b).
- Percent of nonwhite continuing education enrollment decreased from 38.3% in FY 2018 to 37.6% in FY 2019 (Ind. 10-b).

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

The college strives to create a welcoming and accepting climate that supports the growth and success of all students. Pathways have been developed to assist students in identifying career and academic goals, with a focus on open access and reducing time to completion. In addition to advisors partnering with faculty liaisons to host FOI breakout sessions during orientation, advisors are assigned to students by FOI and personal and career counselors are assigned to undecided students. Pathways seek to accelerate students to credit coursework, while focusing on their long-term academic passions. As indicated previously, in March 2020, COVID-19 forced AACC to pivot to online learning, along with online delivery of all student services.

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

AACC offers 10 credit academic programs in the health professions requiring external licensing and/or certification upon completion that had more than five candidates in the fiscal year. Five programs had 100% pass rates in FY 2019 (Physical Therapy Assistant, Radiological Technology, Medical Assisting, Medical Laboratory Technician and Surgical Technology). Four programs had pass rates over 90%: Nursing (97.6%), Physician Assistant (97%), Therapeutic Massage (96%) and EMT-Paramedic (94%) (Ind. 25).

Other Indicators Positively Influencing Success Include:

- Fall-to-fall retention rate for developmental students in the fall 2018 cohort saw an increase to 70.6% from 57.8% for the fall 2017 cohort (Ind. 13-a).
- Increase in fall-to-fall retention of Pell Grant recipients from the fall 2018 cohort (59.7%) versus fall 2017 cohort (58%) (Ind. 14-a).
- Increase in fall-to-fall retention of non-recipients of Pell Grants from the fall 2018 cohort (63.2%) versus the fall 2017 cohort (62.7%) (Ind. 14-b).
- Successful-persister rate after four years for all students in the fall 2015 cohort (75.8%) increased from the fall 2014 cohort (74.6%) (Ind. 16-d).
- Successful-persister rate after four years for the fall 2015 cohort increased for Asian (91.3%) and Hispanic/Latino (74.4%) students (Ind. 17-b&c).
- The graduation-transfer rate after four years for all students in the fall 2015 cohort increased to 55.6% from the fall 2014 (53.5%) cohort (Ind. 18-d).
- Increase in number of associate degrees and certificates awarded from 2,247 in FY 2018 to 2,451 in FY 2019 (Ind. 20-d).

The college continues to work on the following indicators:

- Decrease in the fall-to-fall retention for college-ready students for fall 2018 to 57.4% from 67.8% for the fall 2017 cohort (Ind. 13-b).
- Developmental completers after four years saw a decrease from fall 2014 cohort (43.6%) to fall 2015 cohort (36.1%) (Ind. 15).
- Decrease in successful-persister rate after four years for Black/African-American students (60.2%) (Ind. 17-a).

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

As emphasized in the State Plan for Postsecondary Education, AACC works to “be innovative by being both flexible and sustainable...and more nimble in responding to student needs”. The college has redesigned its student experience in support of a pathways infrastructure. AACC continues to see promising results in its Model Course Initiative, with its targeted efforts to eradicate equity gaps in course outcomes for thousands of students each semester enrolled in entry-level gatekeeper courses. Access to open educational resources to lower textbook costs for students continues to be a priority. As a result of COVID-19, AACC faculty and staff rose to the challenge to quickly pivot to online learning and delivery of student services. Innovation in

online course delivery continues with initiatives such as embedded tutors in all online English and Math sections.

Other Indicators Positively Influencing Innovation:

- 83% of AACC graduates are satisfied with job preparation (Ind. 29).
- Enrollment in Continuing Workforce Development courses saw an increase in unduplicated annual headcount from 11,720 in FY 2018 to 12,715 in FY 2019 (Ind. 30-a).
- The number of business organizations provided training and services under contract increased from 100 in FY 2018 to 132 in FY 2019 (Ind. 32).
- Unduplicated annual headcount in contract training courses increased in FY 2019 to 10,076 from 9,788 in FY 2018 (33-a).
- Employer satisfaction with contract training remains at 100% (Ind. 34).

The college continues to work on the following indicators:

- Enrollment in Continuing Professional Education leading to a government or industry-required certification or licensure saw a slight decline from 3,029 in FY 2018 to 3,019 in FY 2019 (Ind. 31-a). For this same time period, annual course enrollments decreased from 6,136 to 5,309 (Ind. 31-b).

SECTION 3: COMMUNITY OUTREACH & IMPACT

Not required for 2020.

SECTION 4: ACCOUNTABILITY INDICATORS

Please see attached AACC 2020 Accountability Report.

**ANNE ARUNDEL COMMUNITY COLLEGE
2020 ACCOUNTABILITY REPORT**

Student Characteristics (not Benchmarked)

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

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
A. Credit students enrolled part time	71.9%	71.4%	71.6%	71.5%
B. Credit students with developmental education needs	71.6%	62.0%	61.0%	23.9%
	Spring 2014	Spring 2016	Spring 2018	Spring 2020
C. Credit students who are first-generation college students (neither parent attended college)	25.9%	25.3%	26.6%	26.6%
	FY 2016	FY 2017	FY 2018	FY 2019
D. Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	1,872	1,996	1,913	1974
	FY 2016	FY 2017	FY 2018	FY 2019
E. Financial aid recipients				
a. Credit students receiving Pell grants	20.4%	20.5%	18.3%	17.3%
b. Credit students receiving loans, scholarships and/or need-based financial aid	32.6%	29.9%	30.5%	29.0%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019
F. Students 25 years old or older	36.9%	35.4%	35.2%	33.4%
a. Credit students				
	FY 2016	FY 2017	FY 2018	FY 2019
b. Continuing education students	80.1%	81.2%	79.9%	83.1%
	Spring 2014	Spring 2016	Spring 2018	Spring 2020
G. Credit students employed more than 20 hours per week	57.5%	56.0%	55.6%	N/A
	Fall 2016	Fall 2017	Fall 2018	Fall 2019
H. Credit student racial/ethnic distribution				
a. Hispanic/Latino	6.9%	7.8%	8.2%	9.3%
b. Black/African-American only	17.1%	16.7%	16.8%	16.9%
c. American Indian or Alaskan native only	0.4%	0.3%	0.5%	0.3%
d. Native Hawaiian or other Pacific Islander only	0.3%	0.2%	0.2%	0.1%
e. Asian only	3.9%	4.3%	4.6%	4.5%
f. White only	59.2%	58.1%	57.0%	55.2%
g. Multiple races	4.7%	4.4%	4.7%	5.1%
h. Foreign/Non-resident alien	1.4%	1.6%	1.6%	1.6%
i. Unknown/Unreported	6.7%	6.6%	6.6%	6.9%
	FY 2016	FY 2017	FY 2018	FY 2019
I. Wage growth of occupational program graduates				
a. Median income one year prior to graduation	\$16,429	\$16,795	\$16,040	\$17,545
b. Median income three years after graduation	\$39,595	\$41,929	\$44,269	\$44,343

Goal 1: Access

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
1. Annual unduplicated headcount					
a. Total	46,877	45,045	39,695	40,391	51,965
b. Credit students	20,795	19,908	18,734	18,692	20,965
c. Continuing education students	28,022	26,876	22,409	23,074	31,000
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
2. Market share of first-time, full-time freshmen	46.6%	46.9%	43.9%	48.3%	55.0%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
3. Market share of part-time undergraduates	72.8%	71.7%	70.2%	70.9%	77.0%
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
4. Market share of recent, college-bound high school graduates Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.	65.3%	60.0%	62.0%	58.3%	70.0%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
5. High school student enrollment	1,006	1,042	1,125	1,373	975

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	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
6 Enrollments in online courses					
a. Credit	25,528	23,871	32,161	25,215	26,000
b. Continuing education	8,104	8,292	6,331	5,022	2,500
	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2021
7 Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	44.3%	44.3%	44.0%	44.2%	45.0%
Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	9,340	9,273	9,179	9,065	12,000
b. Annual course enrollments	32,887	33,781	34,025	36,388	35,000
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	3,891	3,558	3,248	3,361	4,100
b. Annual course enrollments	7,493	6,437	5,794	5,985	7,800
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
10 Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	35.6%	36.8%	37.9%	39.6%	37.0%
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
b. Percent nonwhite continuing education enrollment	36.4%	37.8%	38.3%	37.6%	50.0%
	July 2016	July 2017	July 2018	July 2019	Benchmark July 2020
c. Percent nonwhite service area population, 18 or older	28.3%	29.1%	29.9%	N/A	Not Applicable
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
11 Percent minorities (nonwhite) of full-time faculty	19.0%	17.8%	19.2%	21.2%	25.0%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
12 Percent minorities (nonwhite) of full-time administrative and professional staff	15.0%	17.4%	17.7%	16.1%	25.0%

Goal 2: Success

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2019 Cohort
13 Fall-to-fall retention					
a. Developmental students	59.2%	61.0%	57.8%	70.6%	68.0%
b. College-ready students	66.0%	68.4%	67.8%	57.4%	68.0%
	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2019 Cohort
14 Fall-to-fall retention					
a. Pell grant recipients	61.8%	59.3%	58.0%	59.7%	68.0%
b. Non-recipients	61.2%	64.7%	62.7%	63.2%	Not Applicable
	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
15 Developmental completers after four years	41.6%	44.5%	43.6%	36.1%	50.0%

**ANNE ARUNDEL COMMUNITY COLLEGE
2020 ACCOUNTABILITY REPORT**

	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
16 Successful-persister rate after four years					
a. College-ready students	86.7%	87.1%	86.0%	89.7%	85.0%
b. Developmental completers	84.1%	84.6%	87.2%	86.0%	85.0%
c. Developmental non-completers	47.9%	45.6%	43.2%	56.0%	Not Applicable
d. All students in cohort	73.8%	74.1%	74.6%	75.8%	75.0%
	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
17 Successful-persister rate after four years					
a. Black/African-American only	66.8%	65.0%	64.3%	60.2%	72.0%
b. Asian only	86.7%	89.0%	84.8%	91.3%	72.0%
c. Hispanic/Latino	66.0%	64.2%	67.7%	74.4%	72.0%
Note: Not reported for groups with < 50 students in the cohort for analysis.					
	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	74.4%	73.7%	68.5%	73.5%	70.0%
b. Developmental completers	56.7%	56.3%	60.5%	63.9%	65.0%
c. Developmental non-completers	30.2%	26.8%	26.5%	34.7%	Not Applicable
d. All students in cohort	53.3%	52.7%	53.5%	55.6%	55.0%
	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
19 Graduation-transfer rate after four years					
a. Black/African-American only	46.3%	44.9%	46.7%	43.7%	54.0%
b. Asian only	77.3%	67.1%	66.7%	72.5%	54.0%
c. Hispanic/Latino	46.5%	47.7%	45.1%	54.1%	54.0%
Note: Not reported for groups with < 50 students in the cohort for analysis.					
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
20 Associate degrees and credit certificates awarded					
a. Career degrees	702	671	653	696	711
b. Transfer degrees	1076	1034	969	1,089	1,066
c. Certificates	673	693	625	666	744
d. Total awards	2,451	2,398	2,247	2,451	2,521
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
21 STEM programs					
a. Credit enrollment	5,100	4,056	3,841	3,571	6,100
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
b. Credit awards	788	743	708	690	832
	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
22 Graduate satisfaction with educational goal achievement	98.8%	97.0%	97.5%	98.1%	98.0%
	Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Spring 2019 Cohort	Benchmark Spring 2019 Cohort
23 Non-returning student satisfaction with educational goal achievement	no survey	77.0%	81.8%	N/A	85.0%
	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
24 Graduate satisfaction with preparation for transfer Note: Response categories changed starting in 2008.	83.7%	84.0%	94.4%	86.5%	90.0%

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	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
25 Licensure/certification examination pass rates					
a. EMT-Basic	74.0%	75.0%	76.0%	79.0%	85.0%
Number of Candidates	50	48	46	90	
b. EMT-Paramedic	86.0%	90.0%	100.0%	94.0%	90.0%
Number of Candidates	14	20	29	16	
c. Nursing-RN	93.2%	98.0%	97.0%	97.6%	90.0%
Number of Candidates	117	106	102	132	
d. Physical Therapy Assistant	84.0%	96.4%	100.0%	100.0%	90.0%
Number of Candidates	25	28	21	22	
e. Physician Assistant	92.0%	93.0%	96.0%	97.0%	95.0%
Number of Candidates	36	57	48	30	
f. Radiological Technology	100.0%	100.0%	100.0%	100.0%	95.0%
Number of Candidates	9	14	17	10	
g. Therapeutic Massage	89.5%	93.0%	89.0%	96.0%	95.0%
Number of Candidates	38	28	18	28	
h. Medical Assisting - Certificate	84.0%	100.0%	100.0%	100.0%	95.0%
Number of Candidates	19	15	22	32	
k. Pharmacy Technician*	100.0%	100.0%	0.0%	0.0%	95.0%
Number of Candidates	*	6	0	0	
i. Medical Laboratory Technician	90.0%	92.0%	90.0%	100.0%	95.0%
Number of Candidates	10	12	10	17	
j. Surgical Technology	88.0%	71.0%	89.0%	100.0%	85.0%
Number of Candidates	9	7	9	10	

	AY 15-16	AY 16-17	AY 17-18	AY 18-19	Benchmark AY 2019-20
26 Performance at transfer institutions					
a. Cumulative GPA after first year of 2.0 or above	86.2%	85.9%	86.0%	86.1%	
b. Mean GPA after first year	289.0%	2.86	2.89	2.89	
Methodology to calculate this indicator changed starting in AY 15-16					

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
27 Expenditures by function					
a. Instruction	51.0%	50.3%	49.9%	48.8%	53.0%
b. Academic support	15.0%	14.7%	15.8%	16.7%	14.0%
c. Student services	9.0%	9.3%	9.7%	9.9%	8.0%
d. Other	25.0%	25.6%	24.7%	24.6%	25.0%

Goal 3: Innovation

	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
28 Full-time employed career program graduates working in a related field	85.7%	71.0%	77.7%	71.8%	87.0%

	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
29 Graduate satisfaction with job preparation Note: Response categories changed starting in 2008.	80.5%	61.0%	82.8%	83.0%	90.0%

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
30 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	17,206	16,013	11,720	12,715	20,000
b. Annual course enrollments	35,903	34,949	26,555	25,299	39,000

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
31 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	3,909	3,365	3,029	3,019	4,100
b. Annual course enrollments	7,741	6,670	6,136	5,309	8,000

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
32 Number of business organizations provided training and services under contract	112	102	100	132	115

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
33 Enrollment in contract training courses					

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		14,483	13,405	9,788	10,076	16,000
	a. Unduplicated annual headcount					
	b. Annual course enrollments	31,254	28,716	21,260	19,838	32,000
						Benchmark
		FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
34	Employer satisfaction with contract training	100.0%	100.0%	100.0%	100.0%	98.0%

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Student Characteristics (not Benchmarked)

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

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
A. Credit students enrolled part time	71.9%	71.4%	71.6%	71.5%
B. Credit students with developmental education needs	71.6%	62.0%	61.0%	23.9%
	Spring 2014	Spring 2016	Spring 2018	Spring 2020
C. Credit students who are first-generation college students (neither parent attended college)	25.9%	25.3%	26.6%	26.6%
	FY 2016	FY 2017	FY 2018	FY 2019
D. Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	1,872	1,996	1,913	1974
	FY 2016	FY 2017	FY 2018	FY 2019
E. Financial aid recipients				
a. Credit students receiving Pell grants	20.4%	20.5%	18.3%	17.3%
b. Credit students receiving loans, scholarships and/or need-based financial aid	32.6%	29.9%	30.5%	29.0%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019
F. Students 25 years old or older				
a. Credit students	36.9%	35.4%	35.2%	33.4%
	FY 2016	FY 2017	FY 2018	FY 2019
b. Continuing education students	80.1%	81.2%	79.9%	83.1%
	Spring 2014	Spring 2016	Spring 2018	Spring 2020
G. Credit students employed more than 20 hours per week	57.5%	56.0%	55.6%	N/A
	Fall 2016	Fall 2017	Fall 2018	Fall 2019
H. Credit student racial/ethnic distribution				
a. Hispanic/Latino	6.9%	7.8%	8.2%	9.3%
b. Black/African-American only	17.1%	16.7%	16.8%	16.9%
c. American Indian or Alaskan native only	0.4%	0.3%	0.5%	0.3%
d. Native Hawaiian or other Pacific Islander only	0.3%	0.2%	0.2%	0.1%
e. Asian only	3.9%	4.3%	4.6%	4.5%
f. White only	59.2%	58.1%	57.0%	55.2%
g. Multiple races	4.7%	4.4%	4.7%	5.1%
h. Foreign/Non-resident alien	1.4%	1.6%	1.6%	1.6%
i. Unknown/Unreported	6.7%	6.6%	6.6%	6.9%
	FY 2016	FY 2017	FY 2018	FY 2019
I. Wage growth of occupational program graduates				
a. Median income one year prior to graduation	\$16,429	\$16,795	\$16,040	\$17,545
b. Median income three years after graduation	\$39,595	\$41,929	\$44,269	\$44,343

Goal 1: Access

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
1. Annual unduplicated headcount					
a. Total	46,877	45,045	39,695	40,391	51,965
b. Credit students	20,795	19,908	18,734	18,692	20,965
c. Continuing education students	28,022	26,876	22,409	23,074	31,000
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
2. Market share of first-time, full-time freshmen	46.6%	46.9%	43.9%	48.3%	55.0%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
3. Market share of part-time undergraduates	72.8%	71.7%	70.2%	70.9%	77.0%
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
4. Market share of recent, college-bound high school graduates Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.	65.3%	60.0%	62.0%	58.3%	70.0%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
5. High school student enrollment	1,006	1,042	1,125	1,373	975

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	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
6 Enrollments in online courses					
a. Credit	25,528	23,871	32,161	25,215	26,000
b. Continuing education	8,104	8,292	6,331	5,022	2,500
	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2021
7 Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	44.3%	44.3%	44.0%	44.2%	45.0%
Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	9,340	9,273	9,179	9,065	12,000
b. Annual course enrollments	32,887	33,781	34,025	36,388	35,000
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	3,891	3,558	3,248	3,361	4,100
b. Annual course enrollments	7,493	6,437	5,794	5,985	7,800
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
10 Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	35.6%	36.8%	37.9%	39.6%	37.0%
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
b. Percent nonwhite continuing education enrollment	36.4%	37.8%	38.3%	37.6%	50.0%
	July 2016	July 2017	July 2018	July 2019	Benchmark July 2020
c. Percent nonwhite service area population, 18 or older	28.3%	29.1%	29.9%	N/A	Not Applicable
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
11 Percent minorities (nonwhite) of full-time faculty	19.0%	17.8%	19.2%	21.2%	25.0%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
12 Percent minorities (nonwhite) of full-time administrative and professional staff	15.0%	17.4%	17.7%	16.1%	25.0%

Goal 2: Success

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2019 Cohort
13 Fall-to-fall retention					
a. Developmental students	59.2%	61.0%	57.8%	70.6%	68.0%
b. College-ready students	66.0%	68.4%	67.8%	57.4%	68.0%
	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2019 Cohort
14 Fall-to-fall retention					
a. Pell grant recipients	61.8%	59.3%	58.0%	59.7%	68.0%
b. Non-recipients	61.2%	64.7%	62.7%	63.2%	Not Applicable
	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
15 Developmental completers after four years	41.6%	44.5%	43.6%	36.1%	50.0%

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	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
16 Successful-persister rate after four years					
a. College-ready students	86.7%	87.1%	86.0%	89.7%	85.0%
b. Developmental completers	84.1%	84.6%	87.2%	86.0%	85.0%
c. Developmental non-completers	47.9%	45.6%	43.2%	56.0%	Not Applicable
d. All students in cohort	73.8%	74.1%	74.6%	75.8%	75.0%
	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
17 Successful-persister rate after four years					
a. Black/African-American only	66.8%	65.0%	64.3%	60.2%	72.0%
b. Asian only	86.7%	89.0%	84.8%	91.3%	72.0%
c. Hispanic/Latino	66.0%	64.2%	67.7%	74.4%	72.0%
Note: Not reported for groups with < 50 students in the cohort for analysis.					
	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	74.4%	73.7%	68.5%	73.5%	70.0%
b. Developmental completers	56.7%	56.3%	60.5%	63.9%	65.0%
c. Developmental non-completers	30.2%	26.8%	26.5%	34.7%	Not Applicable
d. All students in cohort	53.3%	52.7%	53.5%	55.6%	55.0%
	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
19 Graduation-transfer rate after four years					
a. Black/African-American only	46.3%	44.9%	46.7%	43.7%	54.0%
b. Asian only	77.3%	67.1%	66.7%	72.5%	54.0%
c. Hispanic/Latino	46.5%	47.7%	45.1%	54.1%	54.0%
Note: Not reported for groups with < 50 students in the cohort for analysis.					
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
20 Associate degrees and credit certificates awarded					
a. Career degrees	702	671	653	696	711
b. Transfer degrees	1076	1034	969	1,089	1,066
c. Certificates	673	693	625	666	744
d. Total awards	2,451	2,398	2,247	2,451	2,521
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
21 STEM programs					
a. Credit enrollment	5,100	4,056	3,841	3,571	6,100
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
b. Credit awards	788	743	708	690	832
	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
22 Graduate satisfaction with educational goal achievement	98.8%	97.0%	97.5%	98.1%	98.0%
	Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Spring 2019 Cohort	Benchmark Spring 2019 Cohort
23 Non-returning student satisfaction with educational goal achievement	no survey	77.0%	81.8%	N/A	85.0%
	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
24 Graduate satisfaction with preparation for transfer	83.7%	84.0%	94.4%	86.5%	90.0%
Note: Response categories changed starting in 2008.					

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	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
25 Licensure/certification examination pass rates					
a. EMT-Basic	74.0%	75.0%	76.0%	79.0%	85.0%
Number of Candidates	50	48	46	90	
b. EMT-Paramedic	86.0%	90.0%	100.0%	94.0%	90.0%
Number of Candidates	14	20	29	16	
c. Nursing-RN	93.2%	98.0%	97.0%	97.6%	90.0%
Number of Candidates	117	106	102	132	
d. Physical Therapy Assistant	84.0%	96.4%	100.0%	100.0%	90.0%
Number of Candidates	25	28	21	22	
e. Physician Assistant	92.0%	93.0%	96.0%	97.0%	95.0%
Number of Candidates	36	57	48	30	
f. Radiological Technology	100.0%	100.0%	100.0%	100.0%	95.0%
Number of Candidates	9	14	17	10	
g. Therapeutic Massage	89.5%	93.0%	89.0%	96.0%	95.0%
Number of Candidates	38	28	18	28	
h. Medical Assisting - Certificate	84.0%	100.0%	100.0%	100.0%	95.0%
Number of Candidates	19	15	22	32	
k. Pharmacy Technician*	100.0%	100.0%	0.0%	0.0%	95.0%
Number of Candidates	*	6	0	0	
i. Medical Laboratory Technician	90.0%	92.0%	90.0%	100.0%	95.0%
Number of Candidates	10	12	10	17	
j. Surgical Technology	88.0%	71.0%	89.0%	100.0%	85.0%
Number of Candidates	9	7	9	10	

	AY 15-16	AY 16-17	AY 17-18	AY 18-19	Benchmark AY 2019-20
26 Performance at transfer institutions					
a. Cumulative GPA after first year of 2.0 or above	86.2%	85.9%	86.0%	86.1%	
b. Mean GPA after first year	289.0%	2.86	2.89	2.89	
Methodology to calculate this indicator changed starting in AY 15-16					

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
27 Expenditures by function					
a. Instruction	51.0%	50.3%	49.9%	48.8%	53.0%
b. Academic support	15.0%	14.7%	15.8%	16.7%	14.0%
c. Student services	9.0%	9.3%	9.7%	9.9%	8.0%
d. Other	25.0%	25.6%	24.7%	24.6%	25.0%

Goal 3: Innovation

	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
28 Full-time employed career program graduates working in a related field	85.7%	71.0%	77.7%	71.8%	87.0%

	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
29 Graduate satisfaction with job preparation Note: Response categories changed starting in 2008.	80.5%	61.0%	82.8%	83.0%	90.0%

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
30 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	17,206	16,013	11,720	12,715	20,000
b. Annual course enrollments	35,903	34,949	26,555	25,299	39,000

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
31 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	3,909	3,365	3,029	3,019	4,100
b. Annual course enrollments	7,741	6,670	6,136	5,309	8,000

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
32 Number of business organizations provided training and services under contract	112	102	100	132	115

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
33 Enrollment in contract training courses					

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		14,483	13,405	9,788	10,076	16,000
	a. Unduplicated annual headcount					
	b. Annual course enrollments	31,254	28,716	21,260	19,838	32,000
						Benchmark
		FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
34	Employer satisfaction with contract training	100.0%	100.0%	100.0%	100.0%	98.0%

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers			
1	First-time full- and part-time fall headcount		2361		580		643		1138	
2	Number attempting fewer than 18 hours over first 2 years		619		105		28		486	
3	Cohort for analysis (Line 1 – Line 2)		1742 100.0%		475 100.0%		615 100.0%		652 100.0%	
4	Earned Associate degree from this community college		490 28.1%		199 41.9%		207 33.7%		84 12.9%	
5	Earned certificate, but no degree, from this community college		30 1.7%		8 1.7%		8 1.3%		14 2.1%	
6	Total associate and certificate graduates (Line 4 + Line 5)		520 29.9%		207 43.6%		215 35.0%		98 15.0%	
7	Transferred to Maryland two-year/technical college		70 4.0%		18 3.8%		19 3.1%		33 5.1%	
8	Transferred to Maryland public four-year college		587 33.7%		244 51.4%		244 39.7%		99 15.2%	
9	Transferred to Maryland private four-year college or university		27 1.5%		8 1.7%		11 1.8%		8 1.2%	
10	Transferred to out-of-state two-year/technical college		30 1.7%		8 1.7%		7 1.1%		15 2.3%	
11	Transferred to out-of-state four-year college or university		124 7.1%		33 6.9%		63 10.2%		28 4.3%	
12	Total transfers (sum of Lines 7 - 11)		838 48.1%		311 65.5%		344 55.9%		183 28.1%	
13	Graduated from this college and transferred (Line 6 □ Line 12)		390 22.4%		169 35.6%		166 27.0%		55 8.4%	
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		968 55.6%		349 73.5%		393 63.9%		226 34.7%	
15	No award or transfer, but 30 credits with GPA ≥ 2.00		265 15.2%		66 13.9%		116 18.9%		83 12.7%	
16	Successful transition to higher ed (Line 14 + Line 15)		1233 70.8%		415 87.4%		509 82.8%		309 47.4%	
17	Enrolled at this community college last term of study period		87 5.0%		11 2.3%		20 3.3%		56 8.6%	
18	Successful or persisting (Line 16 + Line 17)		1320 75.8%		426 89.7%		529 86.0%		365 56.0%	

	African American Students	Asian Students	Hispanic Students	White Students (optional data)
1 First-time full- and part-time fall headcount	398	99	186	1391
2 Number attempting fewer than 18 hours over first 2 years	144	19	53	330
3 Cohort for analysis (Line 1 – Line 2)	254 100.0%	80 100.0%	133 100.0%	1061 100.0%
4 Earned Associate degree from this community college	43 16.9%	30 37.5%	37 27.8%	321 30.3%
5 Earned certificate, but no degree, from this community college	8 3.1%	2 2.5%	1 0.8%	17 1.6%
6 Total associate and certificate graduates (Line 4 + Line 5)	51 20.1%	32 40.0%	38 28.6%	338 31.9%
7 Transferred to Maryland two-year/technical college	19 7.5%	4 5.0%	7 5.3%	30 2.8%
8 Transferred to Maryland public four-year college	52 20.5%	41 51.3%	38 28.6%	396 37.3%
9 Transferred to Maryland private four-year college or university	3 1.2%	2 2.5%	4 3.0%	15 1.4%
10 Transferred to out-of-state two-year/technical college	5 2.0%	0 0.0%	6 4.5%	14 1.3%
11 Transferred to out-of-state four-year college or university	13 5.1%	2 2.5%	9 6.8%	86 8.1%
12 Total transfers (sum of Lines 7 - 11)	92 36.2%	49 61.3%	64 48.1%	541 51.0%
13 Graduated from this college and transferred (Line 6 □ Line 12)	32 12.6%	23 28.8%	30 22.6%	258 24.3%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	111 43.7%	58 72.5%	72 54.1%	621 58.5%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	28 11.0%	11 13.8%	19 14.3%	170 16.0%
16 Successful transition to higher ed (Line 14 + Line 15)	139 54.7%	69 86.3%	91 68.4%	791 74.6%
17 Enrolled at this community college last term of study period	14 5.5%	4 5.0%	8 6.0%	47 4.4%
18 Successful or persisting (Line 16 + Line 17)	153 60.2%	73 91.3%	99 74.4%	838 79.0%

BALTIMORE CITY COMMUNITY COLLEGE 2020 PERFORMANCE ACCOUNTABILITY REPORT

I. MISSION

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

II. INSTITUTIONAL ASSESSMENT

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

Baltimore City Community College's (BCCC) annual unduplicated credit headcount increased by 10.6% to 6,694 in FY 2020 (Indicator 1b). The market share of first-time, full-time freshmen continued to increase for fall 2019 by 2.6 percentage points to 27.5% (Indicator 2). The market share of part-time undergraduates increased by 12.3 percentage points to 35.4%, representing an increase of 933 students (Indicator 3). The proportion of part-time students increased slightly to 67.8% in fall 2019 (Characteristic A). The characteristics and personal responsibilities of the majority of BCCC's students make full-time enrollment challenging: 50.6% of credit students are 25 years of age or older and 44.4% are employed at least 20 hours per week (Characteristics F and G). BCCC continued its efforts to support full-time enrollment. Of the respondents to the spring 2020 Community College Survey of Student Engagement (CCSSE), 26.4% reported having children that live with and depend upon them for care and 66.0% reported that childcare is an important service to them. Prior to the COVID-19 pandemic, BCCC's Clarence W. Blount Child Care Center provided licensed, quality, and affordable childcare, including evening care, for children of students and employees (with limited spaces for the community) ages nine months to five years. Scholarships were offered through the federal Child Care Access Means Parents in School grant. The College continued to expand its course offerings and modalities which include accelerated sessions and "Z-courses" which utilize Open Education Resources (OERs) that reduce or eliminate the cost of textbooks. In response to enrollment or reenrollment issues related to COVID-19, a fall 2020 10-week session was created.

The market share of recent, college-bound high school graduates increased from 9.4% in fall 2017 to 38.2% in fall 2018, an increase of 417 students, largely due to the launch of the Mayor's Scholars Program (MSP), a partnership between BCCC, Baltimore City Mayor's Office, and Baltimore City Public Schools (BCPS) (Indicator 4). Through this last-dollar scholarship program, recent high school graduates who are City residents may complete an Associate Degree, Certificate, or workforce development program with tuition and fees covered. Over 300 MSP students participated in the 2018 summer bridge program and over 400 participated in the 2019 summer bridge program. In summer 2020, BCCC developed a virtual summer bridge program to welcome the third cohort of over 200 MSP participants. The number of dual enrolled high school students increased to 245 for fall 2019 (Indicator 5). The next P-TECH cohorts enrolled from Carver Vocational Technical and Paul Laurence Dunbar High Schools; New Era Academy joined the P-TECH partnership with a concentration on transportation. In fall 2019,

BCCC faculty taught developmental math at Digital Harbor and Forest Park High Schools through the STEM Core partnership with BCPS and continued teaching on site at Bais Yaakov.

Enrollments in credit online courses increased to 7,200 in FY 2019 (Indicator 6a), prior to COVID-19. In fall 2019, 10.5% of credit students enrolled exclusively in online classes and an additional 33.7% enrolled in both online and face-to-face classes. In 2019, the following degree programs could be completed entirely online: Business Administration, Business Management, Accounting, Law Enforcement/Correctional Administration, General Studies, and Transportation and Supply Chain Management (along with the Certificate program). Continuing education online course enrollments increased to 1,494 in FY 2019 (Indicator 6b). WDCE has increased digital literacy across all program areas and expanded access to online learning overall. Prior to COVID-19, the focus was on further developing computing access and skills with the intent to grow enrollment in online courses. COVID-19 and the transition to remote learning is expected to have a lasting impact. All classes have developed online delivery options and students have become more skilled with accessing online sections.

Low incomes and extensive personal and job responsibilities are characteristic of most BCCC students, making affordability a key issue; 44.4% of our credit students work more than 20 hours per week and 38.5% received Pell grants in FY 2019 (Characteristics G and E). Spring 2020 CCSSE respondents reported that 46.9% use their own income/savings as a major or minor source for paying their tuition and 46.6% reported that the lack of finances is likely to be what would cause them to withdraw from class or college. As noted in the College's mission, BCCC is committed to providing quality, affordable, and accessible education to its diverse population. BCCC strives to keep tuition and fees at a fraction of those for Maryland public four-year institutions and stayed below our benchmark at 34.7% in FY 2019 (Indicator 7). The elimination of the application fee and the flat rate tuition and fee schedule for students enrolled in 12 to 18 credits remained in place. Easing students' financial burdens is the primary reason BCCC continues to expand its use of OERs. BCCC's PRE 100 course began exclusively using OERs in fall 2017. In fall 2019, over 170 sections of 28 courses utilized OERs.

BCCC's unduplicated headcount in continuing education decreased to 6,611 in FY 2019 (Indicator 1c.) The Workforce Development and Continuing Education (WDCE) Division remains committed to responding to the needs of the City's citizens and business community. Annual unduplicated headcount and annual course enrollments in continuing education community service and lifelong learning courses decreased in FY 2019 to 105 and 124, respectively (Indicator 8). While the College offers a lifelong learning classes in partnership with community centers throughout Baltimore, the requests for classes from partners has declined. BCCC is committed to exploring new classes and partnerships to expand access to lifelong learning. WDCE has expanded partners' engagement through quarterly meetings and has identified several areas of interest along with potential locations. The unduplicated annual headcount and annual course enrollments in continuing education basic skills and literacy courses fell in FY 2019 to 4,353 and 8,395, respectively (Indicator 9). Refugee resettlement declines continued in the City, State, and nation. This is reflected in the annual unduplicated headcount in ESOL courses which decreased to 2,543 (Characteristic D). BCCC received MORA grants to support the Refugee Assistance Program and Service to Older Refugees program which provide funding to support refugees' and asylees' access to English language and

Citizenship classes. Adult Basic Education (ABE) enrollment continued to decline due to a change in the intake process. In FY 2017, the Test of ABE, a three-hour computer-based test, was implemented and may have discouraged enrollment. Since then, BCCC has increased communication and support through expanded hours, coaching prospective ABE students, and is exploring additional support for initial test-taking such as digital literacy courses.

The percentage of minority student enrollment at BCCC has always exceeded the corresponding percentage in its service area; 93.4% of fall 2019 credit students and 97.5% of FY 2019 continuing education students were minorities compared to 69.7% of the City's population (Indicator 10). In fall 2019, 78.3% of full-time faculty and 77.1% of full-time administrative/professional staff were minorities (Indicators 11 and 12). The Human Resources Office leveraged a multitude of channels to attract diverse, qualified, and competitive applicants. All positions are posted on the BCCC website, Indeed.com, HigherEd Jobs, Inside Higher Ed, Academic Careers Online, Diverse Jobs.net, Maryland Diversity.com, Chronicle Vitae, and Higher Education Recruitment Consortium. Glassdoor.com was added as a new site for postings. If positions prove hard to fill, specialty niche websites are utilized including the Society for Human Resource Management, College & University Professional Association for Human Resources, Dice, Chesapeake Human Resources Association, Idealist Careers, CareerBuilder, American Association of Community Colleges, Association of College & University Auditors, International Facility Management Association, and Monster, among others for recruiting specialized skill sets. BCCC utilizes various social media platforms including Twitter, Facebook, and LinkedIn to garner additional applicants. COVID-19 meant no participation in job fairs.

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

BCCC's fall-to-fall retention rate declined slightly to 36.2% for the fall 2018 cohort of developmental students (Indicator 13a). The four-year developmental completer rate increased by 4.2 percentage points for the fall 2015 cohort to 33.1% (Indicator 15). With most students requiring developmental coursework, 90.2% of all first-time entrants in fall 2019, focus must remain on successful developmental completion and the initiatives to increase retention and persistence, particularly in students' first year (Characteristic B). In summer 2020, BCCC began utilizing multiple measures to assess and place students into developmental or college-level coursework. While the number of Pell grant recipients increased by 257 students from FY 2018 to FY 2019 (Characteristic E), the fall-to-fall retention rate for the 2018 cohort of Pell grant recipients fell to 34.8% (Indicator 14a). The College served as a site for the Maryland Higher Education Commission's outreach for the Guaranteed Access Grant and Maryland Community College Promise Program for applicants to ask questions and submit documents. The Financial Aid Office provides support to students and parents in completing the FAFSA and presents information as part of New Student Orientation and PRE 100. The Student Support and Wellness Services Center offers activities throughout the year both on campus and virtually to help students with exercise opportunities, time and stress management, and mental health awareness and resources. Counseling sessions are offered via various platforms.

BCCC's overall successful-persister rate for all students in the fall 2015 cohort increased to 57.1% and the developmental completers' rate increased to 76.7%, remaining nearly triple that of

the developmental non-completers (Indicator 16). The successful-persister rate for African American students mirrored the increase of the overall cohort at 54.5% for the fall 2015 cohort (Indicator 17a). The overall four-year graduation-transfer rate increased for the fall 2015 cohort to 41.5% and to 51.7% for the developmental completers (Indicator 18). The increase in the graduation-transfer rate for African American students was similar to that for the total fall 2015 cohort at 39.3% (Indicator 19a). Increases in the developmental completion rate impact nearly all other outcome measures. The need for remediation remains high for BCCC students; the College is working to reducing the barriers to completing the recommended developmental coursework and all program requirements. The streamlined levels of developmental courses in math and reading/English have made a positive impact. BCCC continues its work to expand support services, especially in light of the remote learning environment, offer creative scheduling options, increase financial aid literacy and access to information, and increase staff training. Student success remains BCCC's number one strategic priority.

The College's federally funded Student Support Services/Students Taking Action in Reaching Success (TRIO/SSS-STAIRS) program is designed to increase the retention, graduation, and transfer rates of low-income, first-generation college students and students with disabilities needing academic support. In AY 2019-20, the program served 231 students, the majority of whom were low-income and first-generation college students. Program participants received book scholarships along with individualized, intensive support services. Of the 231 students, 52 graduated and 28 reported plans to transfer to senior institutions by fall 2020. The annual "Clothing Swap and Shop" helped students build professional wardrobes for interviews, internships, and careers. During "Building Personal Wealth: Meet and Eat", an interactive workshop, participants discussed money habits and attitudes, personal definitions of wealth, financial goals, and fundamentals of budgeting. A "Goal Setting and Vision Board" workshop introduced creating SMART goals for educational, career, and personal success. As operations transitioned to remote due to COVID-19, all services were provided virtually and online. Via Bookings 365, students schedule appointments for advising and online registration assistance. The program's Canvas course includes new self-guided learning activities, videos, assessments, and links to helpful websites. Learning modules include Tutoring Services and Free Online Resources, Personal Finance and Money Management, Financial Aid Information, Career Exploration, Learning Styles, and College Survival Skills. Staff initiated frequent contact with students via emails, phone calls, and Zoom sessions to build a virtual community and sense of belonging and to maintain focus on academic goals. Virtual celebrations were held for graduates.

The total number of degrees and certificates awarded fell slightly to 629 in FY 2019 (Indicator 20). The number of STEM awards increased to 330 in FY 2019 and enrollment in STEM programs increased to 2,346 in fall 2019 (Indicators 21a and 21b). The Cyber Security and Assurance programs awarded their first degrees and certificates in FY 2018 with a total of 9; in FY 2019, the degrees and certificates increased to 53. The Robotics/Mechatronics Certificate program, launched in 2018, saw its first 3 graduates. Other programs with notable increases in awards include the Nursing degree, Practical Nursing certificate, and Computer-Aided Drafting & Design certificate. In 2020, BCCC was awarded the One Step Away Grant designed to assist former students complete their associate degrees, specifically those within 15 credits of degree completion, in good academic standing, and last enrolled between fall 2016 and spring 2019. BCCC has targeted 68 of these individuals for reenrollment. The objectives are to implement a

degree audit system; enhance outreach strategies to encourage reenrolling; and enhance student support via academic, financial, and/or social advising for smooth reentry and completion.

BCCC's graduate satisfaction with educational goal achievement increased from of 92.1% for the 2016 graduates to 96.7% for the 2018 graduates (Indicator 22). Surveys of non-returning students show that 59.6% of respondents (n=47) completely or partly achieved their educational goal (Indicator 23). While reasons for leaving vary, 73.7% of those who did not meet their goal said they plan to return to BCCC.

BCCC graduates' licensing examination pass rates remained very high with increases in Licensed Practical Nursing to 93.8%, Physical Therapy Assistant to 83.3%, and Respiratory Care to 84.6% (Indicator 25). Dental Hygiene fell below 100% for the first time in over five years with a pass rate of 84.6% and the Nursing pass rate fell slightly to 80.8%. In anticipation of the change in the NCLEX in 2021, Nursing program faculty have obtained the testing blueprint and are modifying components of the curriculum to support the new methods of testing. The Nursing, Respiratory Care, Physical Therapy Assistant, and Dental Hygiene faculty have established tutoring chat shells in every course to provide more contact time with students. The performance of BCCC transfer students at senior institutions increased in AY 2018-19. The percentage of students with a cumulative GPA of 2.0 or above after the first year increased to 81.6% and the mean GPA after the first year climbed to 2.76 (Indicator 26). Transfer program graduates' satisfaction with transfer preparation fell to 70.0% (Indicator 24). Due to COVID-19, campus-based transfer fairs were not possible most of the year. BCCC participated in planning the first ever State-wide Virtual Transfer Fair to be held in October 2020. Over 120 institutions will participate in the three-week virtual fair. The Maryland Association of Community College is supporting the event with its website serving as the central web portal.

BCCC is committed to student success by allocating as much of its resources as possible to instruction, academic support, and student services (Indicator 27). While the percentages of expenditures spent for instruction, academic support and student services decreased slightly in FY 2019, the dollars expended increased. One-time charges in the "other" category resulted in an increase in the total dollars spent for the fiscal year. The dollars spent for instruction, academic and student services continue to emphasize the commitment by the College to BCCC's students.

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

Responses to the 2018 Graduate Follow-Up Survey show that 83.3% of career program graduates were employed in a field related to their BCCC program and 86.4% were satisfied with the job preparation they received at BCCC (Indicators 28 and 29). Recent data from the Jacob France Institute show that the FY 2016 graduates' median income more than doubled from one year prior to three years after graduation (Characteristic I). The 2020 CCSSE showed 73.4% of respondents indicating that their time at BCCC contributed to their developing clearer career goals and 76.7% indicating it contributed to them gaining information about career opportunities. All students receive information regarding the College's Career Development Services, from their first semester as part of the PRE 100 course through graduation and job placement. WDCE students have integrated job readiness and placement services in all programs. BCCC's Granville

T. Woods Scholars participated in summer internship opportunities at the Washington Centers, many focused on STEM, and in internships at the WBJC radio station affiliated with the College.

The annual unduplicated headcount and annual course enrollments in workforce development decreased in FY 2019 primarily due to the loss of the Department of Labor grant for cyber security and assurance training, the Department of Transportation grant for distribution logistics training, and non-renewal of contracts for weatherization readiness and job readiness services (Indicator 30a and 30b). While COVID-19 presented challenges in FY 2020, BCCC anticipates increased enrollment in FY 2021. In partnership with the Mayor's Office of Employment Development, workforce training programs have been realigned to the City's economic and workforce development needs with a focus on training that leads to high-skill, high-wage employment and provides completers with industry certification and/or licensure for career advancement. BCCC increased its number of programs on the Workforce Investment Opportunity Act (WIOA) Education and Training Partner Eligibility List and has been approved as a training provider for the Department of Human Services (DHS) Education and Training Program which provide new students access to training at no cost. WIOA and DHS approvals were renewed for FY 2021 which will increase BCCC's recruitment and outreach. In FY 2021, the College has funding for up to 230 individuals receiving DHS and Department of Social Services benefits to enroll in workforce training along with Governor's Emergency Education Relief funding for up to 235 students. The annual unduplicated headcount in Continuing Professional Education leading to government or industry-required certification or licensure fell while the annual course enrollments increased (Indicator 31a and 31b). As more employers expect industry certification and ongoing skill development from incumbent and new employees, the College is poised to provide training. WDCE is working with employers across industry sectors to identify new training programs leading to certification and licensing. The College responded to the need for more licensed community health workers due to COVID-19. The Maryland Board of Nursing approved this new program to certify completers.

The unduplicated headcount in contract training increased to 1,740 and course enrollments increased to 2,837 (Indicator 33a and 33b). Two new contracts to for workforce training supported 93 Baltimore City youth. While the number of business organizations fell in FY 2019 to 67, employer satisfaction with the contract training remained at 100% (Indicators 32 and 34). Several contract expansions have occurred due to client satisfaction. For example, the number of cohorts increased in the Certified Pharmacy Technician program due to the high completion and job placement rates. Other clients include Washington Mutual Homes, Maryland Department of Public Works, Johns Hopkins Health System, and Bon Secours Community Works.

COMMUNITY OUTREACH AND IMPACT

BCCC's Strategic Plan calls for growing and strengthening partnerships and community engagement. The College is committed to engaging and improving communities in the greater Baltimore area. Dedicated faculty, staff, and students provide their time and expertise to serve the City's citizens, neighborhood and community organizations, public schools, and employers. The COVID-19 pandemic brought unprecedented challenges for the College community to which BCCC joined with partners to spring into action to support its neighbors.

COVID-19 Community Service

The College's Liberty Campus resides in Baltimore City in zip code 21215; the City has remained in the top five Maryland jurisdictions in terms of reported cases of the coronavirus and 21215 has remained one of the highest zip codes in the State. The College has taken several steps to connect local and State resources to its community including the Alumni Association donating hundreds of face masks to seniors at the Bon Secours Liberty Village and Forest Park Senior Centers. In May, the College joined forces with the World Central Kitchen to provide free meals to local residents. BCCC's South Pavilion location became the distribution site from May to June. Throughout the summer, the location served as a site for the City's distribution of free meals with BCCC staff serving as volunteers. In addition, Councilman Leon F. Pinkett, III joined with the Baltimore Ravens and Together Assisting People to distribute thousands of boxes of free fruit from the College's campus. The College is expanding its partnership with CVS Pharmacy which will enable the South Pavilion to be utilized as a COVID-19 testing site.

In April 2020, the Maryland Chapter of the American Foundation for Suicide Prevention and Inquiring Minds, LLC virtually presented "Coping with COVID" to help with the uncertainty of the "lockdown living" circumstances.

A staff member from WBJC-FM made dozens of masks to share with colleagues and members of the community. A student from BCCC's Fashion Design program utilized her talents to create face masks for area hospitals. The TRIO/SSS-STAIRS students and staff held the annual Clothing Swap and Shop event. The team dedicated time to collecting, donating, and giving away clothes and accessories.

Community Events and Partnerships

For the first time, BCCC has been selected by the State Board of Elections to serve as an early and General Election voting center. From October 26 – November 3, the Physical Education Center at the Liberty Campus will serve as a polling location for City residents. Prior to COVID, BCCC served as the site for the Associated Black Charities' Racial Equity Workshop.

In Fall 2019, BCCC hosted the annual free Community Resource Fair at the main campus with 28 community and campus-based resources, including free HIV testing, NARCAN training (for opioid overdose prevention), and a foster care alumni circle. The College has partnered with the House of Ruth and TurnAround, Inc. to host periodic conversations on healthy relationships.

A new partnership with the National Alliance on Mental Illness (NAMI) Baltimore was established for "I Will Listen Week" in October 2019 which focused on creating more awareness of mental illness and reducing stigma. NAMI Baltimore supported daily activities that the College created to support the community. The College created a virtual version of "I Will Listen Week" in October 2020.

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Student Characteristics (not Benchmarked)

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

A.	Credit students enrolled part time	Fall 2016	Fall 2017	Fall 2018	Fall 2019
B.	Credit students with developmental education needs	69.9%	68.2%	65.8%	67.8%
		Spring 2014	Spring 2016	Spring 2018	Spring 2020
C.	Credit students who are first-generation college students (neither parent attended college)	59.8%	85.7%	90.7%	90.2%
		FY 2016	FY 2017	FY 2018	FY 2019
D.	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	3,537	3,765	3,129	2,543
		FY 2016	FY 2017	FY 2018	FY 2019
E.	Financial aid recipients				
a.	Credit students receiving Pell grants	44.2%	40.8%	38.3%	38.5%
b.	Credit students receiving loans, scholarships and/or need-based financial aid	52.9%	50.8%	47.4%	47.8%
F.	Students 25 years old or older	Fall 2016	Fall 2017	Fall 2018	Fall 2019
a.	Credit students	57.3%	55.3%	52.3%	50.6%
		FY 2016	FY 2017	FY 2018	FY 2019
b.	Continuing education students	79.3%	78.9%	76.7%	78.9%
		Spring 2014	Spring 2016	Spring 2018	Spring 2020
G.	Credit students employed more than 20 hours per week	50.4%	45.4%	44.1%	44.4%
		Fall 2016	Fall 2017	Fall 2018	Fall 2019
H.	Credit student racial/ethnic distribution				
a.	Hispanic/Latino	2.0%	2.3%	2.4%	3.4%
b.	Black/African-American only	74.3%	73.4%	69.1%	75.8%
c.	American Indian or Alaskan native only	0.1%	0.2%	0.2%	0.1%
d.	Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.0%	0.1%
e.	Asian only	2.4%	2.0%	1.1%	1.6%
f.	White only	8.2%	6.9%	4.9%	5.9%
g.	Multiple races	1.9%	1.8%	1.7%	2.0%
h.	Foreign/Non-resident alien	8.3%	11.2%	18.7%	9.3%
i.	Unknown/Unreported	2.0%	2.1%	1.9%	1.8%
		FY 2016	FY 2017	FY 2018	FY 2019
I.	Wage growth of occupational program graduates				
a.	Median income one year prior to graduation	\$18,525	\$16,882	\$18,869	\$19,177
b.	Median income three years after graduation	\$39,219	\$34,377	\$39,146	\$44,554

Goal 1: Access

		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
1.	Annual unduplicated headcount					
a.	Total	15,443	16,049	13,974	13,177	16,265
b.	Credit students	6,679	6,346	6,054	6,694	6,880
c.	Continuing education students	8,874	9,798	8,015	6,611	9,850
		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
2.	Market share of first-time, full-time freshmen	13.5%	12.9%	25.1%	27.5%	20.0%
		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
3.	Market share of part-time undergraduates	25.5%	36.7%	23.1%	35.4%	27.2%
		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
4.	Market share of recent, college-bound high school graduates Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.	19.8%	19.2%	9.4%	38.2%	28.0%

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5	High school student enrollment	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
		102	139	230	245	255
6	Enrollments in online courses a. Credit b. Continuing education	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
		7,489	6,721	6,904	7,200	8,491
		374	879	1,318	1,494	186
7	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2021
		32.9%	34.5%	33.8%	34.7%	37.4%
8	Enrollment in continuing education community service and lifelong learning courses a. Unduplicated annual headcount b. Annual course enrollments	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
		634	784	415	105	790
		943	1,109	546	124	1,150
9	Enrollment in continuing education basic skills and literacy courses a. Unduplicated annual headcount b. Annual course enrollments	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
		6,182	5,895	4,965	4,353	6,100
		14,824	13,287	10,073	8,395	13,500
10	Minority student enrollment compared to service area population a. Percent nonwhite credit enrollment	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
		90.9%	92.1%	93.8%	93.4%	BCCC Does Not Benchmark
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020	
	90.3%	87.7%	89.4%	97.5%	BCCC Does Not Benchmark	
	July 2016	July 2017	July 2018	July 2019	Benchmark July 2020	
	69.6%	69.8%	69.7%	Not Available	Not Applicable	
11	Percent minorities (nonwhite) of full-time faculty	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
		75.7%	76.7%	72.9%	78.3%	BCCC Does Not Benchmark
12	Percent minorities (nonwhite) of full-time administrative and professional staff	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
		74.6%	74.6%	75.0%	77.1%	BCCC Does Not Benchmark
Goal 2: Success						
13	Fall-to-fall retention a. Developmental students b. College-ready students	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2019 Cohort
		34.3%	37.1%	37.1%	36.2%	38.0%
		na (n=29)	53.2%	46.7%	25.0%	44.7%
14	Fall-to-fall retention a. Pell grant recipients b. Non-recipients	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort
		34.6%	34.8%	37.1%	34.8%	36.6%
		32.5%	37.3%	41.0%	35.8%	Not Applicable
15	Developmental completers after four years	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
		29.6%	26.6%	28.9%	33.1%	24.0%

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		Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
16	Successful-persister rate after four years					
	a. College-ready students	na (n=48)	56.0%	na (n=34)	64.3%	62.8%
	b. Developmental completers	80.1%	77.2%	74.3%	76.7%	86.3%
	c. Developmental non-completers	35.8%	31.9%	26.8%	27.8%	Not Applicable
	d. All students in cohort	57.9%	52.2%	51.1%	57.1%	50.9%
		Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
17	Successful-persister rate after four years					
	a. Black/African-American only	55.0%	51.0%	48.4%	54.5%	50.0%
	b. Asian only	na (n=14)	na (n=23)	na (n=20)	na (n=29)	Not Applicable
	c. Hispanic/Latino	na (n=11)	na (n=13)	na (n=23)	na (n=9)	Not Applicable
	Note: Not reported for groups with < 50 students in the cohort for analysis.					
		Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
18	Graduation-transfer rate after four years					
	a. College-ready students	na (n=48)	46.0%	na (n=34)	54.3%	44.1%
	b. Developmental completers	47.7%	42.6%	48.9%	51.7%	41.9%
	c. Developmental non-completers	31.3%	23.3%	22.6%	23.3%	Not Applicable
	d. All students in cohort	40.8%	33.0%	37.1%	41.5%	33.7%
		Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
19	Graduation-transfer rate after four years					
	a. Black/African-American only	38.1%	32.9%	34.5%	39.3%	33.0%
	b. Asian only	na (n=14)	na (n=23)	na (n=20)	na (n=29)	Not Applicable
	c. Hispanic/Latino	na (n=11)	na (n=13)	na (n=23)	na (n=9)	Not Applicable
	Note: Not reported for groups with < 50 students in the cohort for analysis.					
		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
20	Associate degrees and credit certificates awarded					
	a. Career degrees	193	205	234	279	287
	b. Transfer degrees	232	175	217	152	206
	c. Certificates	113	108	205	198	154
	d. Total awards	538	488	656	629	647
		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
21	STEM programs					
	a. Credit enrollment	2,695	2,576	2,297	2,346	2,600
		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
	b. Credit awards	237	242	306	330	390
		Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
22	Graduate satisfaction with educational goal achievement	98.7%	94.4%	92.1%	96.7%	95.0%
		Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Spring 2019 Cohort	Benchmark Spring 2019 Cohort
23	Non-returning student satisfaction with educational goal achievement	77.1%	54.4%	56.7%	59.6%	65.0%
		Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
24	Graduate satisfaction with preparation for transfer Note: Response categories changed starting in 2008.	83.3%	100.0%	84.6%	70.0%	100.0%

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	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
25 Licensure/certification examination pass rates					
a. Nursing - National Council	78.8%	84.1%	85.4%	80.8%	85.0%
Number of Candidates	52	44	48	52	
b. Licensed Practical Nurse - National Council	100.0%	85.7%	90.0%	93.8%	90.0%
Number of Candidates	6	7	10	16	
c. Physical Therapy - Assessment Systems	100.0%	78.6%	72.7%	83.3%	97.5%
Number of Candidates	14	14	11	12	
d. Dental Hygiene - National (Written) Board	100.0%	100.0%	100.0%	84.6%	97.5%
Number of Candidates	14	14	15	13	
e. Respiratory Care - MD Entry Level Exam	100.0%	93.3%	73.3%	84.6%	86.7%
Number of Candidates	7	15	15	13	
					Benchmark AY 2019-20
26 Performance at transfer institutions					
a. Cumulative GPA after first year of 2.0 or above	83.4%	88.3%	80.0%	81.6%	Not Applicable
b. Mean GPA after first year	2.75	2.76	2.66	2.76	Not Applicable
Methodology to calculate this indicator changed starting in AY 15-16					
					Benchmark FY 2020
27 Expenditures by function					
a. Instruction	43.8%	43.2%	37.5%	35.8%	35.5%
b. Academic support	8.7%	9.5%	12.7%	12.3%	8.8%
c. Student services	10.7%	11.2%	10.8%	9.7%	12.3%
d. Other	36.8%	36.2%	39.0%	42.2%	43.4%

Goal 3: Innovation

	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
28 Full-time employed career program graduates working in a related field	80.0%	na (n=3)	75.0%	83.3%	80.0%
					Benchmark Alumni Survey 2018
29 Graduate satisfaction with job preparation Note: Response categories changed starting in 2008.	86.7%	na (n=3)	85.7%	86.4%	85.0%
					Benchmark FY 2020
30 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	1,892	2,628	2,020	1,630	2,800
b. Annual course enrollments	2,257	3,495	3,100	2,132	3,600
					Benchmark FY 2020
31 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	730	1,219	1,158	1,089	1,250
b. Annual course enrollments	1,041	1,695	2,273	2,460	1,750
					Benchmark FY 2020
32 Number of business organizations provided training and services under contract	73	75	90	67	91
					Benchmark FY 2020
33 Enrollment in contract training courses					
a. Unduplicated annual headcount	2,261	2,958	1,143	1,740	2,300
b. Annual course enrollments	2,863	4,385	2,472	2,837	2,900
					Benchmark FY 2020
34 Employer satisfaction with contract training	100.0%	100.0%	100.0%	100.0%	100.0%

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers			
1	First-time full- and part-time fall headcount		937		215		259		463	
2	Number attempting fewer than 18 hours over first 2 years		455		145		27		283	
3	Cohort for analysis (Line 1 – Line 2)		482 100.0%		70 100.0%		232 100.0%		180 100.0%	
4	Earned Associate degree from this community college		83 17.2%		19 27.1%		62 26.7%		2 1.1%	
5	Earned certificate, but no degree, from this community college		13 2.7%		0 0.0%		4 1.7%		9 5.0%	
6	Total associate and certificate graduates (Line 4 + Line 5)		96 19.9%		19 27.1%		66 28.4%		11 6.1%	
7	Transferred to Maryland two-year/technical college		45 9.3%		5 7.1%		23 9.9%		17 9.4%	
8	Transferred to Maryland public four-year college		80 16.6%		18 25.7%		54 23.3%		8 4.4%	
9	Transferred to Maryland private four-year college or university		3 0.6%		0 0.0%		3 1.3%		0 0.0%	
10	Transferred to out-of-state two-year/technical college		3 0.6%		0 0.0%		0 0.0%		3 1.7%	
11	Transferred to out-of-state four-year college or university		14 2.9%		4 5.7%		6 2.6%		4 2.2%	
12	Total transfers (sum of Lines 7 - 11)		145 30.1%		27 38.6%		86 37.1%		32 17.8%	
13	Graduated from this college and transferred (Line 6 □ Line 12)		41 8.5%		8 11.4%		32 13.8%		1 0.6%	
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		200 41.5%		38 54.3%		120 51.7%		42 23.3%	
15	No award or transfer, but 30 credits with GPA ≥ 2.00		61 12.7%		6 8.6%		48 20.7%		7 3.9%	
16	Successful transition to higher ed (Line 14 + Line 15)		261 54.1%		44 62.9%		168 72.4%		49 27.2%	
17	Enrolled at this community college last term of study period		14 2.9%		1 1.4%		10 4.3%		1 0.6%	
18	Successful or persisting (Line 16 + Line 17)		275 57.1%		45 64.3%		178 76.7%		50 27.8%	

	African American Students	Asian Students	Hispanic Students	White Students (optional data)
1 First-time full- and part-time fall headcount	752	46	15	62
2 Number attempting fewer than 18 hours over first 2 years	352	17	6	44
3 Cohort for analysis (Line 1 – Line 2)	400 100.0%	29 100.0%	9 100.0%	18 100.0%
4 Earned Associate degree from this community college	62 15.5%	10 34.5%	1 11.1%	5 27.8%
5 Earned certificate, but no degree, from this community college	12 3.0%	0 0.0%	0 0.0%	0 0.0%
6 Total associate and certificate graduates (Line 4 + Line 5)	74 18.5%	10 34.5%	1 11.1%	5 27.8%
7 Transferred to Maryland two-year/technical college	34 8.5%	5 17.2%	2 22.2%	0 0.0%
8 Transferred to Maryland public four-year college	68 17.0%	6 20.7%	0 0.0%	5 27.8%
9 Transferred to Maryland private four-year college or university	1 0.3%	0 0.0%	0 0.0%	1 5.6%
10 Transferred to out-of-state two-year/technical college	2 0.5%	0 0.0%	0 0.0%	0 0.0%
11 Transferred to out-of-state four-year college or university	10 2.5%	2 6.9%	0 0.0%	1 5.6%
12 Total transfers (sum of Lines 7 - 11)	115 28.8%	13 44.8%	2 22.2%	7 38.9%
13 Graduated from this college and transferred (Line 6 □ Line 12)	32 8.0%	5 17.2%	0 0.0%	3 16.7%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	157 39.3%	18 62.1%	3 33.3%	9 50.0%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	48 12.0%	4 13.8%	0 0.0%	5 27.8%
16 Successful transition to higher ed (Line 14 + Line 15)	205 51.3%	22 75.9%	3 33.3%	14 77.8%
17 Enrolled at this community college last term of study period	13 3.3%	1 3.4%	0 0.0%	0 0.0%
18 Successful or persisting (Line 16 + Line 17)	218 54.5%	23 79.3%	3 33.3%	14 77.8%

Carroll CC PAR Narrative 2020

Mission

Empowering learners. Changing lives. Building community. Carroll Community College provides accessible, high-quality educational opportunities to advance careers, enrich lives, and strengthen the community we serve. View the entire mission statement.

Institutional Assessment

Student characteristics

Carroll's student body remains stable as in prior years. Data suggests an increase in first-generation college students, but this is likely due to an improvement in how the College identifies and measures this information. We began asking Fall 2019 registrants whether they were first-generation, and identified more than we had in prior years. We also saw an increase in ESOL enrollment, which coincides with some changing demographics in our county and an increase in marketing efforts to Spanish speakers in the county. Financial aid recipients increased as well, due mostly to the Maryland Promise program. Wage growth data for our graduates looks stronger this year, although there is concern that these data may be impacted by the COVID-19 pandemic.

Access

The institution remains stable in terms of market share. Our online offerings remain strong. Although the College experienced a shift in enrollments from online to hybrid courses in the past two years, in the current pandemic environment, we anticipate a consistent move toward online synchronous courses. Non-credit moved many of their course options online with great success.

The College was exploring options to deliver adult education programming virtually when the COVID shutdown occurred. We were able to use the Department of Labor-approved program *GED Academy*. This not only ensured that we kept our students safe from the pandemic, but also allowed us to reach any potential student in the county with internet access, regardless of their ability to drive to campus for class.

When we transitioned to remote learning in March 2020, the College issued laptops and wireless hotspots to students who needed hardware and reliable internet access to continue their coursework. We saw enrollment remain steady after the move to remote learning, and we were able to meet student needs. Professional certification programs were prepared similarly to credit to deliver materials through entirely remote learning. They also worked closely with facilities to ensure that physical distancing could be maintained for courses that required some in-person learning.

These efforts seemed to work for our students. Enrollment did not decline significantly during the Spring term. We ended the semester with a headcount and FTE slightly higher than Spring 2019, and a withdrawal rate equivalent to Spring 2019 as well. We conducted the HEDS COVID-19 Response survey of students enrolled the last week of April. Results of that survey

showed that students felt the College was doing its best to protect and support them, though they expressed anxiety about their classes, jobs, and safety.

Carroll also dispersed emergency funds to students in need. CARES Act money was distributed to Pell grant recipients. The College Foundation raised money to disburse additional funds beyond what the CARES Act allowed to students experiencing economic strain that might impact their success in college. Student Services staff reached out individually to students who shared specific concerns or requested contact and provided assistance whenever possible. We were even able to provide a drive-through graduation ceremony that allowed for some celebration of an important milestone while maintaining physical distancing.

Aside from the College's COVID response, Student Services staff continued efforts from Fall 2018 to use multiple measures to assess college readiness in Math and English/Reading, introducing the use of high school GPA as a metric for placement. This change resulted in over 200 students placing directly into college-level coursework in Math and English composition, bypassing transitional classes.

Enrollment and graduation rates of students of color have grown. We have been working to enhance our efforts toward Diversity, Equity, and Inclusion in the last several years. We are pleased to see enrollment rates shift, and although we can't confirm the exact cause of that change, the College plans to increase DEI efforts in the upcoming academic year, hiring an Executive Director of Diversity, Equity, and Inclusion and conducting an institutional Diversity Audit.

Success

Carroll's retention and graduation rates remain fairly steady, with just a slight decline since last year. Some of that reflects adjustments to placement processes and transitional course curriculum between 2016 and 2019. Our Institutional Research department continued to evaluate the change of using multiple measures for college-level placement in English/Reading and Math. Analyses show that students placed in gateway English and Math courses using their high school GPA perform better than students who place by Accuplacer or other methods. In addition, we've reduced the percentage of new students who need remediation. This may be resulting in a population of students in transitional courses with weaker academic preparation and at greater risk for educational failure, therefore our advisors, faculty, and tutors are positioned to provide additional support. It appears that the increase in successful persistence of developmental non-completers could be an indication that our revised curriculum is helping students who need remediation to make progress.

Non-returning student satisfaction declined, which may be attributed to a change in survey methodology. In 2019, we conducted the survey entirely online without mailing out paper versions as had previously been the practice. The response rate was only 7%, so we don't find the results very reliable. The College will revisit its methodology the next time it conducts this survey.

One of the ways that Carroll is working to ensure student success is our efforts to reach each and every student with individualized services. We have restructured advising to pair students with dedicated advisors by academic program; these advisors are prepared to provide guidance on each student's course registration plans, path to graduation, and career.

A population of students that experience barriers to meeting their educational and professional goals are those in the pre-majors for our competitive admissions programs, Registered Nursing (RN) and Physical Therapist Assistant (PTA). These programs have many more students who intend to pursue them than are actually admitted each year. Advisors were concerned about students spending time in the pre-major without progressing into the program itself, and worked with Institutional Research to identify students who would likely not achieve entry into these competitive programs to help them explore other options in healthcare or science programs. We also used National Student Clearinghouse data to track outcomes for these students in pre-majors who don't end up in the RN or PTA programs to help identify viable pathways for students beyond their associate degree.

We know that the evidence is strong that students are less likely to graduate if they only attend part-time. The Maryland Promise Scholarship was awarded to 91 Carroll students this year, which encouraged new freshmen to begin attending full-time. With this and other advising efforts, our percentage of full-time students has grown. Carroll has historically had a predominantly part-time student body, and we have been making efforts to encourage students to take additional classes within a semester and/or adding courses in the Summer and Winter terms.

Non-credit scholarships have also been awarded, including the Workforce Development Sequence Scholarships, and our College Foundation's Miller Scholarships for Entrepreneurs, which expands our pathways to careers (including self-employment) available to a wider population in our service area. We continue to strive to reduce financial barriers to our students and offer a variety of options for students with any educational goal.

Carroll continues to implement the One Step Away grant for credit students, and in the past year identified 155 students who had completed 45 or more credit hours without a degree plan. Our One Step Away advisor reached out to these students to encourage them to finish their degree. We were able to complete successful reverse transfer for 21 of these students and an additional 50 graduated. Workforce Training programs are similarly working to identify and aid non-completers. Students who begin but don't complete a workforce program are now receiving outreach emails to help coach them to completion, similar to the One Step Away efforts for credit. We have seen modest gains with these efforts in our first year, and hope to continue to refine this process in the coming year.

Innovation

Our efforts to individualize services and reach students through intrusive advising and outreach has benefited from technology that also enabled our response to the COVID pandemic. We have been able to provide advising, tutoring, and library services to students remotely, with available hours extending into evenings to ensure working students have access. All of these services are available through online chat, video calls, or by phone. We were in the process of launching

these services ahead of the pandemic and were therefore quick to respond and provide remote support almost immediately after the shutdown, allowing students to persist in their classes.

We launched Hobson's Starfish early alert and retention system in 2019 and in Spring 2020 prepared the student-facing features, so students can independently access support services online. Starfish provides both early alerts for students who appear to be struggling in class, and a way to refer students to advising, tutoring, and behavioral supports. Starfish data is being used to track students over time and ensure that students with concerns or who are at risk of failing can be identified. Students' support network can then follow up with them when they are "flagged." This has been especially helpful in providing structured outreach to students on academic probation or those using behavioral supports.

We have started building the applications for our competitive admissions programs using our online application tool. This will make it much easier for students who seek to be admitted to the Registered Nursing (RN) and Physical Therapist Assistant (PTA) programs to apply and receive communications from the College about their application status. We are also using this tool for applications to our honors programs—STEM Scholars and Hill Scholars.

Carroll also continues efforts to expand academic degrees that can be obtained entirely online. Nearly all instruction is fully remote in Fall 2020, but prior to the pandemic, the College had prioritized the development of new fully online courses and programs. The College expanded its slate of courses that meet Quality Matters standards and added two additional online programs.

Carroll has also been enhancing efforts to increase its reach and create pathways from Continuing Education coursework to credit programs. College credit is given for Continuing Education coursework in graphic design, drone technology, and childcare, among others. These partnerships have allowed both credit and non-credit programs to market more broadly and expand options for students who might be unsure about career goals. Continuing Education is also leveraging a new continuing education registration and marketing system, *Lumens*, to better understand the needs of students, enhance the student experience, and identify the best methods of marketing and outreach. Continuing Education also streamlined its payment plan process, and worked with the Marketing department to provide standard branding and messaging to ensure non-credit students were informed about registration and payment options, as well as important issues on campus like COVID-19 response procedures. Carroll is also working with the public-school system to provide dual credit apprenticeships for high school students. The College has applied for a grant to support curriculum development in this area, and specifically is looking into providing coursework in Digital Design and Fabrication and Drone technology.

Manufacturing is a critical industry within Carroll County, providing economic growth and employment opportunities within the region. The College has worked closely with area manufacturers to understand and meet their evolving needs. A manufacturing roundtable and follow-up survey were facilitated to identify employer workforce development needs. Our continuing education/workforce training area updated its course curriculum to ensure options were available to meet employer requirements, and two additional courses – Introduction to Quality Management and Quality Management Risks/Threats – were added. Several new courses

are slated to be added in FY2021. Carroll's non-credit programming also expanded to offer free informational webinars to the community to support businesses during COVID-19. Webinar topics included managing employees remotely and the county Health Department's recommendations on physical distancing and disinfecting work areas. Carroll's non-credit programming also expanded to offer free informational webinars to the community to support businesses during COVID-19. Webinar topics included managing employees remotely and the county Health Department's recommendations on physical distancing and disinfecting work areas.

Carroll also is continually modernizing and enhancing its technology to better serve students. As of Fall 2020, the College catalog is available online in a dynamic, digital format using the software *Acalog*, which continually updates policy, program, and course information as changes are implemented. This is a huge modernization over the days when we used to print a paper catalog that quickly went out of date.

Overall, credit and non-credit program faculty and staff have worked hard to leverage technology to engage and support students. As we have modernized and creatively implemented programming, we have seen our indicators remain strong and anticipate that students enrolled in the 2019-20 academic year will persist and graduate at increasing rates using the supports available despite the unprecedented current circumstances.

CARROLL COMMUNITY COLLEGE 2020 ACCOUNTABILITY REPORT

Student Characteristics (not Benchmarked)

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

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
A. Credit students enrolled part time	65.4%	67.0%	67.8%	65.2%
B. Credit students with developmental education needs	68.3%	57.5%	62.7%	31.4%
	Spring 2014	Spring 2016	Spring 2018	Spring 2020
C. Credit students who are first-generation college students (neither parent attended college)	25.7%	18.2%	17.6%	21.9%
	FY 2016	FY 2017	FY 2018	FY 2019
D. Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	192	206	202	215
	FY 2016	FY 2017	FY 2018	FY 2019
E. Financial aid recipients				
a. Credit students receiving Pell grants	19.5%	18.0%	15.5%	15.9%
b. Credit students receiving loans, scholarships and/or need-based financial aid	30.7%	29.3%	26.5%	28.3%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019
F. Students 25 years old or older	24.5%	24.4%	23.9%	21.7%
a. Credit students	24.5%	24.4%	23.9%	21.7%
	FY 2016	FY 2017	FY 2018	FY 2019
b. Continuing education students	83.9%	85.0%	76.3%	76.0%
	Spring 2014	Spring 2016	Spring 2018	Spring 2020
G. Credit students employed more than 20 hours per week	48.8%	57.4%	45.0%	47.7%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019
H. Credit student racial/ethnic distribution				
a. Hispanic/Latino	4.1%	4.8%	4.8%	4.6%
b. Black/African-American only	3.9%	3.9%	4.4%	4.4%
c. American Indian or Alaskan native only	0.3%	0.1%	0.2%	0.2%
d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.1%	0.0%
e. Asian only	2.0%	2.7%	2.4%	2.8%
f. White only	84.8%	83.4%	83.0%	82.8%
g. Multiple races	2.6%	2.3%	2.1%	2.4%
h. Foreign/Non-resident alien	0.1%	0.2%	0.4%	0.3%
i. Unknown/Unreported	2.2%	2.6%	2.8%	2.6%
	FY 2016	FY 2017	FY 2018	FY 2019
I. Wage growth of occupational program graduates				
a. Median income one year prior to graduation	\$12,168	\$13,438	\$15,368	\$13,945
b. Median income three years after graduation	\$52,977	\$55,832	\$48,856	\$53,930

Goal 1: Access

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
1. Annual unduplicated headcount					
a. Total	12,194	11,842	11,288	10,756	12,000
b. Credit students	4,780	4,659	4,314	4,256	4,500
c. Continuing education students	7,695	7,408	7,309	6,785	
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
2. Market share of first-time, full-time freshmen	45.7%	44.0%	41.2%	44.6%	50.0%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
3. Market share of part-time undergraduates	68.5%	66.8%	66.7%	69.1%	70.0%
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
4. Market share of recent, college-bound high school graduates Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.	56.8%	52.8%	51.1%	49.8%	55.0%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
5. High school student enrollment	244	291	398	620	225

**CARROLL COMMUNITY COLLEGE
2020 ACCOUNTABILITY REPORT**

		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
6	Enrollments in online courses					
	a. Credit	4,812	5,104	4,848	3,822	4,500
	b. Continuing education	237	182	238	414	200
		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2021
7	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	53.2%	52.7%	54.5%	53.3%	≤50.0%
		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	2,932	2,221	2,136	1,978	3,000
	b. Annual course enrollments	5,185	4,464	4,317	4,029	5,500
		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	403	389	374	402	400
	b. Annual course enrollments	739	670	648	643	800
		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
10	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	13.2%	14.2%	14.4%	17.4%	15.0%
		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
	b. Percent nonwhite continuing education enrollment	13.6%	15.2%	15.2%	19.4%	15.0%
		July 2016	July 2017	July 2018	July 2019	Benchmark July 2020
	c. Percent nonwhite service area population, 18 or older	9.2%	9.6%	10.0%	N/A	Not Applicable
		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
11	Percent minorities (nonwhite) of full-time faculty	6.8%	9.5%	9.2%	14.9%	9.0%
		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
12	Percent minorities (nonwhite) of full-time administrative and professional staff	7.6%	7.1%	8.0%	6.4%	9.0%

Goal 2: Success

		Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2019 Cohort
13	Fall-to-fall retention					
	a. Developmental students	61.6%	59.8%	66.1%	58.5%	65.0%
	b. College-ready students	65.0%	70.0%	71.1%	70.3%	75.0%
		Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2019 Cohort
14	Fall-to-fall retention					
	a. Pell grant recipients	58.3%	65.0%	67.6%	59.3%	65.0%
	b. Non-recipients	77.8%	62.2%	68.2%	64.4%	Not Applicable
		Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
15	Developmental completers after four years	59.3%	61.6%	56.9%	51.0%	60.0%

**CARROLL COMMUNITY COLLEGE
2020 ACCOUNTABILITY REPORT**

	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
16 Successful-persister rate after four years					
a. College-ready students	86.0%	90.8%	89.3%	82.9%	90.0%
b. Developmental completers	87.4%	84.3%	85.6%	88.1%	90.0%
c. Developmental non-completers	19.3%	31.9%	31.7%	44.5%	Not Applicable
d. All students in cohort	75.5%	76.1%	74.9%	76.5%	80.0%
	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
17 Successful-persister rate after four years					
a. Black/African-American only	N<50	N<50	N<50	N<50	80.0%
b. Asian only	N<50	N<50	N<50	N<50	80.0%
c. Hispanic/Latino	N<50	N<50	N<50	N<50	80.0%
Note: Not reported for groups with < 50 students in the cohort for analysis.					
	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	71.9%	73.0%	79.2%	75.4%	80.0%
b. Developmental completers	60.4%	66.2%	69.7%	68.3%	70.0%
c. Developmental non-completers	11.9%	17.2%	21.7%	22.6%	Not Applicable
d. All students in cohort	55.3%	58.7%	61.8%	60.3%	60.0%
	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
19 Graduation-transfer rate after four years					
a. Black/African-American only	N<50	N<50	N<50	N<50	60.0%
b. Asian only	N<50	N<50	N<50	N<50	60.0%
c. Hispanic/Latino	N<50	N<50	N<50	N<50	60.0%
Note: Not reported for groups with < 50 students in the cohort for analysis.					
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
20 Associate degrees and credit certificates awarded					
a. Career degrees	168	150	135	156	160
b. Transfer degrees	446	432	372	346	465
c. Certificates	29	28	25	21	25
d. Total awards	643	610	532	523	650
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
21 STEM programs					
a. Credit enrollment	1,322	1,208	1,140	903	1,400
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
b. Credit awards	218	201	195	166	210
	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
22 Graduate satisfaction with educational goal achievement	100.0%	98.2%	97.4%	97.2%	90.0%
	Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Spring 2019 Cohort	Benchmark Spring 2019 Cohort
23 Non-returning student satisfaction with educational goal achievement	68.8%	67.6%	78.6%	53.6%	65.0%
	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
24 Graduate satisfaction with preparation for transfer	77.4%	80.6%	84.9%	86.7%	80.0%
Note: Response categories changed starting in 2008.					

**CARROLL COMMUNITY COLLEGE
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	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
25 Licensure/certification examination pass rates					
a. Physical Therapist Assistant	93.1%	100.0%	100.0%	96.0%	90.0%
Number of Candidates	29	25		26	Not Applicable
b. LPN	100.0%	100.0%	100.0%	91.7%	90.0%
Number of Candidates	13	8		12	Not Applicable
c. RN	83.5%	84.3%	90.7%	92.4%	90.0%
Number of Candidates	91	83		66	Not Applicable
d. EMS	0.0%	80.0%	69.0%	71.0%	80.0%
Number of Candidates	1	5		7	Not Applicable

	AY 15-16	AY 16-17	AY 17-18	AY 18-19	Benchmark AY 2019-20
26 Performance at transfer institutions					
a. Cumulative GPA after first year of 2.0 or above	90.4%	87.9%	90.9%	88.3%	85.0%
b. Mean GPA after first year	3.02	3.00	3.09	3.06	2.80
Methodology to calculate this indicator changed starting in AY 15-16					

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
27 Expenditures by function					
a. Instruction	48.4%	45.7%	43.7%	43.5%	50.0%
b. Academic support	12.0%	12.7%	12.5%	12.7%	12.0%
c. Student services	9.2%	9.2%	10.4%	10.3%	9.9%
d. Other	30.5%	32.4%	33.4%	33.5%	29.0%

Goal 3: Innovation

	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
28 Full-time employed career program graduates working in a related field	95.0%	89.7%	93.2%	96.2%	90.0%

	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
29 Graduate satisfaction with job preparation Note: Response categories changed starting in 2008.	88.9%	94.3%	90.9%	88.8%	90.0%

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
30 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	4,450	4,873	4,886	4,495	4,500
b. Annual course enrollments	7,072	7,610	7,543	7,038	8,200

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
31 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	2,788	2,573	2,522	2,287	3,000
b. Annual course enrollments	4,057	3,783	3,655	3,572	4,500

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
32 Number of business organizations provided training and services under contract	82	57	56	46	80

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
33 Enrollment in contract training courses					
a. Unduplicated annual headcount	2,607	3,058	2,990	2,721	3,000
b. Annual course enrollments	3,912	4,573	4,443	4,020	4,500

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
34 Employer satisfaction with contract training	96.7%	100.0%	100.0%	95.0%	95.0%

Carroll Community College Degree Progress Four Years after Initial Enrollment Fall 2015 Entering Cohort

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount		749		208		276	265
2	Number attempting fewer than 18 hours over first 2 years		145		9		8	128
3	Cohort for analysis (Line 1 – Line 2)		604	100.0%	199	100.0%	268	137
4	Earned Associate degree from this community college		226	37.4%	102	51.3%	124	0
5	Earned certificate, but no degree, from this community college		3	0.5%	2	1.0%	1	0
6	Total associate and certificate graduates (Line 4 + Line 5)		229	37.9%	104	52.3%	125	0
7	Transferred to Maryland two-year/technical college		29	4.8%	5	2.5%	16	8
8	Transferred to Maryland public four-year college		190	31.5%	91	45.7%	90	9
9	Transferred to Maryland private four-year college or university		37	6.1%	15	7.5%	21	1
10	Transferred to out-of-state two-year/technical college		7	1.2%	0	0.0%	3	4
11	Transferred to out-of-state four-year college or university		53	8.8%	26	13.1%	18	9
12	Total transfers (sum of Lines 7 - 11)		316	52.3%	137	68.8%	148	31
13	Graduated from this college and transferred (Line 6 □ Line 12)		181	30.0%	91	45.7%	90	0
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		364	60.3%	150	75.4%	183	31
15	No award or transfer, but 30 credits with GPA ≥ 2.00		75	12.4%	14	7.0%	47	14
16	Successful transition to higher ed (Line 14 + Line 15)		439	72.7%	164	82.4%	230	45
17	Enrolled at this community college last term of study period		23	3.8%	1	0.5%	6	16
18	Successful or persisting (Line 16 + Line 17)		462	76.5%	165	82.9%	236	61

Carroll Community College Degree Progress Four Years after Initial Enrollment Fall 2015 Entering Cohort

	African American Students	Asian Students	Hispanic Students	White Students (optional data)
1 First-time full- and part-time fall headcount	29	16	32	629
2 Number attempting fewer than 18 hours over first 2 years	9	0	5	123
3 Cohort for analysis (Line 1 – Line 2)	20 100.0%	16 100.0%	27 100.0%	506 100.0%
4 Earned Associate degree from this community college	3 15.0%	7 43.8%	10 37.0%	192 37.9%
5 Earned certificate, but no degree, from this community college	0 0.0%	0 0.0%	0 0.0%	3 0.6%
6 Total associate and certificate graduates (Line 4 + Line 5)	3 15.0%	7 43.8%	10 37.0%	195 38.5%
7 Transferred to Maryland two-year/technical college	1 5.0%	1 6.3%	2 7.4%	24 4.7%
8 Transferred to Maryland public four-year college	5 25.0%	6 37.5%	10 37.0%	158 31.2%
9 Transferred to Maryland private four-year college or university	0 0.0%	0 0.0%	1 3.7%	34 6.7%
10 Transferred to out-of-state two-year/technical college	1 5.0%	0 0.0%	0 0.0%	6 1.2%
11 Transferred to out-of-state four-year college or university	1 5.0%	0 0.0%	1 3.7%	47 9.3%
12 Total transfers (sum of Lines 7 - 11)	8 40.0%	7 43.8%	14 51.9%	269 53.2%
13 Graduated from this college and transferred (Line 6 □ Line 12)	3 15.0%	4 25.0%	8 29.6%	156 30.8%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	8 40.0%	10 62.5%	16 59.3%	308 60.9%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	3 15.0%	3 18.8%	2 7.4%	64 12.6%
16 Successful transition to higher ed (Line 14 + Line 15)	11 55.0%	13 81.3%	18 66.7%	372 73.5%
17 Enrolled at this community college last term of study period	1 5.0%	1 6.3%	2 7.4%	18 3.6%
18 Successful or persisting (Line 16 + Line 17)	12 60.0%	14 87.5%	20 74.1%	390 77.1%

Cecil College

2020 Institutional Performance Accountability Report

Mission

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

Institutional Assessment

Cecil College's Strategic Plan provides the foundation of the College's planning activities and serves as the primary guide for the development of funding priorities. The 2015-2020 Strategic Plan, which was extended for one year through 2021 so the College's Middle States Self-Study could inform the next strategic plan, is bold, focused, and measurable. The plan focuses on student academic achievement and completion, fostering a dynamic learning environment, stimulating resource development that prompts student success, and expanding community alliances.

The College is in the process of developing its new 2021-2026 strategic plan. A widely representative committee of faculty and staff plans to have the plan ready for approval by the Board of Trustees by the end of the year.

State Plan Goal 1: Access

As the county's only institution of higher education, Cecil College is integral to the growth and vitality of the county and region. The College monitors all available existing qualified worker shortage areas and emerging high-demand occupational fields and industries and creates new programs as needed.

The Graduate Follow-Up Survey of 2018 graduates illustrates how Cecil College is aligning with regional employers to satisfy workforce needs in northeastern Maryland. According to the survey, 71.4% of full-time employed career program graduates were working in a field related to their community college field of study (indicator 28) and 93.8% were satisfied or very satisfied with the way the College has prepared them for employment (indicator 29).

In the context of economic growth of our county, access is key to entry in postsecondary education, and Cecil College continuously implements strategies to work with Cecil County Public Schools (CCPS) to enroll a larger market share of recent high school graduates in classes held in the high schools or at the College. In part, dual enrollment in classes held in area high schools is made possible through the College Bound Tuition Scholarship. This program provides a 50% tuition waiver for all qualified secondary students from CCPS and other approved educational entities. 12-15% of the Cecil County public schools' senior class participates in this

program each year. Most importantly, these students can start college, after graduation, having completed 6-24 credits towards a degree. In 2019-20, 214 high school students completed these on-site courses. Additionally, an Early College program currently enrolls 226 high school students from two districts and homeschool. Completers earn a Cecil College Associate of Arts degree in General Studies upon graduation from high school. Overall, the number of high school student enrollments increased from 335 in fall 2016 to 510 in fall 2019 (indicator 5), surpassing the Fall 2020 Benchmark for high school student enrollment by 70%.

Total annual unduplicated headcount enrollment decreased by 2.2% between fiscal year 2016 and fiscal year 2019 (indicator 1a). Over the same time period, the annual credit enrollment decreased by 9.6% (indicator 1b), and the number of Continuing Education students grew by 2.1% (indicator 1c). Cecil College's market share of Cecil County residents enrolled first-time full-time in Maryland colleges or universities was 60.8% in fall 2019 (indicator 2). More significantly, the College enrolls 84.2% part-time undergraduate students from the service area, and dominates the market for part-time students (indicator 3).

Cecil College monitors Science, Technology, Engineering, and Mathematics (STEM) programs' enrollment and graduation rates. Indicator 21a shows a 11.1% decrease from fall 2016 to fall 2018 in credit enrollment in STEM programs. The number of credit degrees and certificates awarded in STEM programs has increased by 2.5% (indicator 21b).

Online education options also increase access for students who need a more flexible course schedule. Enrollment in online credit courses decreased slightly (-5.6%) from FY2016 to FY2019, while online continuing education course enrollments doubled during the same time period (indicators 6a and 6b). In March 2019, all courses converted to a remote teaching format; this has continued into 2020-2021. The College currently has two online degree programs and four online certificate programs. The College plans to add online offerings to increase access.

Over the last several years, Cecil College made continuous efforts to increase access to education for minority students. The College hosts recruitment activities for minority students from Cecil County high schools. Additionally, the College continues minority retention initiatives that include multiple strategies to engage and retain minority students. These activities include academic success seminars, time management workshops, study tips, test-taking sessions, and mentoring programs. The percent of nonwhite service area population 18 years or older in July 2018 was 13.1% (indicator 10c); the percent of nonwhite credit enrollment at Cecil College was 23.5% in fall 2019 (indicator 10a). The College is exceeding Fall 2020 Benchmarks in this area (indicators 10a and b, 11, and 12).

The number of participants in noncredit and lifelong learning courses at the College grew by 10.7% in the past four years (indicator 8). Growth in this area is very vulnerable to downturns in the economy; however, programming adjustments and changes in delivery methods have enabled this to be a strong area for the College. Noncredit headcount enrollments in basic skills and literacy is an indicator that varies from year to year based on community demand, as well as funds available to provide course offerings. In fiscal year 2019, there was a 15.2% decrease in enrollment in continuing education basic skills and literacy courses as compared to fiscal year 2016 (indicator 9a).

According to the *Maryland State Plan for Postsecondary Education 2017-2021*, finances continue to be one of the primary reasons students do not persist in their quest for a postsecondary education credential. Because many Cecil College students are first generation students (indicator C) the issues of financial literacy and financial aid are important topics of discussion at Cecil College. 62.6% of our credit students receive loans, scholarships, and/or need based financial aid (indicator E-b) while the tuition and fees at Cecil College are 48.3% of tuition and fees at Maryland public four-year institutions (indicator 7).

Indicator 14a data shows that the fall-to-fall retention for Pell grant recipients ranged from 46.5% (fall 2016 cohort) to 52.1% (fall 2017 cohort) during the past four years. There was a six percentage point decrease in retention for fall the 2018 cohort as compared to fall 2015 cohort for non-Pell grant recipients, with the retention rate decreasing from 52.4% to 50.2% (indicator 14b).

Cecil College Foundation impacted enrollment and affordability by providing scholarships to our students. In fiscal year 2019, the foundation awarded 427 students \$351,951 in scholarships. This represented a 42.4% increase from \$247,079 awarded to 328 students in fiscal year 2018. This support, combined with the financial aid office's continuing efforts to educate and encourage students to pursue all forms of financial aid, led to 62.6% of Cecil College credit students receiving loans, scholarships, and/or need based financial aid in the 2019 fiscal year (indicator E).

The College continually seeks opportunities that increase affordability for our students. As part of these efforts, faculty use open educational resources (OERs) in several courses. Cecil College faculty and librarians work together in an OER Committee to increase campus knowledge of and advocate for OER usage on campus.

State Plan Goal 2: Success

The successful-persister rate after four years (indicator 16) for all students in the cohort is currently 74.8%, below the target of 80.0%. The graduation-transfer rate after four years (indicator 18) for college-ready students is 68.9%, near the benchmark of 70.0%. Developmental completers increased by 9.4 percentage points for fall 2015 cohort (indicator 15), surpassing the benchmark; the current graduation rate for this group is 56.9% (indicator 18).

Of the 2018 Cecil College graduates, 88.6% were satisfied with the achievement of their educational goal (indicator 22), and 89.5% were satisfied with the way Cecil College prepared them for transfer to a four-year institution (indicator 24). Of the Cecil College graduates who transferred to a four-year institution, 89.0% had a cumulative GPA of 2.0 or above in academic year 2018-19, and their mean GPA after the first year was 3.10 (indicator 26). The College's students have exceeded the 2019-20 Benchmark for performance at transfer institutions.

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

- A new developmental sequence for English was piloted in the spring of 2018, with a five-credit course replacing two four-credit courses. This new sequence decreases the maximum

number of credits for developmental English from twelve to eight credits. In fall 2019, the pass rate for this course was 52.9%, comparable to previous pass rates for beginning developmental English courses.

- For students who are assessed as ‘almost’ college-ready for English, blended, college-level English classes made up of ½ Developmental Education students and ½ college-level students continue. These classes are supported by a full-time faculty instructor and a part-time faculty member as an in-class tutor. The blended English courses include an additional (mandatory) lab for developmental students. The pass rate for blended English courses in 2019-20 was 56.8%.
- A First-Year Experience course, Introduction to Critical Inquiry, is required of all General Studies students and available to all others. Sixty-four students have taken the course since its development in fall 2019.
- Credit for prior learning opportunities can enhance student success and completion. Cecil College has credential assessment/credit for prior learning opportunities for students who qualify. Some of these opportunities are in collaboration with CCPS, creating more seamless opportunities for students transitioning from high school to college.
- In response to a decrease in completion rates, the Nursing department developed a Nursing Student Success Plan that engages the department around strategies that are designed to improve student learning and increase the completion rate for the program. Retention results from these efforts are strong, showing that 89.1% of level II students were retained within spring 2020, and 98.1% of level IV students were retained within spring 2020.

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

State Plan Goal 3 – Innovation

The College remains firmly committed to advancing the use of innovative technology in the learning environment. Evidence of this commitment was made clear when the 2015-2020 Strategic Plan was developed and included strategic initiative 2.1 which stated “expand the use of innovative and emerging technologies to enrich the learning environment and improve administrative effectiveness.” Grants have been sought and obtained to purchase and utilize more sophisticated simulation equipment in the Nursing and Physical Therapist Assistant departments and to upgrade equipment in the Visual Communications program. Resources are available to help faculty members explore innovative teaching approaches through workshops, seminars, and faculty development. The College has implemented faculty recommendations for technology in learning spaces in selected model classes. Additionally, the computer science and cybersecurity classrooms were upgraded, providing a state-of-the-art learning space for these disciplines.

In 2019-20, the College piloted the use of CircleIn, a web and mobile studying platform where students can post questions, share notes, share web links, create flash cards and video meet – all to get peer help. In providing students a digital space to give and receive help from their peers, the College hopes to improve course completion rates and retention. In fall 2020, 202 students had downloaded the app by the third week of classes, and 5 faculty accounts had been created; this reflects an increase in use compared to spring 2020.

Immersive field experiences support student success and the acquisition of skills applicable to the selected work force. Cecil College has 31 associate degrees with immersive work experiences embedded in the curriculum. A renewed Work Experiences Committee of faculty and staff will continue the work of embedding immersive field experiences in degree programs where it is appropriate and applicable.

Online educational opportunities remain an area of focus. To facilitate quality online education, Cecil College requires faculty who teach online to have additional education or training. The Professional Development for Online Teaching course includes competencies that provide the background knowledge needed for teaching online. To date, 134 full-time and adjunct faculty have completed this course. In addition, nine Cecil College courses have been Quality Matters® certified.

Annual headcount enrollment in continuing professional education leading to government or industry-required certification or licensure decreased by 4.7% from fiscal year 2016 to fiscal year 2019 (indicator 31a). Enrollment in continuing education workforce development courses grew from fiscal year 2016 to fiscal year 2019 by 2.0% (indicator 30a).

The number of businesses provided with training grew from fiscal year 2016 to fiscal year 2019 (indicator 32) from 4 to 25; the unduplicated headcount and annual course enrollments in noncredit contract training grew by 14.7% in the same time period (indicator 33a). The annual course enrollments in contract training courses show a 16.7% decrease during the same time period (indicator 33b). Employer satisfaction with non-credit contract training provided by the College continues to be excellent (indicator 34).

Initial Effects of Covid-19

In March 2020, Cecil College moved all of its courses to a remote format in response to the Covid-19 pandemic. This process was successful, resulting in withdrawal rates and grade distributions that were similar to those in previous spring semesters. The College used Incomplete grades, where appropriate, to allow students with required in-person classwork or labwork to complete these requirements when restrictions could be relaxed. Starting in Summer 2020, selected courses returned to face-to-face format on campus; these courses required in-person work. The majority of classes continue to be held remotely.

**CECIL COLLEGE
2020 ACCOUNTABILITY REPORT**

Student Characteristics (not Benchmarked)

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

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
A. Credit students enrolled part time	63.7%	64.9%	67.3%	67.9%
B. Credit students with developmental education needs	53.9%	50.9%	51.0%	49.7%
	Spring 2014	Spring 2016	Spring 2018	Spring 2020
C. Credit students who are first-generation college students (neither parent attended college)	31.0%	29.7%	32.1%	PREV CCSSE
	FY 2016	FY 2017	FY 2018	FY 2019
D. Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	51	62	57	82
	FY 2016	FY 2017	FY 2018	FY 2019
E. Financial aid recipients				
a. Credit students receiving Pell grants	28.1%	27.3%	27.4%	24.9%
b. Credit students receiving loans, scholarships and/or need-based financial aid	57.4%	56.7%	58.1%	62.6%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019
F. Students 25 years old or older	33.3%	30.1%	26.7%	22.6%
a. Credit students				
	FY 2016	FY 2017	FY 2018	FY 2019
b. Continuing education students	61.2%	63.0%	67.7%	68.4%
	Spring 2014	Spring 2016	Spring 2018	Spring 2020
G. Credit students employed more than 20 hours per week	58.7%	64.0%	46.7%	Did not collect
	Fall 2016	Fall 2017	Fall 2018	Fall 2019
H. Credit student racial/ethnic distribution				
a. Hispanic/Latino	6.2%	6.2%	5.9%	6.2%
b. Black/African-American only	10.6%	9.8%	8.3%	8.8%
c. American Indian or Alaskan native only	0.3%	0.3%	0.3%	0.3%
d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.1%	0.1%
e. Asian only	1.1%	1.2%	1.4%	1.7%
f. White only	76.6%	77.1%	77.5%	75.6%
g. Multiple races	3.9%	4.4%	5.8%	5.6%
h. Foreign/Non-resident alien	0.7%	0.6%	0.5%	0.2%
i. Unknown/Unreported	0.2%	0.3%	0.2%	1.5%
	FY 2016	FY 2017	FY 2018	FY 2019
I. Wage growth of occupational program graduates				
a. Median income one year prior to graduation	\$11,728	\$11,159		\$13,027
b. Median income three years after graduation	\$42,699	\$37,192		\$41,575

Goal 1: Access

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
1. Annual unduplicated headcount					
a. Total	6,938	6,932	6,788	6,787	7,500
b. Credit students	3,309	3,301	3,082	2,992	3,500
c. Continuing education students	3,884	3,849	3,912	3,965	4,000
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
2. Market share of first-time, full-time freshmen	52.5%	51.7%	56.4%	60.8%	70.0%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
3. Market share of part-time undergraduates	84.7%	82.1%	82.7%	84.2%	90.0%
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
4. Market share of recent, college-bound high school graduates Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.	56.1%	49.2%	53.4%	58.5%	70.0%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
5. High school student enrollment	335	379	443	510	300

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		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
6	Enrollments in online courses	2,793	2,853	2,873	2,636	3,100
	a. Credit	96	98	205	199	200
	b. Continuing education					
		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2021
7	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	39.8%	39.5%	47.6%	48.3%	48.0%
		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	1,858	1,957	2,043	2,056	2,500
	b. Annual course enrollments	3,369	3,731	3,966	4,044	4,000
		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	396	371	317	336	525
	b. Annual course enrollments	645	601	523	507	1,100
		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
10	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	19.6%	22.3%	21.9%	23.5%	
		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
	b. Percent nonwhite continuing education enrollment	14.8%	16.4%	18.3%	19.5%	18.0%
		July 2016	July 2017	July 2018	July 2019	Benchmark July 2020
	c. Percent nonwhite service area population, 18 or older	12.7%	13.0%	13.1%	n/a	Not Applicable
		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
11	Percent minorities (nonwhite) of full-time faculty	14.0%	15.1%	19.6%	16.7%	15.0%
		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
12	Percent minorities (nonwhite) of full-time administrative and professional staff	10.6%	11.1%	14.6%	15.4%	12.0%

Goal 2: Success

		Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2019 Cohort
13	Fall-to-fall retention					
	a. Developmental students	54.8%	48.3%	51.4%	51.0%	
	b. College-ready students	56.3%	53.1%	59.7%	51.0%	
		Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2019 Cohort
14	Fall-to-fall retention					
	a. Pell grant recipients	54.2%	46.5%	52.1%	50.2%	55.0%
	b. Non-recipients	58.7%	55.4%	61.2%	52.4%	55.0%
		Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
15	Developmental completers after four years	45.2%	51.4%	63.5%	54.6%	40.0%

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2020 ACCOUNTABILITY REPORT**

	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
16 Successful-persister rate after four years					
a. College-ready students	82.3%	83.7%	91.2%	86.2%	85.0%
b. Developmental completers	65.0%	63.4%	63.5%	89.1%	75.0%
c. Developmental non-completers	34.5%	27.0%	16.3%	33.3%	Not Applicable
d. All students in cohort	60.3%	59.3%	62.8%	74.8%	80.0%
	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
17 Successful-persister rate after four years					
a. Black/African-American only	n<50	n<50	n<50	n<50	n/a
b. Asian only	n<50	n<50	n<50	n<50	n/a
c. Hispanic/Latino	n<50	n<50	n<50	n<50	n/a
Note: Not reported for groups with < 50 students in the cohort for analysis.					
	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	70.8%	48.9%	52.2%	68.9%	70.0%
b. Developmental completers	46.5%	41.2%	42.5%	56.9%	60.0%
c. Developmental non-completers	22.7%	19.1%	11.6%	19.4%	Not Applicable
d. All students in cohort	45.7%	37.4%	39.3%	50.5%	65.0%
	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
19 Graduation-transfer rate after four years					
a. Black/African-American only	n<50	n<50	n<50	n<50	75.0%
b. Asian only	n<50	n<50	n<50	n<50	n/a
c. Hispanic/Latino	n<50	n<50	n<50	n<50	n/a
Note: Not reported for groups with < 50 students in the cohort for analysis.					
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
20 Associate degrees and credit certificates awarded					
a. Career degrees	165	143	193	147	200
b. Transfer degrees	177	148	286	209	175
c. Certificates	81	74	78	95	100
d. Total awards	423	365	557	451	475
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
21 STEM programs	1,038	1,044	962	923	350
a. Credit enrollment					
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
b. Credit awards	40	65	41	163	70
	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
22 Graduate satisfaction with educational goal achievement	93.9%	93.9%	94.1%	88.6%	95.0%
	Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Spring 2019 Cohort	Benchmark Spring 2019 Cohort
23 Non-returning student satisfaction with educational goal achievement	54.3%	55.6%	55.6%	83.0%	75.0%
	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
24 Graduate satisfaction with preparation for transfer Note: Response categories changed starting in 2008.	93.0%	78.3%	94.7%	89.5%	85%

**CECIL COLLEGE
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	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
25 Licensure/certification examination pass rates					
a. National Council of Nursing (NCLEX-RN)	93.9%	94.1%	94.6%	100.0%	85.0%
Number of Candidates	49	51	37	36	
b. Licensed Practical Nurse	90.0%	100.0%	100.0%	100.0%	85.0%
Number of Candidates	10	4	6	10	
c. National Physical Therapy Examination (NPTE-PTA)	N/A	100.0%	100.0%	100.0%	n/a
Number of Candidates	N/A	14	7	16	
c. Commercial Truck Driver	87.0%	91.0%	95.0%	98.0%	n/a
Number of Candidates	54	108	77	102	

	AY 15-16	AY 16-17	AY 17-18	AY 18-19	Benchmark AY 2019-20
26 Performance at transfer institutions					
a. Cumulative GPA after first year of 2.0 or above	88.5%	94.5%	85.6%	89.0%	85.0%
b. Mean GPA after first year	3.14	3.19	2.94	3.10	2.75
Methodology to calculate this indicator changed starting in AY 15-16					

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
27 Expenditures by function					
a. Instruction	42.1%	41.4%	40.1%	37.9%	45.0%
b. Academic support	9.3%	9.5%	11.1%	12.3%	11.0%
c. Student services	12.9%	12.5%	12.8%	12.3%	13.0%
d. Other	35.7%	36.6%	36.0%	37.5%	31.0%

Goal 3: Innovation

	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
28 Full-time employed career program graduates working in a related field	88.2%	59.3%	80.8%	71.4%	80.0%

	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
29 Graduate satisfaction with job preparation	93.0%	46.7%	85.7%	93.8%	90.0%
Note: Response categories changed starting in 2008.					

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
30 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	1,725	1,645	1,637	1,760	1,500
b. Annual course enrollments	2,633	2,657	2,481	2,790	2,500

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
31 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	1,482	1,414	1,319	1,413	1,400
b. Annual course enrollments	2,138	2,166	1,979	2,315	2,000

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
32 Number of business organizations provided training and services under contract	4	8	19	25	15

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
33 Enrollment in contract training courses					
a. Unduplicated annual headcount	218	183	283	250	250
b. Annual course enrollments	360	450	473	300	500

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
34 Employer satisfaction with contract training	100.0%	100.0%	100.0%	100.0%	95.0%

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers			
1	First-time full- and part-time fall headcount		525		139		211		175	
2	Number attempting fewer than 18 hours over first 2 years		143		52		9		82	
3	Cohort for analysis (Line 1 – Line 2)		382 100.0%		87 100.0%		202 100.0%		93 100.0%	
4	Earned Associate degree from this community college		110 28.8%		38 43.7%		71 35.1%		1 1.1%	
5	Earned certificate, but no degree, from this community college		7 1.8%		3 3.4%		3 1.5%		1 1.1%	
6	Total associate and certificate graduates (Line 4 + Line 5)		117 30.6%		41 47.1%		74 36.6%		2 2.2%	
7	Transferred to Maryland two-year/technical college		12 3.1%		3 3.4%		5 2.5%		4 4.3%	
8	Transferred to Maryland public four-year college		56 14.7%		21 24.1%		32 15.8%		3 3.2%	
9	Transferred to Maryland private four-year college or university		3 0.8%		0 0.0%		2 1.0%		1 1.1%	
10	Transferred to out-of-state two-year/technical college		13 3.4%		1 1.1%		9 4.5%		3 3.2%	
11	Transferred to out-of-state four-year college or university		53 13.9%		21 24.1%		26 12.9%		6 6.5%	
12	Total transfers (sum of Lines 7 - 11)		137 35.9%		46 52.9%		74 36.6%		17 18.3%	
13	Graduated from this college and transferred (Line 6 □ Line 12)		62 16.2%		27 31.0%		34 16.8%		1 1.1%	
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		192 50.3%		60 69.0%		114 56.4%		18 19.4%	
15	No award or transfer, but 30 credits with GPA ≥ 2.00		73 19.1%		14 16.1%		54 26.7%		5 5.4%	
16	Successful transition to higher ed (Line 14 + Line 15)		265 69.4%		74 85.1%		168 83.2%		23 24.7%	
17	Enrolled at this community college last term of study period		20 5.2%		1 1.1%		11 5.4%		8 8.6%	
18	Successful or persisting (Line 16 + Line 17)		285 74.6%		75 86.2%		179 88.6%		31 33.3%	

	African American Students	Asian Students	Hispanic Students	White Students (optional data)
1 First-time full- and part-time fall headcount	71	7	26	383
2 Number attempting fewer than 18 hours over first 2 years	18	2	5	106
3 Cohort for analysis (Line 1 – Line 2)	53 100.0%	5 100.0%	21 100.0%	277 100.0%
4 Earned Associate degree from this community college	6 11.3%	1 20.0%	3 14.3%	91 32.9%
5 Earned certificate, but no degree, from this community college	0 0.0%	0 0.0%	0 0.0%	7 2.5%
6 Total associate and certificate graduates (Line 4 + Line 5)	6 11.3%	1 20.0%	3 14.3%	98 35.4%
7 Transferred to Maryland two-year/technical college	8 15.1%	1 20.0%	0 0.0%	3 1.1%
8 Transferred to Maryland public four-year college	2 3.8%	2 40.0%	1 4.8%	50 18.1%
9 Transferred to Maryland private four-year college or university	2 3.8%	0 0.0%	0 0.0%	0 0.0%
10 Transferred to out-of-state two-year/technical college	3 5.7%	0 0.0%	0 0.0%	8 2.9%
11 Transferred to out-of-state four-year college or university	6 11.3%	1 20.0%	1 4.8%	45 16.2%
12 Total transfers (sum of Lines 7 - 11)	21 39.6%	4 80.0%	2 9.5%	106 38.3%
13 Graduated from this college and transferred (Line 6 □ Line 12)	1 1.9%	1 20.0%	1 4.8%	57 20.6%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	26 49.1%	4 80.0%	4 19.0%	147 53.1%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	16 30.2%	0 0.0%	1 4.8%	60 21.7%
16 Successful transition to higher ed (Line 14 + Line 15)	42 79.2%	4 80.0%	5 23.8%	207 74.7%
17 Enrolled at this community college last term of study period	3 5.7%	1 20.0%	5 23.8%	8 2.9%
18 Successful or persisting (Line 16 + Line 17)	45 84.9%	5 100.0%	10 47.6%	215 77.6%

2020 Performance Accountability Report Chesapeake College

Mission

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

Institutional Assessment

Chesapeake College is a comprehensive public two-year regional community college serving the residents of Caroline, Dorchester, Kent, Queen Anne's and Talbot Counties on the Eastern Shore. Chesapeake offers a varied selection of credit and non-credit programs and classes to help students prepare for transfer to four-year institutions, begin a career, enhance work-related skills, or expand their general knowledge. The college offers many opportunities for further academic, social, personal, cultural, and athletic development through a variety of extracurricular and co-curricular activities. In FY2020, the college served 6,832 unique credit and non-credit students.

The student population is quite varied. Approximately three-fourths of fall 2019 credit students were enrolled part-time while 27.2% were persons of color and more than one-third were the first in their family to attend college. Some 29.6% received a Pell grant in FY2019 while 45.8% received some sort of financial aid. FY2020 non-credit students ranged in age from 11 to 104.

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

Goal 1: Access

Credit headcount peaked in FY2011 during the height of the Great Recession, fell by 29.5% in the next eight years, but rose again in FY2020 largely due to a surge in dual enrolled high school students. High school graduations, which fell for several years, are projected to recover, a positive sign for that segment while the expanding regional economy continues to exert negative pressures on enrollment. Non-credit enrollment has been subject to similar influences – headcount topped out in FY2009 but fell by 60.1% in the next 11 years.

The COVID-19 pandemic had a profound impact in 2020. The credit year was almost complete when the contagion hit, but much of the non-credit schedule was canceled. From the outset, Chesapeake took a cautious approach to reopening. President Coppersmith's first priority was to limit the spread of the virus amongst students, staff, and faculty. Early on, the Crisis Management Team met daily to review the latest developments and to shape the College's response and develop continuity of operations planning. In mid-March, all the remaining spring term classes were converted to an online format.

A subset group was formed to track the status of the pandemic and plan for further opening of the campus. With health and safety in mind, almost all summer classes at the College were

offered online with a limited number of in-person classes held to allow students to complete health professions programs that were disrupted by the move to online instruction. Students were physically spaced and class/lab activities staggered over the workweek and weekend. Specific procedures were developed to expand instruction and student services in August to include Skilled Trades and Continuing Education and for possible delivery of face-to-face general education classes and/or labs by the mid-term of the fall semester, using the same sort of approaches in terms of personal protection (masking), physical distancing, and other aspects of monitoring and protecting student, staff, and faculty health and safety.

While online had been a growing component of the schedule (FY2020 credit enrollments were up by 8.0% from 2019), the wholesale conversion posed numerous challenges. Student Success pivoted quickly to ensure seamless support as all efforts were transitioned to a virtual format. Services such as recruiting, admissions, advising, financial aid, testing, registration, student engagement, accessibility services, career services, diversity and inclusion, and first-year experience provided remote services to students throughout the spring semester. More than 2,000 students were served through remote learning in the transition. Some 36 courses were designed and offered online for the first time and 39 faculty members (of 54 total) engaged in professional development for best practices in online instruction.

Chesapeake considered additional approaches to mitigating the continuing issues students have accessing both technology and internet access. Most fall 2020 credit classes were designed for asynchronous delivery in response to regional bandwidth and technology limitations, enabling the maximum number of local students to access education. Late fall accelerated courses, beginning in October, will offer “real-time” learning through socially-distanced face-to-face or synchronous coursework that will be recorded and made available for “anytime” access. Financial Aid provided fiscal support for student technology needs, collaborating with the College Bookstore and leveraging funding that included CARES grants and a student benevolence fund. Marketing & Communications compiled a list of local resources for free internet access, including designated Wi-Fi stations on-campus and in local communities. The “Back to the ‘Peake” planning committee is currently developing on-campus computer lab supports for students who lack necessary computer and internet access.

The Stay-at-Home and Safer-at-Home guidelines allowed for more effective digital recruitment advertising. Increased activity across all digital channels was leveraged using geofencing to send focused, consumer-specific messages to prospective students, their parents, and near-completers. These messages centered on accessibility and the availability of additional financial resources, as well as the flexibility, affordability, safety, and value of an online community college education. Remote operations included the use of technology to communicate and support students through applications such as emails, dedicated website landing pages, Zoom, and calls through computer-based Zulu software, to name a few. A new online new student orientation was developed that consisted of two parts to educate students about the supports available at the college. Various information sessions, normally held in person at area high schools, were shifted to virtual delivery as well, with great success.

Non-credit enrollments were on pace for an increase in FY2020 when the pandemic hit. In total, non-credit continuing education enrollments fell by 21.6% in FY2020; lifelong learning declined

by 30.6%, basic skills was off by 20.8%, and workforce development fell by 12.8%. In response, the Workforce Division utilized synchronous remote instruction or socially-distanced and protocolled face-to-face lab instruction to ensure students in suspended Skilled Trades courses could complete during the summer. Necessary PPE and sanitation supplies were purchased, and program leads collaborated with Facilities staff to schedule and enroll courses with COVID-revised room capacities. Program Directors convened regularly with leadership to develop strategies for shoring-up program finances and continuing to offer instructional services. As a result, face-to-face skilled trades instruction returned to campus in August with plans to welcome new cohorts in other programs throughout the fall, including developing new online courses in workforce development, basic skills, and lifelong learning.

On a non-COVID front, Chesapeake College is dedicated to the philosophy of equality of opportunity, treatment, and benefits for all students and employees regardless of race, color, religion, national origin, age, sex, gender, disability, or sexual orientation. Over the years, the College has been very successful in attracting minority students. The percentage of minority credit students exceeded the service area adult population percent for the last nine years. In FY2020, minorities comprised 27.4% of the credit student body, but 21.2% of the regional adult population. Among noncredit students, 34.3% were from a minority group, not surprising given the large adult education and English as a Second Language programs the College provides, in spite of a 20.8% enrollment decline in FY2020.

Goal 2: Success

Student Success is a priority in the college's Strategic Plan. The evaluation of progress is based upon a set of college-specific key performance indicators as well as the metrics reported herein. In general, the measures have shown mixed results. Graduation counts have remained high despite declines in total headcount, contributing to recent highs in completion rates. Yet, Degree Progress Analysis measures have not shown any particular trend and are erratic from cohort to cohort, not unusual for a small college. The most recent data for the fall 2015 cohort illustrates such swings. The successful-persist and graduation-transfer rates for Black/African-American students were the highest on record. In contrast, those rates when analyzed by college-readiness status declined across the board compared to the 2014 cohort and the developmental completion rate was the third lowest ever.

Developmental education continues to be a thorny issue at Chesapeake College and nationwide. Chesapeake has taken steps to help more students enter college-ready or with fewer developmental requirements, primarily by allowing high school GPA to be the primary measure of readiness for many new students. Between fall 2016 and 2019, the proportion of freshmen requiring developmental education declined from 67.1% to 36.6%. An early tracking metric, fall-to-fall retention rate showed mixed results for the fall 2018 cohort. For college-ready students, the rate was 60.2%, tying a recent high, likely attributable to fewer students no longer required to take developmental classes. Yet, the rate for developmental students (39.0%) was the lowest in history, potentially a result of the GPA initiative as only students with the lowest level of need place into developmental courses. A modification of the developmental education program was introduced in 2015; perhaps related to the less than desirable Degree Progress results for the fall 2015 cohort, although more recent statistics show positive results. Program

revisions in developmental math and English were successful and course success rates have improved as a result, for the college as a whole, but for African-American students in particular.

Retention rates are disparate across some groups, but not all. For the fall 2018 cohort, 51.6% of those who received Pell grants returned the following fall, while 51.7% of those who did not received the grant did so. Clearly, at least for this point in time, the objective of providing support to needy students seems to have been successful.

Chesapeake's health professions licensure pass rates in 2019 were the highest in years. Overall, some 63 of the 65 (96.9%) first-time exam pass takers passed. Nursing, which had declined to a 65.0% pass rate two years earlier had a 100% pass rate. The turnaround is due to program planning refinements, enhanced curriculum development, and focused student support serves as a model for programmatic improvement.

COVID-19 not only impacted student access but also student success initiatives. While spring term course withdrawals were up after Spring Break, the overall course success rate (grades of A, B, or C) were a mere one percentage point lower than in 2019 – 76% vs. 77%. Clearly, Chesapeake's student success efforts during the pandemic were working. The Teaching & Learning Center plans to expand upon gains in student support documented during the online summer term. Faculty were supported through the summer in developing effective student-engagement strategies in the online classroom. And, as an example, Library Services and Academic Support hours were increased, all online. An online "receptionist" facilitates the Learning Center's real-time chat feature, directing students efficiently to the help they need. To expand staff availability for evening and weekend hours, Library, Academic Support, and Canvas Support staff have been cross-trained and provided flexible schedules to meet students where and when they need assistance.

Goal 3: Innovation

Innovation can be manifested in many ways and Chesapeake College accomplishments reflect that pattern. The college strives to implement innovative state-of-the-art techniques and programs to advance its academic mission and support the advancement of education in the region, state, and nation. Some of the many ways in which Chesapeake embraces instructional and student support innovation are demonstrated below.

- A brief and engaging Online Student Orientation module now opens every Chesapeake College course, familiarizing students with software skills, college policies, and study disciplines necessary for success.
- The Teaching & Learning Center provided demonstrations, professional development, and tools for breaking-up online instruction periods with student-focused interaction to ensure students can engage with and learn from one another in addition to their instructors.
- Faculty have worked to provide hands-on student-engagement even when on-campus lab instruction is not possible. This includes building and coding with small computers, and physical lab activities in general education courses.

- Anatomy and physiology courses are using Visible Body which includes online simulations and A&P II primarily uses PhysioEx, part of Pearson's Mastering A&P program.
- E-blueprint tool developed by faculty was used to assess online courses ensuring ADA compliance and sufficient student engagement activities.

Chesapeake evinces innovation through its efforts to expand need-based workforce training that will be a highly successful contribution to the local economy. Workforce development course enrollments were on a pace to exceed the previous year before the Corona virus hit, while non-credit workforce contract training enrollments were up by 8.5% over the FY2019 annual total. The College launched Workforce '25: Building Better Lives, a plan that integrates credit and non-credit courses and programs into a seamless structure to better meet community needs. The plan consists of several advanced initiatives: Accelerate pathways to transfer & credentialing; Increase online programming; Expand partnerships through a new Business Innovation Center; New non-credit program development, and an equity initiative.

Chesapeake has proven to be a national leader in sustainability, having been engaged in countless sustainability initiatives and is nationally recognized as a leader in higher education. Chesapeake's sustainability success is the result of campus commitment and key partnerships with off-campus companies, nonprofits, and government agencies. These collective efforts are transforming the campus, both in the classroom and on the ground.

Much of the College's COVID-19 response reflects the commitment to innovation. Commencement 2020 could not be held on campus; instead we hosted a virtual celebration and the Nursing Program also held a virtual pinning ceremony for graduating students. Multiple college task forces addressed the pandemic and a comprehensive reopening plan to expand access based on state and regional health trending, based on the best science and state and county guidance to open campus to instruction. This included an online health survey app, single entry point, intense sanitation regime, and continuing requirements for staff to be approved to work on campus and the wearing of masks, distancing, and hand washing as a continuing requirement to keep everyone safe. One aspect reflected guidelines for continuity of operations for the sizeable portion of employees working remotely. Each vice president worked with his/her division to explore means to assure efficiency and effectiveness as almost all college operations are conducted remotely.

Even with all these activities, the College continues to play a key role in supporting our community. At the early stage of the crisis, we hosted much needed community testing for all of our five counties as hundreds of local citizens received vital testing on doctors' orders. More recently, the University of Maryland Medical System Testing Collection efforts returned testing collection with at-will by appointment to campus – in order to broaden the percentage of testing in the region and particularly for Queen Anne's County. This activity, with its own entry and exit point, is expected to continue to operate for the foreseeable future.

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Student Characteristics (not Benchmarked)

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

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
A. Credit students enrolled part time	69.1%	73.5%	72.2%	74.2%
B. Credit students with developmental education needs	71.5%	56.9%	38.2%	36.6%
	Spring 2014	Spring 2016	Spring 2018	Spring 2020
C. Credit students who are first-generation college students (neither parent attended college)	35.2%	37.8%	36.8%	35.1%
	FY 2016	FY 2017	FY 2018	FY 2019
D. Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	542	530	557	510
	FY 2016	FY 2017	FY 2018	FY 2019
E. Financial aid recipients				
a. Credit students receiving Pell grants	37.1%	34.8%	31.5%	29.6%
b. Credit students receiving loans, scholarships and/or need-based financial aid	52.2%	55.8%	44.0%	45.8%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019
F. Students 25 years old or older				
a. Credit students	29.1%	28.0%	26.3%	24.4%
	FY 2016	FY 2017	FY 2018	FY 2019
b. Continuing education students	78.6%	79.7%	79.6%	83.6%
	Spring 2014	Spring 2016	Spring 2018	Spring 2020
G. Credit students employed more than 20 hours per week	Not Available	55.5%	Not Available	48.0%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019
H. Credit student racial/ethnic distribution				
a. Hispanic/Latino	5.7%	5.2%	5.8%	6.1%
b. Black/African-American only	15.8%	14.3%	14.0%	13.8%
c. American Indian or Alaskan native only	0.9%	1.0%	1.2%	0.8%
d. Native Hawaiian or other Pacific Islander only	0.0%	0.1%	0.0%	0.2%
e. Asian only	1.3%	1.6%	1.2%	1.7%
f. White only	68.8%	69.0%	68.5%	68.6%
g. Multiple races	2.5%	3.3%	2.9%	2.7%
h. Foreign/Non-resident alien	1.4%	1.2%	1.5%	1.6%
i. Unknown/Unreported	3.6%	4.4%	4.8%	4.4%
	FY 2016	FY 2017	FY 2018	FY 2019
I. Wage growth of occupational program graduates				
a. Median income one year prior to graduation	\$14,066	\$16,034	\$16,921	\$18,638
b. Median income three years after graduation	\$43,504	\$45,045	\$44,094	\$46,970

Goal 1: Access

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
1. Annual unduplicated headcount					
a. Total	9,107	8,383	7,583	7,380	10,000
b. Credit students	2,888	2,803	2,839	2,790	3,200
c. Continuing education students	6,406	5,797	4,917	4,772	7,000
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
2. Market share of first-time, full-time freshmen	47.5%	41.3%	39.0%	41.8%	54.0%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
3. Market share of part-time undergraduates	67.0%	63.7%	71.0%	72.1%	70.0%
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
4. Market share of recent, college-bound high school graduates	50.9%	55.5%	51.0%	45.9%	60.0%
Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.					

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5	High school student enrollment	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
		233	363	394	455	325
6	Enrollments in online courses	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
	a. Credit	3,086	3,076	3,713	3,944	3,250
	b. Continuing education	498	427	404	458	550
7	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2021
		51.9%	51.4%	50.3%	50.1%	53.0%
8	Enrollment in continuing education community service and lifelong learning courses	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
	a. Unduplicated annual headcount	2,371	1,902	1,735	1,459	2,350
	b. Annual course enrollments	4,882	4,404	4,713	4,330	5,000
9	Enrollment in continuing education basic skills and literacy courses	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
	a. Unduplicated annual headcount	916	875	873	808	1,250
	b. Annual course enrollments	1,267	1,384	1,711	1,628	1,800
10	Minority student enrollment compared to service area population	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
	a. Percent nonwhite credit enrollment	27.6%	26.9%	26.9%	27.2%	30.0%
	b. Percent nonwhite continuing education enrollment	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
		30.9%	33.1%	35.7%	36.7%	33.0%
	c. Percent nonwhite service area population, 18 or older	July 2016	July 2017	July 2018	July 2019	Benchmark July 2020
		20.1%	20.3%	20.4%		Not Applicable
11	Percent minorities (nonwhite) of full-time faculty	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
		7.1%	7.7%	7.7%	9.4%	13.5%
12	Percent minorities (nonwhite) of full-time administrative and professional staff	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
		11.8%	13.6%	14.6%	12.4%	14.5%

**CHESAPEAKE COLLEGE
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Goal 2: Success

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2019 Cohort
13 Fall-to-fall retention					
a. Developmental students	44.9%	45.2%	47.0%	39.0%	55.0%
b. College-ready students	58.1%	55.6%	60.2%	60.2%	60.0%
	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2019 Cohort
14 Fall-to-fall retention					
a. Pell grant recipients	46.6%	46.9%	50.0%	51.6%	50.0%
b. Non-recipients	50.7%	49.1%	52.4%	51.7%	55.0%
	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
15 Developmental completers after four years	45.4%	38.4%	41.3%	39.6%	55.0%
	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
16 Successful-persister rate after four years					
a. College-ready students	87.1%	88.2%	89.9%	82.6%	85.0%
b. Developmental completers	81.8%	79.5%	86.3%	84.5%	82.0%
c. Developmental non-completers	40.2%	35.3%	48.7%	32.9%	Not Applicable
d. All students in cohort	72.4%	67.0%	78.8%	72.5%	75.0%
	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
17 Successful-persister rate after four years					
a. Black/African-American only	59.3%	49.2%	<50	65.2%	60.0%
b. Asian only	<50	<50	<50	<50	Not Applicable
c. Hispanic/Latino	<50	<50	<50	<50	Not Applicable
Note: Not reported for groups with < 50 students in the cohort for analysis.					
	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	73.1%	76.5%	80.7%	73.6%	75.0%
b. Developmental completers	59.9%	50.3%	60.1%	55.8%	60.0%
c. Developmental non-completers	29.9%	24.3%	35.9%	24.3%	Not Applicable
d. All students in cohort	55.4%	48.2%	61.2%	55.6%	55.0%
	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
19 Graduation-transfer rate after four years					
a. Black/African-American only	40.7%	31.7%	<50	47.8%	45.0%
b. Asian only	<50	<50	<50	<50	Not Applicable
c. Hispanic/Latino	<50	<50	<50	<50	Not Applicable
Note: Not reported for groups with < 50 students in the cohort for analysis.					
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
20 Associate degrees and credit certificates awarded					
a. Career degrees	97	115	117	107	140
b. Transfer degrees	140	135	149	136	175
c. Certificates	67	49	64	58	80
d. Total awards	304	299	330	301	395

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21 STEM programs a. Credit enrollment	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
	867	859	811	813	1,100
b. Credit awards	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
	133	124	122	120	175
22 Graduate satisfaction with educational goal achievement	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
	98.1%	94.8%	99.0%	99.0%	98.0%
23 Non-returning student satisfaction with educational goal achievement	Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Spring 2019 Cohort	Benchmark Spring 2019 Cohort
	77.1%	66.0%	59.8%	63.6%	70.0%
24 Graduate satisfaction with preparation for transfer Note: Response categories changed starting in 2008.	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
	87.5%	70.6%	89.7%	86.5%	80.0%
25 Licensure/certification examination pass rates	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
	100.0%	83.3%	90.0%	100.0%	95.0%
a. Radiologic Technology (AART) Number of Candidates	7	6	10	10	
b. Registered Nurse (NCLEX-RN) Number of Candidates	42	40	39	32	90.0%
c. Physical Therapist Assistant (NPTE) Number of Candidates	6	7	6	4	90.0%
d. Surgical Technology (NBSTSA) Number of Candidates	7	7	6	7	90.0%
e. Paramedic, National Registry Exam Number of Candidates	11	13	7	12	90.0%
f. Paramedic, State Protocol Exam Number of Candidates	6	11	5	N/A	95.0%
g. Cardiac Rescue Technician--Intermediate, National Registry Exam (EMT-I) Number of Candidates	14	8	15	Program discontinued	90.0%
h. Cardiac Rescue Technician, State Protocol Exam (CRT) Number of Candidates	5	5	8	Program discontinued	90.0%
26 Performance at transfer institutions	AY 15-16	AY 16-17	AY 17-18	AY 18-19	Benchmark AY 2019-20
	88.8%	86.8%	82.4%	84.5%	85.0%
a. Cumulative GPA after first year of 2.0 or above	2.91	2.86	2.81	2.86	2.85
b. Mean GPA after first year Methodology to calculate this indicator changed starting in AY 15-16					
27 Expenditures by function	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
	47.3%	47.5%	49.4%	48.0%	45.0%
a. Instruction	10.6%	9.0%	6.9%	7.1%	10.0%
b. Academic support	8.7%	9.3%	9.3%	9.3%	10.0%
c. Student services	33.4%	34.3%	34.4%	35.6%	35.0%
d. Other					

Goal 3: Innovation

28 Full-time employed career program graduates working in a related field	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
	83.3%	88.3%	96.9%	81.4%	85.0%

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	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
29 Graduate satisfaction with job preparation Note: Response categories changed starting in 2008.	80.8%	77.1%	96.7%	86.4%	90.0%
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
30 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	3,361	3,121	2,390	2,563	3,750
b. Annual course enrollments	5,427	5,009	4,020	4,276	5,650
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
31 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	1,979	1,746	1,657	1,730	2,200
b. Annual course enrollments	3,545	3,154	2,852	2,998	3,550
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
32 Number of business organizations provided training and services under contract	57	74	86	83	85
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
33 Enrollment in contract training courses					
a. Unduplicated annual headcount	2,257	2,343	1,646	1,470	3,000
b. Annual course enrollments	2,819	3,317	2,412	1,985	3,700
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
34 Employer satisfaction with contract training	95.9%	94.2%	93.4%	94.6%	98.0%

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers			
1	First-time full- and part-time fall headcount		567		186		151		230	
2	Number attempting fewer than 18 hours over first 2 years		247		65		22		160	
3	Cohort for analysis (Line 1 – Line 2)		320 100.0%		121 100.0%		129 100.0%		70 100.0%	
4	Earned Associate degree from this community college		103 32.2%		66 54.5%		36 27.9%		1 1.4%	
5	Earned certificate, but no degree, from this community college		7 2.2%		0 0.0%		4 3.1%		3 4.3%	
6	Total associate and certificate graduates (Line 4 + Line 5)		110 34.4%		66 54.5%		40 31.0%		4 5.7%	
7	Transferred to Maryland two-year/technical college		19 5.9%		4 3.3%		9 7.0%		6 8.6%	
8	Transferred to Maryland public four-year college		79 24.7%		48 39.7%		29 22.5%		2 2.9%	
9	Transferred to Maryland private four-year college or university		2 0.6%		0 0.0%		2 1.6%		0 0.0%	
10	Transferred to out-of-state two-year/technical college		10 3.1%		2 1.7%		5 3.9%		3 4.3%	
11	Transferred to out-of-state four-year college or university		29 9.1%		15 12.4%		11 8.5%		3 4.3%	
12	Total transfers (sum of Lines 7 - 11)		139 43.4%		69 57.0%		56 43.4%		14 20.0%	
13	Graduated from this college and transferred (Line 6 □ Line 12)		71 22.2%		46 38.0%		24 18.6%		1 1.4%	
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		178 55.6%		89 73.6%		72 55.8%		17 24.3%	
15	No award or transfer, but 30 credits with GPA ≥ 2.00		37 11.6%		9 7.4%		24 18.6%		4 5.7%	
16	Successful transition to higher ed (Line 14 + Line 15)		215 67.2%		98 81.0%		96 74.4%		21 30.0%	
17	Enrolled at this community college last term of study period		17 5.3%		2 1.7%		13 10.1%		2 2.9%	
18	Successful or persisting (Line 16 + Line 17)		232 72.5%		100 82.6%		109 84.5%		23 32.9%	

	African American Students	Asian Students	Hispanic Students	White Students (optional data)
1 First-time full- and part-time fall headcount	98	6	35	369
2 Number attempting fewer than 18 hours over first 2 years	52	1	10	163
3 Cohort for analysis (Line 1 – Line 2)	46 100.0%	5 100.0%	25 100.0%	206 100.0%
4 Earned Associate degree from this community college	7 15.2%	0 0.0%	7 28.0%	78 37.9%
5 Earned certificate, but no degree, from this community college	0 0.0%	0 0.0%	0 0.0%	4 1.9%
6 Total associate and certificate graduates (Line 4 + Line 5)	7 15.2%	0 0.0%	7 28.0%	82 39.8%
7 Transferred to Maryland two-year/technical college	4 8.7%	0 0.0%	0 0.0%	11 5.3%
8 Transferred to Maryland public four-year college	7 15.2%	2 40.0%	5 20.0%	54 26.2%
9 Transferred to Maryland private four-year college or university	0 0.0%	0 0.0%	0 0.0%	1 0.5%
10 Transferred to out-of-state two-year/technical college	2 4.3%	1 20.0%	1 4.0%	4 1.9%
11 Transferred to out-of-state four-year college or university	8 17.4%	0 0.0%	0 0.0%	20 9.7%
12 Total transfers (sum of Lines 7 - 11)	21 45.7%	3 60.0%	6 24.0%	90 43.7%
13 Graduated from this college and transferred (Line 6 □ Line 12)	6 #DIV/0!	0 0.0%	2 8.0%	55 26.7%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	22 47.8%	3 60.0%	11 44.0%	117 56.8%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	4 8.7%	0 0.0%	3 12.0%	26 12.6%
16 Successful transition to higher ed (Line 14 + Line 15)	26 56.5%	3 60.0%	14 56.0%	143 69.4%
17 Enrolled at this community college last term of study period	4 8.7%	0 0.0%	6 24.0%	5 2.4%
18 Successful or persisting (Line 16 + Line 17)	30 65.2%	3 60.0%	20 80.0%	148 71.8%

COLLEGE OF SOUTHERN MARYLAND

2020 Performance Accountability Report October 2020

1. MISSION

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

2. INSTITUTIONAL ASSESSMENT

FY20 brought many successes and challenges to the College of Southern Maryland (CSM). The institution completed its first year of a three-year commitment to participating in the Achieving the Dream (ATD) consortium. Additionally, the school successfully completed year two of the 2018-2021 Institutional Strategic Plan. Conversely, CSM faced the same challenges as every other school in the state when, due to the COVID-19 pandemic, all instruction was forced to move to an online environment in early spring. CSM rose to this challenge and had great success despite the pandemic. CSM saw success in the expansion of systematic program review processes across the college as well as a reenergized annual unit review process. Using the Maryland Performance Accountability Report (MPAR) Indicators as a quantitative base, this narrative will offer a qualitative reflection on the time period of July 1, 2019-June 30, 2020. All told, this report will provide specific data on 26 of the 37 Performance Accountability Indicators.

State Plan Goal I: Access

Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.

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

Unduplicated Student Headcount

Over the last four years, CSM's annual unduplicated headcount has declined 12.1% from 24,652 in FY16 to 21,672 in FY19 (Indicator 1). The breakout of credit and continuing education unduplicated headcounts both follow the same pattern at 13.1% and 11.8% decreases respectively (Indicator 1a and 1b). College affordability continues to be a national challenge and remains a top priority for CSM. Even with declining enrollments, and through sound fiscal management, CSM has maintained a tuition freeze for the last two years, which has allowed students to remain at half the cost of Maryland four-year public institutions (Indicator 7). In support of student success, CSM continues to focus the majority (47.0%) of its expenditures on instruction (Indicator 27). The College is dedicated to providing an assessable, accredited, and affordable education to a diverse student population.

Diversity of Students and Employees

CSM remains committed to building the diversity of its student body, faculty and staff, and to make sure the College is providing a welcoming and supportive environment for individuals of all backgrounds. The College continues to attract credit and non-credit student populations with an ethnic/racial breakdown similar to that of the tri-county area (per the U.S. Census Bureau; Southern Maryland Hispanic and African American population is 34%, Hispanic and African American credit students at CSM is 33.5% and non-credit students at CSM is 27.9%). Diversity initiatives are integrated throughout CSM's policies, programs, and practices. CSM has spent the last year conducting overall assessments of equity gaps for credit and noncredit students through Achieving the Dream (ATD) and through actions prescribed by our Board-approved Plan for Cultural Diversity and Institutional Equity. This work is led by a newly appointed Executive Director of Equity and Inclusive Diversity and supported by an ATD CORE Team, Data Team, and Data Squad. Two major assessments informed this work: the ATD Institutional Capacity Assessment Tool (ICAT) Survey, administered to all CSM employees, and the Capacity Café, which allowed for the capture of qualitative data from employees. All supporting data were considered to solidify employees' definition of student success: helping students find their paths and finish what they start. To achieve formulated objectives in Year Two and Year Three of Achieving the Dream, CSM must clarify the paths, systemize the supports, and demystify the finances for all students. This work will be the key focus of ensuring equitable student access at CSM.

Faculty and Staff

Similar to the effort to attract and retain students, intentional efforts to increase the retention of faculty and staff of color has continued with moderate success. Over the last four years the percentage of full-time minority faculty and administrative and professional staff has slowly increased to 25.6% and 31.5%, respectively (Indicator 11 and 12).

Dual Enrollment

The largest enrollment increase this past year was a result of the growth of CSM's Dual Enrollment program. The number of students taking CSM credit courses while still enrolled in high school has increased 45.0% over the last four years, from 389 students in fall 2015 to 564 students in fall 2019 (Indicator 5). CSM continues to study this student population to ensure appropriate support and resources are offered for the greatest success and when possible to provide a pipeline to CSM for Southern Maryland high schools students.

Developmental Students

Over the last four years, CSM has seen a steady decline in the percentage of credit students who require remediation, having decreased from 63.6% in 2016 to 47.5% in 2019 (Student Characteristic Indicator B). CSM is an open-admissions institution that is dedicated to student success, meeting students where they are, and helping them achieve their educational goals. For some students, success is a degree, for others it is a job, and for others it is simply learning something new in a course. No matter how students define success, they face a number of obstacles when trying to reach their goals. Many students at CSM are academically underprepared and almost half of students place into developmental courses. Indicator 15, developmental completers after four years, is one assessment of the College's academic success with this population. The percentage of students meeting this measure has increased from 42.4%

to 50.1% over the last four years, and CSM has implemented strategies to increase the rate even further.

Offerings

As an open-admissions institution, the majority of students in Southern Maryland attend CSM. Historical data illustrate the College consistently retains the majority of market-share of first-time, full-time freshmen, recent college-bound high school graduates, and part-time undergraduate students at 50.6%, 67.1%, and 61.1%, respectively (Indicators 2-4). CSM is committed to improving access as well as providing quality education to both credit and non-credit classes and an important part of this work specific to credit-seeking students is in assisting in the preparation for college readiness in high school. Over the last four years, the unduplicated annual headcount in basic skills and literacy courses has increased 28.9% from 336 to 433 (Indicator 9). Similarly, the corresponding annual course enrollments has increased 18.9% from 607 to 722. In addition to credit course offerings, CSM has an expanding array of quality continuing education and workforce development programs designed to help students meet their professional and personal goals. Programs focus on industry credential attainment, personal enrichment, workforce training for businesses, adult basic education and youth and family programs. The annual course enrollments in continuing basic skills and literacy courses was 10,169 in FY19 (Indicator 8). This Indicator has exceeded the benchmark for the last four years.

State Plan Goal II: Success

Promote and implement practices and policies that will ensure student success.

The College of Southern Maryland is committed to student success and analyzes its performance on State Plan Goal II with indicators 13-27. The indicators focus on student progress, achievement, and satisfaction. The relationship between college experience and progress reinforces the belief that student satisfaction with college experiences impacts performance. For this reason, the following highlights are presented in support of this goal.

Financial Aid

As stated above, year one of the ATD work resulted in a recommitment to ‘Demystifying the Finances’ at CSM. The Department of Financial Services has launched several initiatives to provide financial literacy to both credit and non-credit students. For credit students, this financial literacy work has included a strategic push to assist students in completing the FASFA. Additionally, for non-credit students, CSM now offers a number of new state funded scholarship supports (i.e. Workforce Development Sequence Scholarship and Promise Scholarship) in addition to the traditional foundation scholarships which have been awarded to this population for years. Non-credits students can also take advantage of a new financial aid process, which is the option for payment plans, allowing more access for those who might have financial difficulty. CSM has continued to focus on submitting grant proposals and along with the CARES Act funds, had one of the most successful funding years ever.

Student Advising and Planning

Over the last year, CSM has been reimagining the academic advising model. Professional advisors are supported by faculty members to support credit students. Having gone remote as a result of the pandemic in March 2020, all advising and planning services have expanded online offerings.

An Academic Advisor also makes a connection with every First Year Seminar class in order to educate about course planning and registration. Furthermore, CSM has implemented a faculty advisory model, whereby faculty advise students who have 30 or more areas in key program areas

Retention Rates

The fall-to-fall retention rates of developmental students has hovered around 50% for the last four years, as college-ready student retention rates continue to increase across the same cohorts seeing a very slight increase from 65.1% to 65.7%. (Indicator 13). Pell grant recipients' fall-to-fall retention rate has exceeded the benchmark for the last two years (52.7% and 51.5%), but remains lower than the current rate for non-Pell grant recipients at 64.0% (Indicator 14).

Successful-Persister and Graduation-Transfer Rates

Numerous strategies at CSM intentionally guide students toward goal completion. Successful-persister rates for all students has continued to hover around the low 70's (71.3% in FY19); additionally, successful-persister rate for college-ready students has remained steady at 81.6%, while Developmental completers saw a slight drop over the last year to 75.2% (Indicators 16a, 16b, and 16d). Encouragingly, CSM has seen an increase in the successful-persister rates for African Americans students over the last four years, rising from 54.7% to 61.4% (Indicator 17). CSM's African American graduation-transfer rates has been maintained over the last four cohorts at 45.5% and continue to approach the benchmark of 49.0% (Indicator 19).

Number of Degrees and Certificates

Another strong indicator of completion is the number of associate degrees and certificates awarded. Last year CSM awarded 1,814 total awards which can be broken down to 400 career degrees, 865 transfer degrees, and 735 certificates (Indicator 20). On average, more than one-half of CSM graduates transfer to four-year institutions. Data supports that CSM students are prepared for the academic rigor at these four-year institutions. Similarly, performance at transfer institutions during academic year 2018-2019 reveal the majority of students, 88.5%, earned a GPA of 2.00 or above with a mean GPA of 2.91 after their first year of study at their transfer institutions, both numbers remaining higher than the benchmark for the last four years (Indicator 26). The majority of graduates who transferred, 77.2% report they were academically prepared for their transfer institution (Indicator 24). Student goal attainment also informs the College on individual student aspiration and achievement. This past year, the vast majority of graduates, 96.9%, continue to report satisfaction with their educational goal (Indicator 22).

Nursing Students

Nursing graduates at CSM are well prepared to serve their communities as indicated by their licensure/certification examination success rates. CSM constantly scores above the national mean and minimum Maryland standard for first-time NCLEX candidates. The most recent NCLEX exam pass rates (2019) for RN candidates was 86.7% (Indicator 25a). The College is nearing the benchmark for RN candidates and continues to implement numerous strategies which assist with exceeding the benchmark pass rates: (1) a staff member was dedicated to the academic success of nursing students, (2) active learning strategies were incorporated in all nursing courses, and (3) a clinical simulation lab provided students an opportunity to learn and

enhance their skills through clinical case scenarios. The NCLEX pass rates of LPN candidates is 100%, higher than the benchmark set at 98.0% (Indicator 25b).

Credit Student Wage Growth

Perhaps one of the most important indicators, CSM has continued to see an increase in wage growth for occupational program graduates. Specifically, the median income on year after graduation has increased 20.3% over the last four years, from \$44,272 to \$53,261 (Student Characteristic Indicator I).

State Plan Goal III: Innovation

Foster innovation in all aspects of Maryland higher education to improve access and student success.

CSM's leadership team strongly supports innovation across the institution, as it supports student access and ensures student success. Some of these innovative ideas have included technology growth and enhancement, physical space redesign, and strategic actions to meet the needs of the market.

Physical Site Changes

In FY20, CSM completed construction of the 13,000 square foot CSM Velocity at Indian Head. This collaborative learning space will support innovation and be a catalyst for workforce development and economic growth in Southern Maryland. As a result of the CSM Velocity Center, revitalization efforts will make Indian Head a more attractive residential option for civilian and military National Science Foundation employees. Additionally, this new center will enhance the surrounding area and open opportunities for new retail, dining opportunities within the Town that will benefit the residents and surrounding community. FY19 also saw the completion of the design and start of construction of the new Center for Health Sciences at the Regional Hughesville Campus. The Waldorf Center permanently closed in June 2020 as a result of low enrollment and the possibility of better resource utilization at the La Plata campus. Support services for these students were reimagined and changes were made to ensure the same level of access and success.

Workforce in High Demand Career Areas

CSM continues to focus efforts on preparing students for the workforce in high demand career areas. As the impact of cuts from federal sequestration continues, many business organizations continue to reduce funding for training and development. The number of business organizations providing training and service and enrollments in government certification/licensure has decreased to 39 and 5,768, respectively (Indicators 32 and 31b). Enrollments in contract training courses has continued to decline to 3,700 (Indicator 33). Contract training clients include two military bases, as well as federal government and military workers and contractors. In spite of the decline in training and services, the majority of business organizations remain very satisfied (100%) with quality of contract training provided (Indicator 34). The slight decline in the number of business organizations providing training and service and enrollment as well as the above-mentioned decline in enrollments in contract training courses, enrollments in continuing education workforce development courses continue to drop to 7,563 (Indicator 30). CSM provides continuing education offerings for areas that address the need for truck drivers, heating/ventilation and air conditioning mechanics, carpenters, welders, health care

professionals, cybersecurity and information technology specialists, and many other professions necessary to a growing populace.

Innovative Work Environment

Finally, senior leadership at CSM has spent the last months of the spring 2020 term focusing on how to make students and employees feel safe, valued, and appreciated, even in a remote environment. The President held several All Campus Zoom sessions in which she shared her vision for what is now known as The New Deal at CSM, a progressive philosophy which ensures support, training, and resources so all employees and students can be their most productive regardless of whether or not they are physically at CSM location or in a virtual environment.

3. INITIAL EFFECTS OF COVID-19 ON THE 2019-2020 REPORTING CYCLE

CSM, like every other institution of higher education in the state of Maryland faced the global pandemic in March 2020. While putting the mental and physical safety of the CSM community first, the College was able to transition to a fully remote student learning and employee work environment in a matter of a week. Additionally, all state reporting for FY20 was successfully submitted within the timeline given by the state. Below are a few highlights of the accomplishments that CSM was able to complete during the latter half of FY20.

- 1188 credit and non-credit courses transitioned to online learning
- CSM Student Needs Survey data was systematically incorporated into the CARES Act disbursement process.
- Information Technology supported all students and employees with the hardware and software needed to productively complete the semester.
- The Division of Continuing Education and Workforce Developments transitioned their course evaluation process to be online.
- The importance of communication remained central as the pandemic continued and virtual support became the norm. Several student support entities transitioned to fully online while communication about these services became pervasive across the College. For example, Marketing and Communications created the CSM Ready webpage for clear and timely communication.
- Academic Affairs enhanced their student learning supports including Thinking Storm, Virtual Tutoring, Virtual Workshops and Online Resources. The Distance Learning Team aided faculty who had little experience teaching in the online environment to ensure their courses retained presence and rigor.
- All testing center activities moved to a virtual environment, provided remote placement testing options via Examity, offered remote ATI TEAS testing for CSM nursing students.
- Transitioned all procurement processes to on-line, converted the annual audit to a fully remote format, and successfully closed out FY20 budget and fiscal year in remote environment.
- The CSM Student Life and Athletics Department put together a virtual Talon Talks series that were 60-minute, student-focused events on a variety of stress-related topics.

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Student Characteristics (not Benchmarked)

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

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
A. Credit students enrolled part time	61.6%	63.3%	63.8%	64.5%
B. Credit students with developmental education needs	63.6%	54.9%	49.0%	47.5%
	Spring 2014	Spring 2016	Spring 2018	Spring 2020
C. Credit students who are first-generation college students (neither parent attended college)	27.6%	24.3%	29.6%	Not Available ^a
	FY 2016	FY 2017	FY 2018	FY 2019
D. Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	112	153	158	121
	FY 2016	FY 2017	FY 2018	FY 2019
E. Financial aid recipients				
a. Credit students receiving Pell grants	20.1%	19.2%	18.2%	17.8%
b. Credit students receiving loans, scholarships and/or need-based financial aid	40.6%	40.2%	32.6%	30.8%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019
F. Students 25 years old or older				
a. Credit students	28.5%	27.0%	27.8%	26.0%
	FY 2016	FY 2017	FY 2018	FY 2019
b. Continuing education students	63.3%	61.3%	60.2%	63.9%
	Spring 2014	Spring 2016	Spring 2018	Spring 2020
G. Credit students employed more than 20 hours per week	55.9%	53.1%	48.9%	Not Available ^a
	Fall 2016	Fall 2017	Fall 2018	Fall 2019
H. Credit student racial/ethnic distribution				
a. Hispanic/Latino	6.3%	7.1%	7.0%	7.3%
b. Black/African-American only	25.5%	24.9%	26.7%	26.2%
c. American Indian or Alaskan native only	0.4%	0.4%	0.5%	0.5%
d. Native Hawaiian or other Pacific Islander only	0.5%	0.4%	0.3%	0.3%
e. Asian only	3.3%	3.2%	3.5%	3.7%
f. White only	56.3%	55.9%	53.7%	53.4%
g. Multiple races	5.8%	6.2%	5.9%	6.4%
h. Foreign/Non-resident alien	0.4%	0.5%	0.6%	0.7%
i. Unknown/Unreported	1.5%	1.5%	1.8%	1.6%
	FY 2016	FY 2017	FY 2018	FY 2019
I. Wage growth of occupational program graduates				
a. Median income one year prior to graduation	\$20,295	\$18,879	\$18,212	\$22,735
b. Median income three years after graduation	\$44,272	\$39,996	\$45,297	\$53,261

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Goal 1: Access

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
1 Annual unduplicated headcount					
a. Total	24,651	23,244	21,238	21,672	25,500
b. Credit students	11,307	10,810	10,265	9,831	12,000
c. Continuing education students	14,104	13,114	11,563	12,437	15,000
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
2 Market share of first-time, full-time freshmen	59.8%	52.6%	53.8%	50.6%	60.0%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
3 Market share of part-time undergraduates	71.5%	69.9%	68.6%	67.1%	74.0%
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
4 Market share of recent, college-bound high school graduates Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.	65.4%	65.8%	63.6%	61.1%	67.0%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
5 High school student enrollment	389	462	442	564	425
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
6 Enrollments in online courses					
a. Credit	19,463	19,075	17,785	16,926	20,000
b. Continuing education	1,176	623	446	402	1,000
	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2021
7 Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	50.1%	49.8%	50.5%	50.7%	50.0%
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	5,291	5,486	5,203	5,191	5,600
b. Annual course enrollments	9,713	10,130	10,517	10,169	10,000

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	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	336	494	459	433	230
b. Annual course enrollments	607	870	734	722	950
10 Minority student enrollment compared to service area population					Benchmark Fall 2020
a. Percent nonwhite credit enrollment	42.6%	43.0%	45.0%	45.3%	42.0%
					Benchmark FY 2020
b. Percent nonwhite continuing education enrollment	30.1%	30.0%	32.6%	33.6%	32.0%
					Benchmark July 2020
c. Percent nonwhite service area population, 18 or older	36.5%	37.6%	38.6%	N/A	Not Applicable
11 Percent minorities (nonwhite) of full-time faculty	23.5%	24.0%	25.4%	25.6%	23.0%
12 Percent minorities (nonwhite) of full-time administrative and professional staff	27.8%	28.4%	32.9%	31.5%	26.0%

Goal 2: Success

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2019 Cohort
13 Fall-to-fall retention					
a. Developmental students	51.2%	50.9%	52.3%	48.1%	52.0%
b. College-ready students	61.5%	69.1%	65.3%	65.7%	63.0%
14 Fall-to-fall retention					Benchmark Fall 2019 Cohort
a. Pell grant recipients	46.2%	44.2%	52.7%	51.5%	50.0%
b. Non-recipients	60.6%	61.3%	63.9%	64.0%	Not Applicable

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	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
15 Developmental completers after four years	42.4%	48.0%	46.3%	50.1%	50.0%
<hr/>					
	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
16 Successful-persister rate after four years					
a. College-ready students	77.3%	85.3%	81.9%	81.6%	85.0%
b. Developmental completers	70.2%	77.0%	78.6%	75.2%	78.0%
c. Developmental non-completers	31.6%	34.1%	34.7%	32.6%	Not Applicable
d. All students in cohort	68.6%	69.6%	71.4%	71.3%	77.0%
<hr/>					
	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
17 Successful-persister rate after four years					
a. Black/African-American only	54.7%	61.0%	59.5%	61.4%	66.0%
b. Asian only	78.8%	n < 50	n < 50	88.1%	*
c. Hispanic/Latino	72.6%	63.0%	71.3%	72.8%	75.0%
Note: Not reported for groups with < 50 students in the cohort for analysis.					
<hr/>					
	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	61.2%	75.3%	70.4%	67.1%	67.0%
b. Developmental completers	43.4%	54.4%	58.2%	53.5%	54.0%
c. Developmental non-completers	21.1%	22.7%	23.5%	19.5%	Not Applicable
d. All students in cohort	50.9%	53.8%	56.6%	54.4%	59.0%
<hr/>					
	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
19 Graduation-transfer rate after four years					
a. Black/African-American only	40.0%	45.0%	45.1%	45.5%	49.0%
b. Asian only	59.6%	n < 50	n < 50	67.8%	*
c. Hispanic/Latino	51.6%	50.0%	54.5%	53.1%	62.0%
Note: Not reported for groups with < 50 students in the cohort for analysis.					

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	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
20 Associate degrees and credit certificates awarded					
a. Career degrees	301	303	287	281	400
b. Transfer degrees	822	969	975	835	865
c. Certificates	803	701	1,088	698	735
d. Total awards	1,926	1,973	2,350	1,814	2,000
					Benchmark FY 2020
21 STEM programs	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
	2,050	2,114	2,163	2,026	2,300
a. Credit enrollment					
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
b. Credit awards	403	487	433	365	515
	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
22 Graduate satisfaction with educational goal achievement	96.6%	97.9%	98.1%	96.9%	97.0%
	Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Spring 2019 Cohort	Benchmark Spring 2019 Cohort
23 Non-returning student satisfaction with educational goal achievement	61.3%	62.6%	61.2%	57.3%	64.0%
	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
24 Graduate satisfaction with preparation for transfer Note: Response categories changed starting in 2008.	75.4%	81.6%	73.9%	77.2%	82.0%
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
25 Licensure/certification examination pass rates	85.2%	87.7%	89.3%	86.7%	90.0%
a. Nursing License Exam (NCLEX) - RN	81	106	84	90	Not Applicable
Number of Candidates	100.0%	85.7%	n/a	100.0%	98.0%
b. Nursing License Exam (NCLEX) - LPN	10	7	0	7	Not Applicable
Number of Candidates					
	AY 15-16	AY 16-17	AY 17-18	AY 18-19	Benchmark AY 2019-20
26 Performance at transfer institutions	85.1%	85.1%	86.5%	88.5%	84.0%
a. Cumulative GPA after first year of 2.0 or above	2.82	2.82	2.85	2.91	2.80
b. Mean GPA after first year					
Methodology to calculate this indicator changed starting in AY 15-16					

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	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
27 Expenditures by function					
a. Instruction	42.4%	42.9%	42.4%	42.1%	47.0%
b. Academic support	10.3%	9.3%	10.0%	10.0%	8.7%
c. Student services	10.3%	10.2%	9.8%	9.4%	8.3%
d. Other	37.0%	37.6%	37.9%	38.4%	36.0%

Goal 3: Innovation

	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
28 Full-time employed career program graduates working in a related field	87.5%	77.1%	80.2%	78.4%	83.0%

	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
29 Graduate satisfaction with job preparation Note: Response categories changed starting in 2008.	96.4%	81.1%	79.4%	89.7%	83.0%

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
30 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	8,969	7,530	6,139	5,572	10,000
b. Annual course enrollments	12,727	10,276	8,351	7,563	13,500

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
31 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	5,666	5,422	5,124	4,584	6,200
b. Annual course enrollments	7,195	6,878	6,516	5,768	7,900

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
32 Number of business organizations provided training and services under contract	61	45	35	39	80

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
33 Enrollment in contract training courses					
a. Unduplicated annual headcount	4,692	3,899	2,711	2,528	4,500
b. Annual course enrollments	7,476	6,065	4,078	3,700	6,500

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
34 Employer satisfaction with contract training	100.0%	92.3%	75.0%	100.0%	100.0%

^aCSM's data source for indicators C & G is the Community College Survey of Student Engagement (CCSSE). Because of the COVID-19 pandemic, CSM did not administer the survey in Spring 2020.

College of Southern Maryland
Degree Progress Report (fall 2015 cohort)

	All Students	College-ready Students	Developmental Completers	Developmental Non-completers
1 First-time full- and part-time fall headcount	2001	872	566	563
2 Number attempting fewer than 18 hours over first 2 years	555	191	37	327
3 Cohort for analysis (Line 1 – Line 2)	1446 100.0%	681 100.0%	529 100.0%	236 100.0%
4 Earned Associate degree from this community college	434 30.0%	268 39.4%	166 31.4%	0 0.0%
5 Earned certificate, but no degree, from this community college	60 4.1%	33 4.8%	24 4.5%	3 1.3%
6 Total associate and certificate graduates (Line 4 + Line 5)	494 34.2%	301 44.2%	190 35.9%	3 1.3%
7 Transferred to Maryland two-year/technical college	30 2.1%	16 2.3%	12 2.3%	2 0.8%
8 Transferred to Maryland public four-year college	432 29.9%	260 38.2%	158 29.9%	14 5.9%
9 Transferred to Maryland private four-year college or university	13 0.9%	10 1.5%	3 0.6%	0 0.0%
10 Transferred to out-of-state two-year/technical college	27 1.9%	13 1.9%	6 1.1%	8 3.4%
11 Transferred to out-of-state four-year college or university	153 10.6%	87 12.8%	47 8.9%	19 8.1%
12 Total transfers (sum of Lines 7 - 11)	655 45.3%	386 56.7%	226 42.7%	43 18.2%
13 Graduated from this college and transferred (Line 6 ∩ Line 12)	363 25.1%	230 33.8%	133 25.1%	0 0.0%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	786 54.4%	457 67.1%	283 53.5%	46 19.5%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	184 12.7%	79 11.6%	90 17.0%	15 6.4%
16 Successful transition to higher ed (Line 14 + Line 15)	970 67.1%	536 78.7%	373 70.5%	61 25.8%
17 Enrolled at this community college last term of study period	61 4.2%	20 2.9%	25 4.7%	16 6.8%
18 Successful or persisting (Line 16 + Line 17)	1031 71.3%	556 81.6%	398 75.2%	77 32.6%

College of Southern Maryland
Degree Progress Report (fall 2015 cohort)

	African American Students		Asian Students		Hispanic Students		White Students (optional data)	
1 First-time full- and part-time fall headcount	555		68		107		1087	
2 Number attempting fewer than 18 hours over first 2 years	208		9		26		261	
3 Cohort for analysis (Line 1 – Line 2)	347	100.0%	59	100.0%	81	100.0%	826	100.0%
4 Earned Associate degree from this community college	73	21.0%	21	35.6%	22	27.2%	287	34.7%
5 Earned certificate, but no degree, from this community college	8	2.3%	5	8.5%	4	4.9%	37	4.5%
6 Total associate and certificate graduates (Line 4 + Line 5)	81	23.3%	26	44.1%	26	32.1%	324	39.2%
7 Transferred to Maryland two-year/technical college	8	2.3%	6	10.2%	0	0.0%	14	1.7%
8 Transferred to Maryland public four-year college	96	27.7%	23	39.0%	20	24.7%	263	31.8%
9 Transferred to Maryland private four-year college or university	3	0.9%	0	0.0%	1	1.2%	9	1.1%
10 Transferred to out-of-state two-year/technical college	8	2.3%	2	3.4%	1	1.2%	14	1.7%
11 Transferred to out-of-state four-year college or university	27	7.8%	4	6.8%	11	13.6%	96	11.6%
12 Total transfers (sum of Lines 7 - 11)	142	40.9%	35	59.3%	33	40.7%	396	47.9%
13 Graduated from this college and transferred (Line 6 □ Line 12)	65	18.7%	21	35.6%	16	19.8%	240	29.1%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	158	45.5%	40	67.8%	43	53.1%	480	58.1%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	39	11.2%	9	15.3%	13	16.0%	101	12.2%
16 Successful transition to higher ed (Line 14 + Line 15)	197	56.8%	49	83.1%	56	69.1%	581	70.3%
17 Enrolled at this community college last term of study period	16	4.6%	3	5.1%	3	3.7%	35	4.2%
18 Successful or persisting (Line 16 + Line 17)	213	61.4%	52	88.1%	59	72.8%	616	74.6%

Community College of Baltimore County 2020 Institutional Performance Accountability Report

The Community College of Baltimore County (CCBC) transforms lives by providing an accessible, affordable, and high-quality education that prepares students for transfer and career success, strengthens the regional workforce and enriches our community.

INSTITUTIONAL ASSESSMENT

The 2020 Performance Accountability Report (PAR) is the final report of a five-year reporting cycle. This performance accountability report includes 43 indicators, some with multiple parts, addressing the three state goals included in the “2017-2021 State Plan for Postsecondary Education, Student Success with Less Debt” and includes content as prescribed in the *Guidelines for the 2020 Performance Accountability Report* issued by MHEC in June, 2020.

This narrative begins by introducing the audience to CCBC’s students and provides characteristics helpful to understand CCBC’s student population. The contextual information is not benchmarked (Ind. A to I). Through the narrative, CCBC addresses each indicator and discusses progress toward the established benchmarks that were established in 2015, which are to be met by 2020. The discussion is framed under the State Goals: Access, Success and Innovation.

Student Characteristics

CCBC provides a multitude of educational services to a diverse student body. Understanding the unique characteristics of CCBC’s student body is vital to the college mission. The awareness of our students’ needs aids CCBC in working towards its benchmark goals and successfully meeting them by fiscal year 2020.

As shown in Indicator A, the majority of CCBC’s student population attend part time (71.8%). Approximately 70 percent (70.1%) of first-time students required at least one developmental education course in Fall 2019 (Ind. B). At the time of entrance into the college, degree and certificate seeking students are required to have their skills assessed in reading, writing and mathematics. Students assessed below college level in academic literacy (English and reading) and Mathematics are required to complete developmental courses. The developmental courses build skills and prepare students for college-level courses. Students required to take developmental courses may need additional time to complete their degree program because academic/college credits are not earned for developmental course completion.

Thirty-six percent (36.2%) of CCBC students are first-generation college students (defined here as neither parent attended college) (Ind. C). CCBC offers programs to provide full service student support that offer academic advising, transfer counseling, tutoring and other resources. College efforts are enhanced by two federally funded programs for first-generation, low-income students and individuals with disabilities. The federally funded Student Support Services grants help students successfully complete and attain a certificate, associate degree, and/or transfer to a four-year institution to attain a bachelor’s degree. Upward Bound, another federally funded

program provides support to participants in their preparation for college entrance, serves as an intensive enrichment program designed to enhance the academic and personal growth of low-income and first-generation college students prior to the students' completion of high school.

In FY2019, 2,574 students enrolled in credit and non-credit English for Speakers of Other Languages (ESOL) courses (Ind. D). The academic ESOL program opens doors to opportunities such as improved language skills, associates' degrees, professional certificates, transfer opportunities and career advancement. CCBC also offers a federally funded Continuing Education community-based ESOL program for beginning students and learners not interested in pursuing academic classes.

The percent of students receiving Pell Grants decreased 2.8 percentage points from FY2018 (Ind. Ea.). Pell Grants are awarded to undergraduate students displaying exceptional financial need and do not need to be repaid. The amount of the award depends on the student's course load and financial need. During the 2018-2019 aid year the maximum award was \$6,095. CCBC had more than eight thousand Pell Grant recipients (8,135) and the average student award was \$3,135. The percent of students receiving loans, scholarships and/or need-based financial aid also decreased 2.8 percentage points from FY2018 (Ind. Eb).

In Fall 2019, 39.2% of credit students were 25 years old or older, compared to 86.6% of Continuing Education program students (Ind. F). At CCBC as well as other community colleges in Maryland and nationwide, it is common for students taking Continuing Education courses to be older than students enrolled in credit courses and programs. The Community College Survey of Student Engagement (CCSSE) was not administered during Spring 2020 and we are not able to report on the percentage of credit students employed more than 20 hours per week. However, since Spring 2014 between 47.6 and 53.3 percent of credit students reported working more than 20 hours per week. The racial and ethnic distribution of the student population continues to show increases in the percentage of students of color and Foreign/Non-resident students, while the percentage of white students decreased in Fall 2019 (Ind. H). Despite many challenges including financial hardships, part-time attendance, and language barriers CCBC students who persist experience significant growth in their wages after graduation. The average wages for occupational program graduates increased one hundred thirty nine percent (139%) three years after graduation when compared to income one year prior to graduation (Ind. I).

State Plan Goal 1: Access

CCBC has experienced a decline in student enrollments over the past several fiscal years and will likely not meet the benchmarks set for annual unduplicated enrollment. The decline from FY2018 to FY2019 was 5.1% for total CCBC enrollment (Ind.1a). Credit enrollment decreased -3.3% in FY2019 and has declined in each of the last four years (Ind.1b). Continuing Education enrollment decreased by 6.2% in FY2019. Continuing Education enrollment exceeded the benchmark of 33,000 in FY2017 and FY2018 and its headcount of 32,319 is very close to the benchmark (Ind. 1c). Community college enrollments are generally counter-cyclical to the economy. As the local and national economy has improved, CCBC's credit enrollment declined, mirroring national and state trends. In Spring 2020, the COVID-19 pandemic occurred and has negatively impacted local, regional and national economies. The full impact of the pandemic is

not known. However CCBC is leveraging \$35 million to students qualified for tuition-free classes for Fall 2020 and has developed a robust set of courses and a course schedule designed to meet the needs of students while ensuring a safe learning environment. Given the present state of the economy, it is likely that enrollment at community colleges will begin to increase in the near future.

CCBC's market share of first-time, full-time freshmen increased 4.8 percentage points to 36.6% moving closer to the benchmark of 43.0% (Ind.2). The increase in first-time, full-time freshmen attending CCBC may be attributed to the Baltimore County and Maryland Promise programs. These programs are "last dollar in scholarships" and cover tuition and mandatory fees for eligible students. One requirement for these scholarships is that the student attends full-time. CCBC's market share of part-time undergraduates decreased in Fall 2019 by 1.4 percentage points (Ind. 3). The market share of recent college-bound high school graduates decreased 3.3 percentage points to 45.0% (Ind. 4). CCBC is committed to attracting more recent high school graduates and is increasing marketing campaigns and outreach to this population. It is financially advantageous for students to complete their first two years of a bachelor's degree program at a community college.

CCBC continues to have great success enrolling concurrent high school students and has exceeded the benchmark of 1,200 since FY2016 (Ind. 5). Prior to Fall 2015 the number of concurrent high school students was fewer than a thousand students. The close collaboration with Baltimore County Public Schools has created new learning opportunities for high school students to get a head start on their college education including tuition free and Early College and P-TECH (Pathways in Technology). Through a strong partnership CCBC will continue to be a valuable asset to high school students especially as BCPS schools are operating virtually for the first semester of Fall 2020 due to Covid-19. CCBC classes can be a great option for junior and seniors that have completed the majority of their high school requirements.

Enrollment in credit courses taught online increased by 13.5% in FY 2019. The FY 2019 online enrollment of 25,522 exceeds the benchmark of 20,000 (Ind. 6a). The enrollment in Continuing Education online courses also increased in FY 2019 and exceeds the benchmark by 358 students (Ind. 6b). CCBC offers a wide range of online courses and programs with rolling admissions and multiple start dates making it an attractive option for prospective students. It is anticipated that CCBC online will continue to grow.

CCBC tuition and fees, as a percent of Maryland public four-year institution tuition and fees, decreased slightly from 51.7% to 51.5% (Ind.7). We are currently slightly above the benchmark of less than 50% of the average tuition and fees at a Maryland four-year public institution. CCBC is committed to providing an affordable and high-quality education for our students.

Continuing Education headcount and course enrollment in community service and lifelong learning decreased in FY19 (Ind. 8). Basic skills and literacy courses decreased 0.7% in headcount but increased 0.9% in course enrollments. CCBC is close to meeting the benchmarks for headcount and course enrollments in basic skills and literacy courses (Ind. 9). CCBC is committed to broad, diverse course offerings in our Continuing Education programs.

CCBC remains committed to providing educational and workforce opportunities to a diverse group of students. The percent of non-white credit enrollment increased 0.9 percentage points in Fall of 2019 and the percent of non-white Continuing Education enrollment decreased by 0.6 percentage points (Ind. 10a,b). CCBC is meeting the benchmark for indicators 10a and 10b. We expect to continue to meet and/or exceed our benchmarks as the county demographic profile continues to become more diverse. Data for Indicator 10c cannot be reported for this cycle because the Census Bureau does not plan to produce detailed population estimates until 2021.

The percentage of full-time minority faculty members has increased marginally since Fall 2016 from 26.2% to 27.1% (Ind. 11). Data for full-time administrative and professional staff has also increased during this period from 29.8% in Fall 2016 to 32.0% in Fall 2019 (Ind. 12). The Fall 2020 benchmarks for faculty and administrative/professional staff are uncertain, given the current environment of shrinking enrollments, fewer new hires and the current health pandemic.

State Plan Goal 2: Success

Student retention is an important measure of engagement and strongly linked to success and graduation. The fall to fall retention for students identified as needing developmental work increased by 0.7 percentage points and the retention for college ready students increased by 0.8 percentage points from the previous cohort (Ind. 13a,b). Fall-to-fall retention for students with a Pell Grant increased 4.9 percentage points from the Fall 2017 cohort (Ind. 14a), while Fall-to-fall retention for non-Pell Grant recipients decreased in the Fall 2018 cohort from 43.5% to 42.0% (Ind. 14b). It is notable that retention rates are higher for developmental students compared to college ready students and those receiving Pell Grants compared to those not receiving a Pell Grant. The college has been moving towards the benchmark goals set for indicators 13a,b and 14a but is unlikely to meet these benchmarks.

“Developmental completers after four years” (Ind. 15) is a measure of the percentage of entering first-time college students who completed required developmental coursework within a four year period. To address high attrition rates CCBC designed and launched accelerated developmental courses in academic literacy (ALP) and mathematics (AMP). Research has shown that multiple semester developmental/remediation programs often lose students to other commitments, while the accelerated models help students finish remediation quickly and move into college level work. CCBC’s accelerated model has been implemented by hundreds of colleges throughout the nation.

The percentage of students successfully persisting after four years increased for college-ready students from 71.4% to 75.8% (Ind. 16a) and the successful persister rate for all students in the cohort increased 1.5 percentage points from the previous cohort (Ind.16.a,d). Successful persister rates for Developmental completers decreased by 1.3% and Developmental non-completers increased slightly in the Fall 2015 cohort (Ind. 16b,c). There is a 5.9 percentage point gap between the most recent performance and the benchmark. CCBC is moving closer to the benchmark of 71.0 due to a commitment to implementing measures that help students complete their educational goals successfully (Indicator 16d).

The successful-persister rate for African-Americans for the Fall 2015 cohort is 56.2%, which exceeds the benchmark by 1.2 percentage points (Ind. 17a). The successful persister rate for Asians decreased but continues to be higher than other groups at 70.2% (Ind.17b). Hispanic/Latino students experienced a significant increase from 55.8% to 64.1% for the Fall 2015 cohort (Ind. 17c).

The percentage of college-ready students who graduated and/or transferred after four years is 61.7% for Fall 2015, putting CCBC 1.7 percentage points above its benchmark goal of 60%. (Ind. 18a). The number of Developmental completers graduating or transferring after four years decreased by less than one percentage point (0.7%) from the 2014 cohort while Developmental non-completers decreased 0.6 percentage points from the previous cohort (Ind. 18b,c). The college is committed to assisting students on their path to graduation and transfer and has established goals and initiatives to help us achieve the benchmark of 47.0% (Ind. 18d). CCBC groups degree-seeking credit students into one of six Pathways based on the students chosen major or main area of interest. Students receive assistance in course selection and take part in various activities geared to completion, transfer and career success.

The graduation-transfer rate for African-American students is 38.9% and slightly exceeds the benchmark of 38.0% (Ind. 19a). The rate for Asian students increased from 45.3% to 48.2% for the Fall 2015 cohort, an increase of 2.9 percentage points from Fall 2014 (Ind. 19b). Hispanic/Latino students achieved a 35.9% graduation-transfer rate for the Fall 2015 cohort, a slight decrease from the previous cohort (Ind. 19c). The volatility of graduation-transfer rates for Asian and Hispanic/Latino students may in part, be driven by the size of their respective cohorts; both cohorts have fewer than 120 students each. CCBC continues to expand services to ensure completion and transfer opportunities for minority students.

In FY2019, CCBC granted 2,994 credit awards, an increase of 271 awards from the 2,723 in FY2018 (Ind. 20d). We are just 6 awards below the benchmark of 3,000 awards. Career degrees increased by 48 from FY18 and is within 68 career degrees of meeting the benchmark (Ind.20a). Transfer degrees decreased slightly, but is within 64 transfer awards of meeting the benchmark (Ind. 20b). CCBC issued 234 more credit certificates in FY19 (Ind. 20c). CCBC is committed to increasing student completion through various initiatives including the One Step Away Grant, Reverse Transfer, and the Comeback Degree.

Related to the decline in overall credit enrollment, the enrollment in Science, Technology, Engineering, and Mathematics courses (STEM) decreased from Fall 2018 to Fall 2019 (Ind. 21a). The number of students completing an award in a STEM program increased to 881 awards in FY19 from 862 awards in FY18 (Ind.21b). CCBC slightly exceeds the benchmark of 875 awards. CCBC has comprehensive STEM initiatives involving job preparedness and career service strategies. CCBC also prepares students for transfer to STEM academic programs at 4-year institutions.

According to graduate follow-up surveys, CCBC graduates report high satisfaction with their educational achievements at the college (survey feedback ranges from 400 to 500 respondents). Nearly 98 percent of graduates reported satisfaction with their educational goal achievements on the most recent Alumni Survey (97.8%)(Ind. 22). This is the second highest rate of satisfaction

reported since 2005 and exceeds the benchmark. CCBC will continue to create an environment where students thrive within their programs and are satisfied with the education and services they receive while attending the college. The Non-Returning Student Survey is administered to students who did not reenroll and had not received an award or certificate. The purpose of the survey is to better understand why students did not reenroll and whether the students' educational goal was achieved. Approximately seven out of ten respondents (74.0%) reported that their goal was completely or partly achieved in attending the college (Ind. 23). CCBC continues to exceed the benchmark of 70.0%.

According to the Graduate Follow-up (Alumni) Survey administered in 2018, the satisfaction rate for preparing students to transfer remains flat (Ind. 24). CCBC is committed to preparing students for transfer from our institution to four-year institutions. Transfer success is closely monitored within the college's Pathway initiative. CCBC exceeds the benchmark set for this indicator by 4.0 percentage points.

CCBC offers 14 credit academic programs requiring external licensing and/or certification upon completion of the program. Two of the 14 programs require graduates to take and pass two separate exams to obtain licensure or certification. Program completers continue to perform well on the external testing as evident in Indicator 25. Two programs reported 100% of first-time test takers passing the exam on their initial attempt in FY2019 (Ind. 25a,d). Eight of the 14 programs reported 90% or more of first-time test takers passing the exams on their first attempt in FY2019 (Ind. 25a,d,e,g,h,i,k,m). Eleven programs reported either an increase or no change in their pass rate from FY2018 to FY2019 (Ind. 25a,b,d,e,f,g,h,i,k,m,n). Nine of the 14 programs meet or exceed the set benchmarks. Licensure pass rates for these 14 programs was set at either 90% or 95% based on respective national examination scores and institutional trends for pass rates. Five programs are not meeting or exceeding the benchmarks in FY19 (Ind. 25b,c,f,j,i). The programs within the School of Health professions strive to ensure that all students are prepared to take required licensure examinations following completion of the program. As seen in Indicator 25, CCBC meets or exceeds the benchmark for the majority of programs and no program is below 78% passing. Advising, mentoring and career counseling services are provided to students in the School of Health Professions to ensure high licensure pass rates and occupational success.

For AY2018-2019, 81.3% of students earned a 2.0 or higher GPA a year after transfer which is close to the benchmark set at 83.0%; the mean GPA of 2.71 is also close to the benchmark of 2.75 (Ind. 26a,b). These indicators are measures the college monitors as a sign of student transfer readiness.

CCBC continues to focus the majority of its expenditure dollars in the instructional area (Ind. 27a). CCBC meets the benchmark goal for percent of expenditures on student services and other items and is very close to meeting the benchmarks set for instruction and academic support (Ind. 27a,b,c,d).

State Plan Goal 3: Innovation

A strong 78.5 percent of students who graduated from CCBC in a career program are employed full-time in a field related to the students program of study (Ind. 28). Eighty point eight percent

(80.8) of CCBC graduates are satisfied with the job preparation they received while enrolled at the college (Ind. 29).

The unduplicated number of students enrolled in workforce development courses decreased by 9.2% in Fall 2019 and annual course enrollments decreased by 4.4 percent (Ind. 30a,b). CCBC offers a variety of Workforce Training Certificate programs that allow students to develop the knowledge and competencies that lead to job entry, industry credentials and career advancement. CCBC will continue to promote these workforce development courses and programs. Headcount and course registrations decreased over the past year for continuing professional education leading to government or industry-required certification or licensure (Ind. 31a,b). CCBC exceeds the annual course enrollment benchmark of 12,000 by 268 registrations.

The number of businesses entering into contracts with the college to provide training and services to their employees increased by nine businesses in FY2019 to 123 business organizations (Ind. 32). The unduplicated number of students enrolled in contract training courses decreased in FY2019 however CCBC is near the benchmark of 22,000 at 21,601. The annual course enrollments in contract training courses is moving closer to meeting the benchmark (Ind. 33 a,b). Employers participating in contract training reported very high levels of satisfaction with services provided by the college over the past four years (Ind. 34). Employer satisfaction reached a high of 100% in FY2019, exceeding the benchmark of 98.0%. The college will continue to seek innovative ways to engage businesses and provide contract training programs and services.

**Community College of Baltimore County
2020 ACCOUNTABILITY REPORT**

Student Characteristics (not Benchmarked)

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

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
A. Credit students enrolled part time	71.5%	72.4%	73.3%	71.8%
B. Credit students with developmental education needs	73.9%	63.2%	66.6%	70.1%
	Spring 2014	Spring 2016	Spring 2018	Spring 2020
C. Credit students who are first-generation college students (neither parent attended college)	33.7%	28.5%	35.7%	36.2%
	FY 2016	FY 2017	FY 2018	FY 2019
D. Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	2,797	2,910	2,612	2,574
	FY 2016	FY 2017	FY 2018	FY 2019
E. Financial aid recipients				
a. Credit students receiving Pell grants	34.9%	33.6%	33.1%	30.3%
b. Credit students receiving loans, scholarships and/or need-based financial aid	46.2%	45.6%	45.1%	42.3%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019
F. Students 25 years old or older	40.7%	40.3%	40.6%	39.2%
a. Credit students				
	FY 2016	FY 2017	FY 2018	FY 2019
b. Continuing education students	87.4%	87.5%	86.7%	86.6%
	Spring 2014	Spring 2016	Spring 2018	Spring 2020
G. Credit students employed more than 20 hours per week	52.0%	53.3%	47.6%	NA
	Fall 2016	Fall 2017	Fall 2018	Fall 2019
H. Credit student racial/ethnic distribution				
a. Hispanic/Latino	4.9%	5.3%	5.4%	6.0%
b. Black/African-American only	38.0%	37.0%	37.6%	37.4%
c. American Indian or Alaskan native only	0.3%	0.3%	0.3%	0.4%
d. Native Hawaiian or other Pacific Islander only	0.2%	0.3%	0.2%	0.2%
e. Asian only	6.1%	6.2%	6.4%	6.2%
f. White only	41.6%	40.9%	39.6%	38.5%
g. Multiple races	3.4%	3.8%	3.7%	4.0%
h. Foreign/Non-resident alien	4.8%	5.3%	5.8%	6.2%
i. Unknown/Unreported	0.7%	0.9%	0.9%	1.1%
	FY 2016	FY 2017	FY 2018	FY 2019
I. Wage growth of occupational program graduates				
a. Median income one year prior to graduation	\$23,334	\$26,963	\$22,643	\$23,509
b. Median income three years after graduation	\$53,105	\$53,470	\$54,334	\$56,217

Goal 1: Access

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
1. Annual unduplicated headcount					
a. Total	61,971	61,191	60,756	57,677	63,000
b. Credit students	30,387	29,115	27,792	26,826	32,000
c. Continuing education students	32,692	33,247	34,456	32,319	33,000
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
2. Market share of first-time, full-time freshmen	36.3%	32.2%	31.8%	36.6%	43.0%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
3. Market share of part-time undergraduates	69.1%	67.5%	66.2%	64.8%	73.0%
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
4. Market share of recent, college-bound high school graduates Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.	53.2%	49.6%	48.3%	45.0%	55.0%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
5. High school student enrollment	1,428	1,431	1,697	1,608	1,200

**Community College of Baltimore County
2020 ACCOUNTABILITY REPORT**

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
6 Enrollments in online courses					
a. Credit	20,138	21,639	22,489	25,522	20,000
b. Continuing education	2,154	2,599	2,284	2,658	2,300
	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2021
7 Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	49.0%	49.7%	51.7%	51.5%	<50%
Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	10,567	10,820	10,639	10,037	11,500
b. Annual course enrollments	18,256	18,853	17,809	17,496	19,500
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	4,688	4,746	4,790	4,756	5,000
b. Annual course enrollments	8,560	8,322	8,409	8,482	8,600
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
10 Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	56.0%	56.4%	57.6%	58.5%	58.0%
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
b. Percent nonwhite continuing education enrollment	40.1%	41.5%	43.0%	42.4%	42.0%
	July 2016	July 2017	July 2018	July 2019	Benchmark July 2020
c. Percent nonwhite service area population, 18 or older	38.8%	39.7%	40.3%	NA	Not Applicable
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
11 Percent minorities (nonwhite) of full-time faculty	26.2%	26.2%	26.7%	27.1%	28.0%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
12 Percent minorities (nonwhite) of full-time administrative and professional staff	29.8%	32.5%	32.1%	32.0%	34.0%

Goal 2: Success

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2019 Cohort
13 Fall-to-fall retention					
a. Developmental students	47.2%	41.9%	44.1%	44.8%	55.0%
b. College-ready students	46.3%	46.5%	40.3%	41.1%	50.0%
	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2019 Cohort
14 Fall-to-fall retention					
a. Pell grant recipients	49.3%	46.9%	41.8%	46.7%	53.0%
b. Non-recipients	44.3%	40.6%	43.5%	42.0%	Not Applicable
	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
15 Developmental completers after four years	40.8%	39.9%	41.4%	41.2%	45.0%

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	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
16 Successful-persister rate after four years					
a. College-ready students	79.1%	76.5%	71.4%	75.8%	80.0%
b. Developmental completers	81.5%	80.2%	82.3%	81.0%	84.0%
c. Developmental non-completers	36.0%	32.9%	32.9%	33.5%	Not Applicable
d. All students in cohort	63.4%	62.4%	63.6%	65.1%	71.0%
	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
17 Successful-persister rate after four years					
a. Black/African-American only	55.6%	53.7%	57.2%	56.2%	55.0%
b. Asian only	75.8%	73.9%	73.1%	70.2%	77.0%
c. Hispanic/Latino	73.9%	63.8%	55.8%	64.1%	65.0%
Note: Not reported for groups with < 50 students in the cohort for analysis.					
	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	57.0%	57.1%	56.5%	61.7%	60.0%
b. Developmental completers	49.4%	49.9%	50.3%	49.6%	55.0%
c. Developmental non-completers	24.1%	21.1%	22.3%	21.7%	Not Applicable
d. All students in cohort	40.7%	40.8%	42.0%	43.6%	47.0%
	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
19 Graduation-transfer rate after four years					
a. Black/African-American only	35.5%	33.5%	38.4%	38.9%	38.0%
b. Asian only	50.0%	47.7%	45.3%	48.2%	50.0%
c. Hispanic/Latino	42.5%	36.2%	36.6%	35.9%	46.0%
Note: Not reported for groups with < 50 students in the cohort for analysis.					
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
20 Associate degrees and credit certificates awarded					
a. Career degrees	946	894	884	932	1,000
b. Transfer degrees	1,228	1,239	1,247	1,236	1,300
c. Certificates	647	625	592	826	700
d. Total awards	2,821	2,758	2,723	2,994	3,000
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
21 STEM programs					
a. Credit enrollment	8,047	7,396	7,193	6,796	9,990
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
b. Credit awards	850	807	862	881	875
	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
22 Graduate satisfaction with educational goal achievement	98.0%	96.5%	97.5%	97.8%	97.0%
	Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Spring 2019 Cohort	Benchmark Spring 2019 Cohort
23 Non-returning student satisfaction with educational goal achievement	65.0%	65.8%	70.8%	74.0%	70.0%
	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
24 Graduate satisfaction with preparation for transfer Note: Response categories changed starting in 2008.	77.0%	73.8%	84.0%	84.0%	80.0%

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	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
25 Licensure/certification examination pass rates					
a. Dental Hygiene*					
National Dental Hygiene Exam	100.0%	100.0%	100.0%	100.0%	Not Applicable
Number of Candidates	38	32	37	18	
Northeast Regional Board Exam	100.0%	100.0%	100.0%	100.0%	Not Applicable
Number of Candidates	38	32	37	18	
Both NDHE and NRBE Exam	100.0%	100.0%	100.0%	100.0%	95.0%
Number of Candidates	38	32	37	18	
b. Emergency Medical Tech - EMT-Basic	76.5%	76.7%	66.1%	81.3%	90.0%
Number of Candidates	51	30	56	48	
c. Emergency Medical Tech - EMT -Paramedic	82.4%	85.7%	88.9%	80.5%	90.0%
Number of Candidates	17	7	18	41	
d. Massage Therapy	100.0%	100.0%	100.0%	100.0%	95.0%
Number of Candidates	16	9	8	3	
e. Medical Laboratory	100.0%	100.0%	76.9%	90.9%	90.0%
Number of Candidates	14	13	13	11	
f. Mortuary Science*					
Science Exam	100.0%	100.0%	75.0%	82.4%	Not Applicable
Number of Candidates	16	22	20	17	
Arts Exam	94.4%	100.0%	90.0%	88.2%	Not Applicable
Number of Candidates	18	22	20	17	
Both Science & Arts Exam	93.8%	100.0%	75.0%	82.4%	95.0%
Number of Candidates	16	22	20	17	
g. Nursing - Practical	93.8%	100.0%	97.1%	97.1%	95.0%
Number of Candidates	32	25	34	34	
h. Nursing (RN)	80.8%	88.9%	89.7%	90.0%	90.0%
Number of Candidates	250	235	194	210	
i. Occupational Therapy Assistant	100.0%	85.3%	86.7%	92.6%	90.0%
Number of Candidates	27	34	30	27	
j. Physician Assistant	90.0%	95.1%	95.3%	78.8%	95.0%
Number of Candidates	30	41	43	33	
k. Radiological Technology (Radiography)	92.3%	88.9%	94.4%	97.0%	95.0%
Number of Candidates	26	18	18	33	
l. Radiation Therapy Technician	90.9%	86.7%	100.0%	83.3%	90.0%
Number of Candidates	11	15	9	12	
m. Respiratory Care Therapist	100.0%	93.8%	93.8%	93.8%	90.0%
Number of Candidates	9	16	16	16	
n. Veterinary Technology	50.0%	82.6%	84.2%	89.5%	90.0%
Number of Candidates	16	23	19	19	
					Benchmark AY 2019-20
26 Performance at transfer institutions	AY 15-16	AY 16-17	AY 17-18	AY 18-19	
a. Cumulative GPA after first year of 2.0 or above	83.3%	84.5%	81.7%	81.3%	83.0%
b. Mean GPA after first year	2.74%	2.79%	2.78%	2.71%	2.75
Methodology to calculate this indicator changed starting in AY 15-16					
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
27 Expenditures by function					
a. Instruction	52.0%	52.3%	52.9%	50.2%	52.0%
b. Academic support	8.0%	7.4%	7.4%	6.8%	8.0%
c. Student services	10.0%	10.9%	10.6%	9.9%	10.0%
d. Other	30.0%	29.3%	29.1%	33.1%	30.0%

Goal 3: Innovation

	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
28 Full-time employed career program graduates working in a related field	89.0%	87.2%	86.6%	78.5%	85.0%
	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
29 Graduate satisfaction with job preparation Note: Response categories changed starting in 2008.	79.0%	80.9%	83.0%	80.8%	85.0%
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
30 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	15,548	15,971	17,665	16,027	19,000

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	b. Annual course enrollments	38,522	36,937	37,189	35,548	39,000
		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
31	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	6,152	5,789	6,390	5,153	6,000
	b. Annual course enrollments	13,281	12,360	13,405	12,268	12,000
		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
32	Number of business organizations provided training and services under contract	129	126	114	123	150
		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
33	Enrollment in contract training courses					
	a. Unduplicated annual headcount	21,724	22,158	24,239	21,601	22,000
	b. Annual course enrollments	49,247	46,571	48,187	44,904	50,000
		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
34	Employer satisfaction with contract training	97.0%	98.0%	99.0%	100.0%	98.0%

Community College of Baltimore County Degree Progress Four Years after Initial Enrollment Fall 2015 Entering Cohort

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers			
1	First-time full- and part-time fall headcount		4426		991		1415		2020	
2	Number attempting fewer than 18 hours over first 2 years		1785		408		181		1196	
3	Cohort for analysis (Line 1 – Line 2)		2641	100.0%	583	100.0%	1234	100.0%	824	100.0%
4	Earned Associate degree from this community college		474	17.9%	151	25.9%	321	26.0%	2	0.2%
5	Earned certificate, but no degree, from this community college		39	1.5%	25	4.3%	6	0.5%	8	1.0%
6	Total associate and certificate graduates (Line 4 + Line 5)		513	19.4%	176	30.2%	327	26.5%	10	1.2%
7	Transferred to Maryland two-year/technical college		156	5.9%	26	4.5%	53	4.3%	77	9.3%
8	Transferred to Maryland public four-year college		616	23.3%	218	37.4%	357	28.9%	41	5.0%
9	Transferred to Maryland private four-year college or university		32	1.2%	9	1.5%	22	1.8%	1	0.1%
10	Transferred to out-of-state two-year/technical college		35	1.3%	7	1.2%	12	1.0%	16	1.9%
11	Transferred to out-of-state four-year college or university		120	4.5%	33	5.7%	51	4.1%	36	4.4%
12	Total transfers (sum of Lines 7 - 11)		959	36.3%	293	50.3%	495	40.1%	171	20.8%
13	Graduated from this college and transferred (Line 6 □ Line 12)		321	12.2%	109	18.7%	210	17.0%	2	0.2%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		1151	43.6%	360	61.7%	612	49.6%	179	21.7%
15	No award or transfer, but 30 credits with GPA ≥ 2.00		457	17.3%	72	12.3%	328	26.6%	57	6.9%
16	Successful transition to higher ed (Line 14 + Line 15)		1608	60.9%	432	74.1%	940	76.2%	236	28.6%
17	Enrolled at this community college last term of study period		110	4.2%	10	1.7%	60	4.9%	40	4.9%
18	Successful or persisting (Line 16 + Line 17)		1718	65.1%	442	75.8%	1000	81.0%	276	33.5%

Community College of Baltimore County Degree Progress Four Years after Initial Enrollment Fall 2015 Entering Cohort

	African American Students		Asian Students		Hispanic Students		White Students (optional data)		
1	First-time full- and part-time fall headcount		2106		284		273		1513
2	Number attempting fewer than 18 hours over first 2 years		1009		56		92		523
3	Cohort for analysis (Line 1 – Line 2)		1097	100.0%	228	100.0%	181	100.0%	990 100.0%
4	Earned Associate degree from this community college		130	11.9%	47	20.6%	32	17.7%	234 23.6%
5	Earned certificate, but no degree, from this community college		12	1.1%	3	1.3%	1	0.6%	20 2.0%
6	Total associate and certificate graduates (Line 4 + Line 5)		142	12.9%	50	21.9%	33	18.2%	254 25.7%
7	Transferred to Maryland two-year/technical college		98	8.9%	4	1.8%	6	3.3%	33 3.3%
8	Transferred to Maryland public four-year college		213	19.4%	82	36.0%	34	18.8%	255 25.8%
9	Transferred to Maryland private four-year college or university		7	0.6%	3	1.3%	2	1.1%	19 1.9%
10	Transferred to out-of-state two-year/technical college		12	1.1%	4	1.8%	4	2.2%	15 1.5%
11	Transferred to out-of-state four-year college or university		49	4.5%	4	1.8%	8	4.4%	53 5.4%
12	Total transfers (sum of Lines 7 - 11)		379	34.5%	97	42.5%	54	29.8%	375 37.9%
13	Graduated from this college and transferred (Line 6 □ Line 12)		94	8.6%	37	16.2%	22	12.2%	149 15.1%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		427	38.9%	110	48.2%	65	35.9%	480 48.5%
15	No award or transfer, but 30 credits with GPA ≥ 2.00		138	12.6%	31	13.6%	48	26.5%	206 20.8%
16	Successful transition to higher ed (Line 14 + Line 15)		565	51.5%	141	61.8%	113	62.4%	686 69.3%
17	Enrolled at this community college last term of study period		51	4.6%	19	8.3%	3	1.7%	33 3.3%
18	Successful or persisting (Line 16 + Line 17)		616	56.2%	160	70.2%	116	64.1%	719 72.6%

2020 Performance Accountability Report Frederick Community College (FCC)

MISSION

Focused on teaching and learning, Frederick Community College provides affordable, flexible access to lifelong education and responds to the needs of diverse learners and the community.

INSTITUTIONAL ASSESSMENT

On July 1, 2020, FCC began operating under the new College strategic plan, “FCC Forward, 2020-2025.” The plan is the culmination of work completed by College stakeholders using a collaborative process. The process was led by a Steering Committee created through an open call to the College community. The committee consisted of 27 members, including Board of Trustees, senior leadership, faculty, administrators, staff, students, and community members. At the same time, the College also used a strategic planning consultation service. Over the course of eight months, the Steering Committee engaged in detailed data review, guided activities, and discussions, encouraging faculty, staff, administrators, and students to participate in the process.

Due to the COVID-19 pandemic and in response to guidance from Maryland state officials and the Frederick County Health Department, all instruction at Frederick Community College was transitioned into online and alternative modes of learning on March 16, 2020. The next day, most College employees started working remotely. A College Coronavirus-COVID-19 website was developed and launched March 16, 2020 to provide information and credible resource links related to COVID-19, and to keep College and community stakeholders informed of the College status. The website provides a link for students that supports online learning and a link for faculty that supports online instruction. Resources were made available to students for academic and student support services that continue to be provided online, through email, and by telephone. Students have access to virtual library services and instructional support, and IT Helpdesk support is being provided online, via email, and by phone.

The College performance in relation to the goals outlined in the 2017-2021 Maryland State Plan (MSP) is summarized below. The following initiatives and programs fully support the goals and objectives of the MSP and the vision of “increasing student success with less debt.”

MSP goal Access: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.

As it is stated in Strategy 2 of the MSP: "Cultivate greater financial literacy for students and families to encourage financial planning and to prepare for postsecondary education," FCC implemented systems to increase opportunities for students to gain financial literacy skills to fuel their completion goals. The College developed a model of Financial Wellness and created a webpage with important content for students. Now, students have access to CashCourse.org, which is a free online financial education resource designed specifically for college students. Faculty and administrators can also access financial education materials to integrate into courses or other activities.

The College developed the Parents Lead (PL) program in fall 2018, in concert with the Annotated Code of Maryland, Education Article §10-205(a), to increase the adult population to hold at least an associate degree. FCC has received a national grant that will assist in its continued commitment to helping student parents, including single mothers, earn a college

degree. FCC is one of eight community colleges selected through a competitive application process to participate in College Success for Single Mothers. FCC has numerous programs such as Project Forward Step and Parents Lead in place to help parents earn a degree.

Additional progress toward FCC benchmarks related to the MSP Access goal is noted below:

- An increase in the market share of first-time, full-time freshmen in fall 2019 (52%) compared to fall 2018 (49%), which was below the benchmark by one percent (53%).
- An increase in the market share of part-time undergraduates (76%) in fall 2019 compared to fall 2018 (73%) which met the benchmark (76%).
- Students concurrently enrolled in both college-level and high school courses increased 40% (1,026 to 1,436), or by 566 students from fall 2016 to fall 2019, and exceeded the benchmark of 870 students.
- Online credit enrollment increased 27% (7,803 to 9,928) from FY 2016 to FY 2019, and exceeded the benchmark of 9,032.
- Online continuing education enrollment increased 6% (456 to 485) from FY 2018 to FY 2019 and was lower than the benchmark (750). Changes in online course registrations were due to the variable nature of contracts that allowed for spikes in the numbers in FY 2016 and 2017.
- Tuition and fees remained at 47% of the Maryland state public universities rates, supporting the affordability of attending FCC and meeting the benchmark. Tuition and fees for 30 credits at FCC was \$4,579 in FY 2019. This calculates to be 47% of the average at the four-year public universities in Maryland, which was \$9,686.
- The unduplicated headcount in continuing education, community service, and lifelong learning courses increased 10% (2,542 to 2,797) between FY 2016 and FY 2019, and is short of the benchmark (2,861) by 64 students. The duplicated headcount (6,262) increased 17% for the same period and exceeded the benchmark (6,010) by 252 students.
- The percent of nonwhite students enrolled in credit (37%) and continuing education (30%) courses was higher than the percent of the nonwhite population in Frederick County (24%) in 2018. The Census Bureau announced the 2019 population by race data would be available in 2021.
- The percent of full-time, nonwhite faculty between fall 2018 and fall 2019 stayed the same at 17%, which was lower than the benchmark (21%).

The College continues to address the following indicators:

- The combined unduplicated credit and continuing education headcount declined 2% (15,034 to 14,746) from FY 2016 to FY 2019, and is short of the benchmark of 15,635 that was set for FY 2020.
- Credit enrollment declined 2% (8,775 to 8,636) from FY 2016 to FY 2019 and was short of the 2020 benchmark of 9,126.
- The unduplicated headcount in continuing education declined 2% (6,576 to 6,453) from FY 2016 to FY 2019, and did not meet the 2020 benchmark (6,980).
- The market share of recent, college-bound high school graduates declined 7% overall from 59% in fall 2015 to 52% in fall 2019 and the rate was lower than the benchmark (61%).

- The unduplicated headcount in continuing education basic skills and literacy courses declined 5% (1,680 to 1,597) from FY 2016 to FY 2019, and was short of the benchmark (1,891).
- The percent of nonwhite students in continuing education courses in FY 2019 was 30%, and was lower than the benchmark (36%).
- The percent of nonwhite students in credit courses was 37% in FY 2019 and exceeded the benchmark (36%).
- The percent of full-time nonwhite administrative and professional staff declined 2% between fall 2018 and fall 2019 to 16%, and was lower than the benchmark (21%).

MSP goal Success: Promote and implement practices and policies that will ensure student success.

In FY 2020, the College continued to increase student access through the implementation of best practices in recruitment, persistence, retention, advising, scheduling, and affordability. The College developed an advising pathway for all credit students to include utilization of program managers and faculty advisors in an effort to address Strategy 7 of the MSP. As a result, a transparent student life cycle process based on Guided Pathways principles was developed to eliminate barriers in the intake process and offer a seamless transition through each phase of the student experience. The Credit Student Life Cycle (CSLC) was developed as an advising pathway for all credit students, which includes the utilization of program managers and faculty advisors. Based on the advising caseload model, FCC professional academic advisors now provide consistent and ongoing support to a caseload of students based on their major, maintaining the advisor/student relationship through students' time at FCC. The goal is to help students identify long-term academic and career goals and ensure that all decisions are in service of those goals.

The College developed a holistic action plan to address the achievement gap for students of color at FCC. FCC conducted an extensive review of institutional data and determined specific areas of intervention to close the achievement gap and address opportunity gaps for African American and Hispanic/Latino students. The College drafted specific interventions and an action plan to address the achievement gap including courses where students specifically seem to get "caught" and are not able to progress in their pathway. The development of pilot Math and English courses focusing on reforming placement of students in developmental courses were also included in the interventions.

Additional progress toward FCC Benchmarks related to the MSP Success goal is noted below:

- The fall-to-fall retention rate (fall 2018 to fall 2019 cohorts) for developmental students was 62%, a six percent increase compared to the last year and lower than the benchmark (64%). The same rate for college-ready students was 59%, and one percent lower than the benchmark (60%).
- The fall-to-fall retention rate (fall 2018 to fall 2019 cohorts) for Pell Grant recipients was 61%, and was higher than the benchmark of 59%. The same rate was 61% for non-Pell recipients and no benchmark was required for this indicator.
- The developmental student completion rate for fall 2015 cohort after four years was 75%, which was higher than the benchmark (63%).
- The successful-persister rate for all students (76%) was below the benchmark (81%), although this rate among college-ready students was higher (85%), but did not meet

the benchmark of 87%. The developmental completers rate (72%) was lower than the benchmark (84%) and declined by 1% compared to the fall 2014 cohort. For the developmental non-completers cohort, the pass rate was 45% and was higher than the last cohort, and has fluctuated across the past three cohorts (31%, 44%, and 33% respectively).

- The successful-persister rate after four years for the 2015 cohort of Black/African-American students was 68%. This rate was lower than the benchmark of 71% and was nine percent lower than the white student cohort (77%). The Hispanic/Latino student cohort successful-persister rate of 78% was one percent higher than the white student cohort, and was lower than the benchmark of 76%. The 2015 cohort of Asian students achieved a 78% successful-persister rate, which was one percent higher than the white student cohort and lower than the benchmark of 81%.
- The graduation-transfer rate after four years for all students in the 2015 cohort was 68% and was the same as the 2014 cohort (68%) and two percent higher than the benchmark (66%). The rate for college-ready students was 82% and was two percent higher than the benchmark of 80%. The rate for developmental completers was 60% and was the same as the benchmark (60%) and was lower than the 2014 cohort (64%). The pass rate among developmental non-completers, which is a cohort with only 21 students, was 35%, and was higher than the last cohort and has fluctuated across the past three cohorts (28%, 38%, 33% respectively).
- The graduation-transfer rate for the 2015 cohorts of Hispanic students (61%), Black/African-American students (60%), and Asian students (75%) all met or surpassed their benchmarks of 60%, 55%, and 66%, respectively.
- Credit enrollments in STEM programs increased 6% since fall 2016 (1,631; 1,730; and 1,691) to 1,726 in fall 2019, and was below the benchmark of 1,811.
- STEM program credentials awarded in FY 2019 increased 36% from FY 2016 (401 to 546) and exceeded the benchmark of 357.
- Graduate satisfaction with educational goal achievement remained high (96%) and met the benchmark (96%).
- Non-returning student satisfaction with educational goal achievement was 74% for the spring 2019 cohort, and exceeded the benchmark (73%).
- The first-time pass rate for Registered Nursing students in FY2019 was 91% and higher than the benchmark (86%).
- The first-time pass rate for students taking the Respiratory Care licensure and certification exam in FY 2019 was 79%, which marked an increase compared to the past three years (70%, 64%, 61%), and is near reaching the benchmark of 80%.
- The mean GPA after their first year (AY 2018-2019) of transfer students at Maryland public universities was 2.86, which nearly reached the benchmark of 2.88.
- The percent of total FY 2019 unrestricted operating expenditures on instruction (49%) met the benchmark (49%). Academic support was 2% and fell short of the benchmark (3%), student services was 15% and exceeded the benchmark of 14%, and “other expenditures” was 34% and exceeded the benchmark of 33%.

The College continues to address the following indicators:

- The number of career degrees awarded in FY 2019 (197) declined 3% compared to FY 2016 and was lower than the benchmark (355).

- The number of transfer degrees awarded in FY 2019 (660) declined by nine graduates compared to last year and 11% (778) since 2016 and was lower than the benchmark (736).
- There were 167 certificates awarded in FY 2019, with a decline of 20 fewer graduates since 2016, and did not meet the benchmark (211).
- The number of degrees and certificates awarded in FY 2019 (1,024) declined 12% compared to FY 2016 (1,168), and was lower than the 2020 benchmark (1,302).
- Graduate satisfaction with transfer preparation, based on FY 2018 graduates' responses to the Graduate Follow-Up Survey, was 85% and was lower than the benchmark (90%).

MSP goal Innovation: Foster innovation in all aspects of Maryland Higher Education to improve access and student success.

Educational excellence is one of the themes highlighted in the newly developed Academic Affairs, Continuing Education, and Workforce Development Master Plan. An objective in the plan includes expanding innovative learning modalities to improve student outcomes.

The Mid-Atlantic Center for Emergency Management & Public Safety (MACEM&PS) is leading state and national emergency preparedness efforts and acquired a \$1 million Department of Homeland Security Continuing Training Grant to develop and deliver nationwide Community Lifelines and won a competitive five-year renewal of the Jacobs/FEMA Independent Study Program contract.

Additional progress toward FCC Benchmarks related to the MSP Innovation goal is noted below:

- Course enrollments in unduplicated continuing professional education leading to government or industry-required certification or licensure increased 67% (814 to 1,362) from FY 2016 to FY 2019, and exceeded the benchmark of 864.
- The employer satisfaction rate with contract training courses was 100%, which exceeded the benchmark of 95%.

The College continues to address the following indicators:

- Course enrollments in Continuing Education and Workforce Development declined 9% (2,517 to 2,299) from FY 2016 to FY 2019, and was lower than the benchmark of 2,671.
- Course enrollments in contract training declined 10% (1,001 to 899) from FY 2016 to FY 2019, and did not meet the benchmark of 1,032. The number of business organizations (21) that utilized FCC training was below the benchmark (70).
- The rate of career program graduates employed full-time in a related field was 83%, which was below the benchmark (89%).
- Graduate satisfaction with job preparation was (72%), and was below the benchmark (90%).

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Student Characteristics (not Benchmarked)

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

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
A. Credit students enrolled part time	68.1%	67.4%	69.5%	69.9%
B. Credit students with developmental education needs	52.5%	49.2%	50.0%	24.0%
	Spring 2017	Spring 2018	Spring 2019	Spring 2020
C. Credit students who are first-generation college students (neither parent attended college)	26.4%	26.0%	26.0%	27.0%
	FY 2016	FY 2017	FY 2018	FY 2019
D. Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	2,642	2,864	2,941	2,957
	FY 2016	FY 2017	FY 2018	FY 2019
E. Financial aid recipients				
a. Credit students receiving Pell grants	18.4%	16.2%	15.8%	15.0%
b. Credit students receiving loans, scholarships and/or need-based financial aid	32.1%	29.5%	28.8%	28.2%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019
F. Students 25 years old or older	28.9%	28.3%	27.9%	25.5%
a. Credit students				
	FY 2016	FY 2017	FY 2018	FY 2019
b. Continuing education students	79.3%	79.1%	69.5%	67.8%
	Spring 2014	Spring 2016	Spring 2019	Spring 2020
G. Credit students employed more than 20 hours per week	55.5%	67.0%	66.8%	53.0%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019
H. Credit student racial/ethnic distribution				
a. Hispanic/Latino	10.9%	11.7%	12.4%	13.1%
b. Black/African-American only	12.4%	12.7%	12.3%	13.0%
c. American Indian or Alaskan native only	0.3%	0.2%	0.3%	0.2%
d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.1%	0.1%
e. Asian only	4.5%	4.8%	4.5%	4.6%
f. White only	66.5%	64.4%	64.5%	62.6%
g. Multiple races	4.5%	4.8%	4.9%	5.4%
h. Foreign/Non-resident alien	0.6%	1.1%	1.0%	0.9%
i. Unknown/Unreported	0.2%	0.3%	0.1%	0.1%
	FY 2016	FY 2017	FY 2018	FY 2019
I. Wage growth of occupational program graduates				
a. Median income one year prior to graduation	\$17,703	\$16,653	\$18,297	\$16,399
b. Median income three years after graduation	\$42,120	\$43,624	\$44,893	\$44,192

Goal 1: Access

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
1. Annual unduplicated headcount					
a. Total	15,034	15,610	16,003	14,746	15,635
b. Credit students	8,775	8,994	8,896	8,636	9,126
c. Continuing education students	6,576	6,948	7,107	6,453	6,980
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
2. Market share of first-time, full-time freshmen	54.4%	50.0%	49.4%	52.0%	53.0%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
3. Market share of part-time undergraduates	75.5%	74.7%	73.4%	75.5%	76.0%
	Fall 2015	Fall 2016	Fall 2017	Fall 2019	Benchmark Fall 2020
4. Market share of recent, college-bound high school graduates	59.4%	59.7%	57.3%	52.0%	61.0%
Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.					

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	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
5 High school student enrollment	1,026	990	1,165	1,436	870

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	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
6 Enrollments in online courses					
a. Credit	7,803	8,315	9,076	9,928	9,032
b. Continuing education	897	1,407	456	485	750
	FY 2017	FY 2018	FY 2019	FY 2019	Benchmark FY 2021
7 Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	47.0%	47.4%	47.1%	47.3%	48.0%
Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
8 Enrollment in continuing education community service and lifelong learning courses	2,542	2,951	2,937	2,797	2861
a. Unduplicated annual headcount	5,340	5,886	6,209	6,262	6,010
b. Annual course enrollments					
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	1,680	1,665	1,586	1,597	1,891
b. Annual course enrollments	3,610	3,596	3,646	3,618	4,063
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
10 Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	33.6%	35.6%	35.6%	37.4%	36.0%
b. Percent nonwhite continuing education enrollment	37.2%	36.9%	30.0%	30.1%	36.0%
c. Percent nonwhite service area population, 18 or older	22.6%	23.5%	24.3%	N/A	Not Applicable
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
11 Percent minorities (nonwhite) of full-time faculty	18.2%	18.6%	17.1%	16.8%	21.0%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
12 Percent minorities (nonwhite) of full-time administrative and professional staff	19.0%	21.0%	18.0%	15.8%	21.0%

Goal 2: Success

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2019 Cohort
13 Fall-to-fall retention					
a. Developmental students	65.6%	62.7%	56.3%	62.3%	64.0%
b. College-ready students	58.9%	59.5%	55.9%	58.6%	60.0%
	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2019 Cohort
14 Fall-to-fall retention					
a. Pell grant recipients	64.6%	61.8%	53.1%	61.0%	59.0%
b. Non-recipients	59.2%	59.6%	59.2%	60.7%	Not Applicable
	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
15 Developmental completers after four years	67.7%	70.0%	67.7%	68.6%	63.0%
	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
16 Successful-persister rate after four years					
a. College-ready students	85.9%	89.9%	79.9%	84.8%	87.0%

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b. Developmental completers	78.8%	74.5%	74.5%	71.9%	84.0%
c. Developmental non-completers	30.5%	44.3%	33.3%	45.0%	Not Applicable
d. All students in cohort	76.9%	78.5%	74.0%	75.8%	81.0%

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		Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
17	Successful-persister rate after four years					
	a. Black/African-American only	69.2%	70.9%	70.3%	67.6%	71.0%
	b. Asian only	88.5%	75.0%	69.7%	78.4%	81.0%
	c. Hispanic/Latino	79.5%	76.3%	73.2%	77.7%	76.0%
	Note: Not reported for groups with < 50 students in the cohort for analysis.					
		Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
18	Graduation-transfer rate after four years					
	a. College-ready students	81.8%	85.8%	78.2%	81.7%	80.0%
	b. Developmental completers	67.2%	63.0%	63.5%	60.2%	60.0%
	c. Developmental non-completers	28.0%	37.7%	33.3%	35.0%	Not Applicable
	d. All students in cohort	68.7%	70.1%	67.5%	67.9%	66.0%
		Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
19	Graduation-transfer rate after four years					
	a. Black/African-American only	60.8%	59.0%	59.5%	59.5%	55.0%
	b. Asian only	75.0%	71.2%	69.7%	74.5%	66.0%
	c. Hispanic/Latino	67.9%	63.4%	61.8%	61.2%	60.0%
	Note: Not reported for groups with < 50 students in the cohort for analysis.					
		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
20	Associate degrees and credit certificates awarded					
	a. Career degrees	203	193	213	197	355
	b. Transfer degrees	778	684	669	660	736
	c. Certificates	187	265	230	167	211
	d. Total awards	1,168	1,142	1,112	1,024	1,302
		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
21	STEM programs					
	a. Credit enrollment	1,631	1,730	1,691	1,726	1,811
		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
	b. Credit awards	401	508	563	546	357
		Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
22	Graduate satisfaction with educational goal achievement	96.8%	96.5%	97.0%	96.3%	96.0%
		Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Spring 2019 Cohort	Benchmark Spring 2019 Cohort
23	Non-returning student satisfaction with educational goal achievement	68.4%	75.0%	74.4%	74.0%	73.0%
		Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
24	Graduate satisfaction with preparation for transfer	96.8%	85.0%	90.0%	84.6%	90.0%
	Note: Response categories changed starting in 2016.					

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	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
25 Licensure/certification examination pass rates					
a. Registered Nursing	91.2%	85.1%	85.3%	90.8%	86.0%
Number of Candidates	81	67	61	65	
b. Respiratory Care	70.0%	64.3%	61.1%	78.9%	80.0%
Number of Candidates	22	14	18	19	
	AY 15-16	AY 16-17	AY 16-18	AY 18-19	Benchmark AY 2019-20
26 Performance at transfer institutions					
a. Cumulative GPA after first year of 2.0 or above	90.4%	86.9%	87.0%	85.0%	84.0%
b. Mean GPA after first year	2.97	2.94	2.93	2.86	2.88
Methodology to calculate this indicator changed starting in AY 15-16					
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
27 Expenditures by function					
a. Instruction	49.1%	49.3%	48.9%	48.9%	49.0%
b. Academic support	3.2%	2.4%	2.5%	2.2%	4.5%
c. Student services	14.6%	15.2%	14.9%	14.7%	13.5%
d. Other	33.1%	33.1%	33.7%	34.2%	33.0%

Goal 3: Innovation

	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
28 Full-time employed career program graduates working in a related field	90.3%	90.5%	80.0%	83.0%	89.0%
	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
29 Graduate satisfaction with job preparation Note: Response categories changed starting in 2016.	96.3%	90.5%	62.5%	71.8%	90.0%
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
30 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	2,517	2,854	2,917	2,299	2,671
b. Annual course enrollments	3,800	5,014	3,781	3,250	4,033
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
31 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	814	1,019	1,214	1,362	864
b. Annual course enrollments	1,150	1,240	1,400	1,605	1,221
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
32 Number of business organizations provided training and services under contract	25	26	31	21	70
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
33 Enrollment in contract training courses					
a. Unduplicated annual headcount	1,001	1,673	1,305	899	1,032
b. Annual course enrollments	2,312	3,438	1,763	1,288	1,979
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
34 Employer satisfaction with contract training	100.0%	100.0%	100.0%	100.0%	95.0%

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers			
1	First-time full- and part-time fall headcount		1423		614		555		254	
2	Number attempting fewer than 18 hours over first 2 years		477		205		78		194	
3	Cohort for analysis (Line 1 – Line 2)		946	100.0%	409	100.0%	477	100.0%	60	100.0%
4	Earned Associate degree from this community college		429	45.3%	240	58.7%	185	38.8%	4	6.7%
5	Earned certificate, but no degree, from this community college		17	1.8%	9	2.2%	3	0.6%	5	8.3%
6	Total associate and certificate graduates (Line 4 + Line 5)		446	47.1%	249	60.9%	188	39.4%	9	15.0%
7	Transferred to Maryland two-year/technical college		48	5.1%	21	5.1%	26	5.5%	1	1.7%
8	Transferred to Maryland public four-year college		261	27.6%	153	37.4%	107	22.4%	1	1.7%
9	Transferred to Maryland private four-year college or university		45	4.8%	21	5.1%	22	4.6%	2	3.3%
10	Transferred to out-of-state two-year/technical college		28	3.0%	3	0.7%	19	4.0%	6	10.0%
11	Transferred to out-of-state four-year college or university		111	11.7%	57	13.9%	50	10.5%	4	6.7%
12	Total transfers (sum of Lines 7 - 11)		493	52.1%	255	62.3%	224	47.0%	14	23.3%
13	Graduated from this college and transferred (Line 6 \square Line 12)		297	31.4%	170	41.6%	125	26.2%	2	3.3%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		642	67.9%	334	81.7%	287	60.2%	21	35.0%
15	No award or transfer, but 30 credits with GPA \geq 2.00		31	3.3%	6	1.5%	22	4.6%	3	5.0%
16	Successful transition to higher ed (Line 14 + Line 15)		673	71.1%	340	83.1%	309	64.8%	24	40.0%
17	Enrolled at this community college last term of study period		44	4.7%	7	1.7%	34	7.1%	3	5.0%
18	Successful or persisting (Line 16 + Line 17)		717	75.8%	347	84.8%	343	71.9%	27	45.0%

	African American Students	Asian Students	Hispanic Students	White Students (optional data)
1 First-time full- and part-time fall headcount	251	75	159	926
2 Number attempting fewer than 18 hours over first 2 years	103	24	56	291
3 Cohort for analysis (Line 1 – Line 2)	148 100.0%	51 100.0%	103 100.0%	635 100.0%
4 Earned Associate degree from this community college	53 35.8%	27 52.9%	45 43.7%	302 47.6%
5 Earned certificate, but no degree, from this community college	1 0.7%	1 2.0%	0 0.0%	15 2.4%
6 Total associate and certificate graduates (Line 4 + Line 5)	54 36.5%	28 54.9%	45 43.7%	317 49.9%
7 Transferred to Maryland two-year/technical college	11 7.4%	3 5.9%	8 7.8%	26 4.1%
8 Transferred to Maryland public four-year college	30 20.3%	19 37.3%	20 19.4%	191 30.1%
9 Transferred to Maryland private four-year college or university	6 4.1%	5 9.8%	5 4.9%	28 4.4%
10 Transferred to out-of-state two-year/technical college	10 6.8%	0 0.0%	2 1.9%	14 2.2%
11 Transferred to out-of-state four-year college or university	18 12.2%	3 5.9%	10 9.7%	80 12.6%
12 Total transfers (sum of Lines 7 - 11)	75 50.7%	30 58.8%	45 43.7%	339 53.4%
13 Graduated from this college and transferred (Line 6 □ Line 12)	41 27.7%	20 39.2%	27 26.2%	207 32.6%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	88 59.5%	38 74.5%	63 61.2%	449 70.7%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	4 2.7%	0 0.0%	7 6.8%	19 3.0%
16 Successful transition to higher ed (Line 14 + Line 15)	92 62.2%	38 74.5%	70 68.0%	468 73.7%
17 Enrolled at this community college last term of study period	8 5.4%	2 3.9%	10 9.7%	21 3.3%
18 Successful or persisting (Line 16 + Line 17)	100 67.6%	40 78.4%	80 77.7%	489 77.0%



Garrett College Performance Accountability Report for the Maryland Higher Education Commission (MHEC) September 2020

GARRETT COLLEGE MISSION

Garrett College provides an accessible, quality, and comprehensive educational experience in a supportive environment to a diverse student population in both traditional and non-traditional settings. We offer associate degrees and certificate programs as well as continuing education to meet the transfer, career, workforce development, and lifelong learning needs of our students and the community. We are committed to the ongoing development of engaging, innovative, and sustainable curricula, programs, and initiatives that are responsive to a changing world. The College respects and cares for students as individuals and as members of diverse groups, and supports their aspirations for a better life.

INSTITUTIONAL ASSESSMENT

Garrett College is a small, rural, two-year community college located in western Maryland. The College had an unduplicated credit headcount of 856 in FY2020. Due to the Covid-19 pandemic and option for late drops because of the conversion to online, 116 students withdrew from 211 courses, equating to 597 credit hours during the extended deadline period. The College's principal service area is Garrett County, Maryland (population approximately 30,000), but it also serves several surrounding counties in West Virginia and Pennsylvania. The region as a whole is sparsely populated and economically disadvantaged. Tourism and recreation, agriculture, and forest products are the principal industries. Efforts to diversify the local economy and attract new industries have been only marginally successful, particularly with respect to attracting larger employers. Most of the job growth has been in relatively low-paying service occupations.

Garrett College successfully completed its MSCHE Self-Study visit in March 2020 before the college moved to an on-line teaching platform and staff telecommuting.

Student Characteristics

Garrett College currently offers a total of 13 transfer and career degree programs and four certificate programs. A total of 489 students were enrolled in these programs in fall 2019 – including Computer Science (10), Sport Management (30), and Addictions Counseling (11),

which were new programs for fall 2018. The College is investigating if the Sport Management program drew students away from Business Administration and if Computer Science students would have enrolled in Cybersecurity (or vice versa). Fall 2019's total credit enrollment of 657 also included 22 students who were undeclared and 146 dual-enrolled high school students.

The majority of Garrett College's credit students (63.3% in fall 2019) attend full-time. This is consistent with fall 2018 enrollment. The College typically enrolls 45% first-generation college students, but a definitive figure is unavailable for fall 2019 as we did not conduct the CCSSE this year due to cost constraints and the limited time and resources available because of the MSCHE self-study. Seventeen percent self-identified on their application as first-generation, but it is not a required field, so this number is likely grossly underestimated. The student body is predominantly white, but the College enrolls a non-white population (23.2% in fall 2019) that is proportionally much larger than that of its service area, which is less than 3%. The number of incoming students with developmental education needs has improved by 7.3% over fall of 2018, with 45.7% of the incoming students testing into at least one developmental course in fall 2019. Garrett College transitioned to the Accuplacer Next Generation Placement Test in October 2018. This transition was mandatory as the Accuplacer Classic test was scheduled to retire in early 2019. Little was known about the Next Gen test at that time and only minimal guidance was provided by Accuplacer or other state institutions regarding 'cut scores'. After internal testing, initial cut scores were established as a starting point. Adjustments have been made each semester as additional guidance has been shared statewide. In addition to Accuplacer, we see fewer students requiring developmental coursework due to the high school GPA 2.8 placement test exemption.

The College currently employs 21 full-time faculty members as well as a number of adjunct instructors. For the spring 2019 semester, 73.8 percent of the course offerings were taught by full-time faculty.

Institution's Contributions Toward the Goals and Strategies Outlined in the 2017-2021 State Plan for Postsecondary Education, "Increasing Student Success with Less Debt"

Garrett College has six institutional goals relating to its performance in the following keys areas: Accessibility, Student Satisfaction and Success, Educational Effectiveness, Workforce Development, Community Service, and Effective Use of Financial, Human, and Physical Resources. The institutional goals align with the Maryland Higher Education Commission's institutional performance accountability framework, and the performance measures associated with them are assessed annually. As such, they are relatively fixed and should not be confused with the College's strategic initiatives and goals, although the two are clearly related. Strategic goals of the College's recently approved FY2021-FY2025 Strategic Plan align with the 2017-2021 State Plan for Postsecondary Education: Student Success with Less Debt.

GOAL 1: Provide Garrett College students, credit and noncredit, with innovative, relevant curriculum delivered by dedicated faculty/instructors who remain current in their field of study.

GOAL 2: Implement innovative best practices, designed to increase enrollment, improve retention, and enable student success.

GOAL 3: Deliver and assess innovative market-driven programs and services to stakeholders, and the community at large, leveraging the assets of Garrett County.

GOAL 4: Ensure the sustainability of the College through innovations in managing human, fiscal, physical, and technological resources.

ACCESS: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.

Garrett College's first line of its Mission Statement, "Garrett College provides an **accessible, quality, and comprehensive educational experience** in a supportive environment to a diverse student population *in both traditional and non-traditional settings*", demonstrates the College's commitment in ensuring equitable access to affordable and quality postsecondary education for all Maryland residents.

The College's Financial Aid, Admissions, Marketing, Advising, and Registration Departments make every effort to assist every student in helping them to attain an affordable education by:

- Providing resources for financial wellbeing and education to both prospective and current students and are updated regularly online at <https://www.garrettcollege.edu/financial-aid-resources.php>.
- Celebrating April as Financial Literacy Month to raise awareness by having surveys, quizzes, and games for the students to participate for prizes. GC moved literacy month online due to Covid-19 and conducted two presentations (scholarship search and living like a student) and held open hours dedicated to questions.
- Conducting and presenting financial literacy and financial wellbeing in each of the First-Year Experience classes (including determining needs vs. wants, saving money, living like a student, etc.). Pages 76-84 in the 2019-2020 Student Success Workbook FYE1010 cover financial literacy.
- Hosting "College Nights" in conjunction with local high schools and a FAFSA completion event at the college to assist all students with completing the FAFSA. Because of Covid-19, Let's Talk Tuesdays were developed: <https://www.garrettcollege.edu/explore-garrett.php>
- Garrett College announced a series of upcoming virtual open house information sessions, "Let's Talk Tuesdays", featuring live video presentations and a Q & A session with College representatives and departments, including Admissions, Financial Aid, Advising, Housing and Academics, geared for prospective students and parents on becoming a student at Garrett College.

- Marketing campaign via electronic signs and emails concerning the 15 Track to Finish regulation. Advising and Academic Success Center (AASC) presentations take place during New Student Advising Days.
- Employing a Financial Aid / Veteran Affairs Counselor who coordinates VA Counselor and VA Benefits Specialist visits to Garrett College once a month (or as needed) to meet with Veterans.

The Garrett County Scholarship Program (GCSP) continues to provide students access to an affordable degree option and help to improve college readiness among our high school students. The program provides tuitions and fees for up to 64 credit hours, and applicable developmental coursework, to recent county high school graduates. Dual enrollment and workforce training students are also eligible for GCSP awards.

SUCCESS: Promote and implement practices and policies that will ensure student success.

Garrett College has been taking many steps to address retention concerns. The College's Associate Dean of Academic Affairs began revamping the developmental program, including the instruction and instructor delivery methods, during the 2018-19 academic year. A new full-time developmental English faculty member started in August 2019 and a new full-time developmental math faculty member started in January 2020. Further, developmental statistics is now being offered for non-STEM students who do not need college algebra. With both new developmental faculty members on staff heading into the 2020-21 academic year, the College will be concentrating on developing and implementing strategies that will further support student success, including using the learning outcomes assessment process to evaluate the College's developmental education program.

The fall 2018 fall-to-fall retention for college-ready students (Indicator 13b) of 69.1% exceeded the benchmark by 7.1%. However, the retention rate of 47.9% for developmental students (Indicator 13a) decreased 2.3% from the fall 2018 cohort, and missed the benchmark by 9.1%.

Of the students in the entering fall 2015 cohort with at least one area of developmental need (Indicator 15), 59.8% completed all recommended developmental course work after four years, about 5% below the fall 2016 cohort benchmark of 65%. The College should expand its emphasis on retaining developmental students since many students run out of money/aid to continue college after they have completed all of their developmental work. The successful-persister rate after four years for developmental completers (Indicator 16b) is 79.8%, 4.3% below the benchmark of 83%. For the fall 2015 cohort, Garrett's successful-persister rate (Indicator 16a) for college-ready students increased by 3.9%. The successful-persister rate for developmental non-completers (Indicator 16c) increased to 48.8%, which will be targeted in the developmental program analysis and by a predictor model where a mentoring program is being implemented to help these students. For all students, the successful-persister rate (Indicator 16d) was 76.1%, 3.9% below the 80% benchmark. The graduation/transfer rate for college-ready

students (Indicator 18a) for the fall 2015 cohort was 88.1 percent, exceeding the fall 2016 benchmark of 80%. The graduation/transfer rate for developmental completers (Indicator 18b) decreased by 11.3% over the fall 2014 cohort, missing the benchmark by 10%, but the “all students” cohort (Indicator 18d) exceeded the respective benchmark by 1.3%. The graduation/transfer rate for developmental non-completers (Indicator 18c) increased to 48.8%, 23.8% higher than the fall 2014 cohort. (This indicator is not benchmarked.)

Spring assessment workshops in May compared performance targets/benchmarks with last year’s results and identifies student strengths, weaknesses, and areas of opportunity.

For FY2019, the College awarded a total of 103 associate degrees: 37 career (A.A.S.) degrees and 65 transfer (A.A., A.A.T., A.S., A.S.E) degrees (Indicators 20a and 20b), similar numbers to the awards for FY2018. The College offers relatively few certificate programs and typically awards very few certificates (Indicator 20c) (1 for FY2019). The FY2020 benchmark for certificates has been lowered from 15 to 10.

Foster INNOVATION in all aspects of Maryland higher education to improve access and student success.

Continuing Education and Workforce Development (CEWD) has implemented several initiatives in support of Strategy 8: “Develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness.” Garrett College’s FY2021-25 Strategic Plan Objective 3.1: “Implement market-driven opportunities designed to enhance regional partnerships capitalizing on the unique location and resources of Garrett County” aligns directly to MHEC’s Plan. CEWD engages business and industry representatives along with faculty to ensure relevancy by involving employers in curriculum design and evaluation, schedule development, and experiential learning opportunities. In FY20, MHEC recently approved an A.A.S in Technical/Professional Studies, which is a collaborative effort with Academics (credit) and CEWD to assist in developing concentrations appropriate to Garrett County.

Accountability Indicators

Garrett College’s Board of Trustees-approved data and benchmarks/goals for each indicator and degree progress analysis indicators for the fall 2015 cohort are attached in the GC 2020 PAR Template Excel file and Degree Progress file (reference separate tabs for each analysis, including minority analyses).

Board of Trustees Approval

This report was approved by the Garrett College Board of Trustees on September 15, 2020.

**Garrett College
2020 ACCOUNTABILITY REPORT**

Student Characteristics (not Benchmarked)

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

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
A. Credit students enrolled part time	30.6%	29.9%	36.0%	36.7%
B. Credit students with developmental education needs	81.9%	77.6%	53.0%	45.7%
	Spring 2014	Spring 2016	Spring 2018	Spring 2020
C. Credit students who are first-generation college students (neither parent attended college)	40.1%	45.5%	44.7%	17% did not administer CCSSE- self identified
	FY 2016	FY 2017	FY 2018	FY 2019
D. Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	N/A	N/A	N/A	N/A
	FY 2016	FY 2017	FY 2018	FY 2019
E. Financial aid recipients				
a. Credit students receiving Pell grants	47.9%	48.3%	41.3%	36.6%
b. Credit students receiving loans, scholarships and/or need-based financial aid	84.3%	90.3%	86.5%	88.5%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019
F. Students 25 years old or older	11.7%	8.8%	10.9%	10.9%
a. Credit students	11.7%	8.8%	10.9%	10.9%
	FY 2016	FY 2017	FY 2018	FY 2019
b. Continuing education students	84.1%	85.3%	85.6%	84.3%
	Spring 2014	Spring 2016	Spring 2018	Spring 2020
G. Credit students employed more than 20 hours per week	34.6%	25.7%	32.3%	NA- did not conduct CCSSE
	Fall 2016	Fall 2017	Fall 2018	Fall 2019
H. Credit student racial/ethnic distribution				
a. Hispanic/Latino	1.5%	1.8%	1.8%	1.20%
b. Black/African-American only	24.9%	20.9%	17.0%	17.20%
c. American Indian or Alaskan native only	0.3%	0.1%	0.6%	0.15%
d. Native Hawaiian or other Pacific Islander only	0.0%	0.1%	0.0%	0.31%
e. Asian only	0.0%	0.1%	0.3%	0.31%
f. White only	69.2%	73.4%	77.4%	76.80%
g. Multiple races	2.6%	2.1%	1.2%	2.76%
h. Foreign/Non-resident alien	1.3%	1.3%	1.7%	1.20%
i. Unknown/Unreported	0.1%	0.0%	0.0%	0%
	FY 2016	FY 2017	FY 2018	FY 2019
I. Wage growth of occupational program graduates				
a. Median income one year prior to graduation	\$6,672	\$5,532	\$7,033	\$5,919
b. Median income three years after graduation	\$17,847	\$17,752	\$26,254	\$13,889

Goal 1: Access

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
1. Annual unduplicated headcount					
a. Total	5460	5,222	5,588	4,663	5,300
b. Credit students	901	908	835	835	900
c. Continuing education students	4701	4,386	4,801	3,877	4,800
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
2. Market share of first-time, full-time freshmen	76.1%	75.2%	77.9%	72.8%	85.0%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
3. Market share of part-time undergraduates	72.0%	58.6%	73.2%	69.5%	66.0%
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
4. Market share of recent, college-bound high school graduates	88.8%	75.7%	68.9%	75.7%	83.0%

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

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
5 High school student enrollment	110	121	133	147	80
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
6 Enrollments in online courses					
a. Credit	1484	1,197	1,191	1,338	1,500
b. Continuing education	40	27	39	22	100
	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2021
7 Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	44.7%	45.7%	46.3%	47.3%	50.0%
Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	781	874	795	665	1,200
b. Annual course enrollments	1673	1,617	1,456	1,288	2,000
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	161	132	108	99	180
b. Annual course enrollments	239	208	154	154	250
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
10 Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	29.7%	25.5%	22.5%	23.2%	28.0%
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
b. Percent nonwhite continuing education enrollment	0.6%	2.7%	2.9%	1.7%	1.2%
	July 2016	July 2017	July 2018	Jul-19	Benchmark July 2020
c. Percent nonwhite service area population, 18 or older	2.8%	2.8%	2.9%		Not Applicable
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
11 Percent minorities (nonwhite) of full-time faculty	10.0%	9.5%	9.5%	5.0%	16.0%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
12 Percent minorities (nonwhite) of full-time administrative and professional staff	4.9%	3.8%	4.0%	3.4%	8.0%

Goal 2: Success

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2019 Cohort
13 Fall-to-fall retention					
a. Developmental students	57.1%	46.3%	39.0%	47.9%	57.0%
b. College-ready students	75.0%	76.8%	71.4%	69.1%	62.0%
	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2019 Cohort
14 Fall-to-fall retention					
a. Pell grant recipients	57.1%	52.1%	43.0%	54.3%	57.0%
b. Non-recipients	75.0%	60.0%	62.0%	63.2%	62.0%

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	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
15 Developmental completers after four years	52.5%	67.1%	74.6%	59.8%	65.0%
	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
16 Successful-persister rate after four years					
a. College-ready students	89.2%	88.6%	91.3%	95.2%	97.0%
b. Developmental completers	78.6%	80.8%	84.1%	79.8%	83.0%
c. Developmental non-completers	45.9%	27.3%	25.0%	48.8%	Not Applicable
d. All students in cohort	70.0%	73.8%	81.2%	76.1%	80.0%
	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
17 Successful-persister rate after four years					
a. Black/African-American only	65.2%	67.7%	78.9%	71.1%	72.0%
b. Asian only	*	*	*	*	0.0%
c. Hispanic/Latino	*	*	*	*	0.0%
Note: Not reported for groups with < 50 students in the cohort for analysis.					
	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	86.5%	82.9%	89.1%	88.1%	80.0%
b. Developmental completers	63.5%	74.0%	80.0%	68.7%	70.0%
c. Developmental non-completers	45.9%	27.3%	25.0%	48.8%	Not Applicable
d. All students in cohort	61.6%	68.2%	77.8%	68.5%	69.0%
	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
19 Graduation-transfer rate after four years					
a. Black/African-American only	63.8%	62.9%	73.2%	68.3%	72.0%
b. Asian only	*	*	*	*	0.0%
c. Hispanic/Latino	*	*	*	*	0.0%
Note: Not reported for groups with < 50 students in the cohort for analysis.					
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
20 Associate degrees and credit certificates awarded					
a. Career degrees	49	38	43	37	55
b. Transfer degrees	100	73	64	65	75
c. Certificates	1	1	2	1	10
d. Total awards	150	112	109	103	140
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
21 STEM programs					
a. Credit enrollment	228	191	181	141	250
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
b. Credit awards	32	31	36	30	35
	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
22 Graduate satisfaction with educational goal achievement	60.0%	96.2%	96.2%	100.0%	75.0%
	Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Spring 2019 Cohort	Benchmark Spring 2019 Cohort

Garrett College
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23	Non-returning student satisfaction with educational goal achievement	N/A	N/A	N/A	60.0%	80.0%
						Benchmark
		Alumni Survey	Alumni Survey	Alumni Survey	Alumni Survey	Alumni Survey
		2011	2014	2016	2018	2018
24	Graduate satisfaction with preparation for transfer Note: Response categories changed starting in 2008.	80.0%	60.0%	81.3%	100.0%	75.0%
						Benchmark
		FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
25	Licensure/certification examination pass rates					
	a. ADD AS APPROPRIATE					
	Number of Candidates	N/A	N/A	N/A	N/A	Not Applicable
	b. Number of Candidates					
	c. Number of Candidates					
	d. Number of Candidates					
	e. Number of Candidates					
	f. Number of Candidates					
	g. Number of Candidates					
	h. Number of Candidates					
						Benchmark
		AY 15-16	AY 16-17	AY 17-18	AY 18-19	AY 2019-20
26	Performance at transfer institutions					
	a. Cumulative GPA after first year of 2.0 or above	82.1%	84.6%	81.3%	80.4%	85.0%
	b. Mean GPA after first year	2.81	2.80	2.73	2.83	2.80
	Methodology to calculate this indicator changed starting in AY 15-16					
						Benchmark
		FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
27	Expenditures by function					
	a. Instruction	34.4%	33.8%	33.0%	30.9%	37.0%
	b. Academic support	9.6%	8.4%	8.2%	8.4%	9.0%
	c. Student services	18.3%	16.7%	18.5%	18.4%	18.0%
	d. Other	37.7%	41.1%	40.2%	42.3%	36.0%

Goal 3: Innovation

						Benchmark
		Alumni Survey	Alumni Survey	Alumni Survey	Alumni Survey	Alumni Survey
		2011	2014	2016	2018	2018
28	Full-time employed career program graduates working in a related field	100.0%	100.0%	80.0%	100.0%	85.0%
						Benchmark
		Alumni Survey	Alumni Survey	Alumni Survey	Alumni Survey	Alumni Survey
		2011	2014	2016	2018	2018
29	Graduate satisfaction with job preparation Note: Response categories changed starting in 2008.	100.0%	100.0%	50.0%	50.0%	85.0%
						Benchmark
		FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
30	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	4,182	3,734	4,184	3,386	4,500
	b. Annual course enrollments	11,314	8,801	8,774	7,506	9,000
						Benchmark
		FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
31	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	1,144	698	668	827	1,400
	b. Annual course enrollments	1,991	1,021	828	1,100	2,000

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	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
32 Number of business organizations provided training and services under contract	42	43	39	35	50
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
33 Enrollment in contract training courses					
a. Unduplicated annual headcount	2,339	2,584	2,984	2,294	3,000
b. Annual course enrollments	8,081	7,014	6,767	5,749	7,000
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
34 Employer satisfaction with contract training	96.0%	100.0%	95.0%	100.0%	97.0%

Fall 2015 Garrett College

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers			
1	First-time full- and part-time fall headcount		225		51		104		70	
2	Number attempting fewer than 18 hours over first 2 years		41		9		5		27	
3	Cohort for analysis (Line 1 – Line 2)		184 100.0%		42 100.0%		99 100.0%		43 100.0%	
4	Earned Associate degree from this community college		62 33.7%		30 71.4%		32 32.3%		0 0.0%	
5	Earned certificate, but no degree, from this community college		0.0%		0.0%		0 0.0%		0 0.0%	
6	Total associate and certificate graduates (Line 4 + Line 5)		62 33.7%		30 71.4%		32 32.3%		0 0.0%	
7	Transferred to Maryland two-year/technical college		37 20.1%		3 7.1%		17 17.2%		17 39.5%	
8	Transferred to Maryland public four-year college		42 22.8%		21 50.0%		19 19.2%		2 4.7%	
9	Transferred to Maryland private four-year college or university		0 0.0%		0 0.0%		0 0.0%		0 0.0%	
10	Transferred to out-of-state two-year/technical college		7 3.8%		0 0.0%		6 6.1%		1 2.3%	
11	Transferred to out-of-state four-year college or university		28 15.2%		9 21.4%		18 18.2%		1 2.3%	
12	Total transfers (sum of Lines 7 - 11)		114 62.0%		33 78.6%		60 60.6%		21 48.8%	
13	Graduated from this college and transferred (Line 6 □ Line 12)		50 27.2%		26 61.9%		24 24.2%		0 0.0%	
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		126 68.5%		37 88.1%		68 68.7%		21 48.8%	
15	No award or transfer, but 30 credits with GPA ≥ 2.00		13 7.1%		2 4.8%		11 11.1%		0 0.0%	
16	Successful transition to higher ed (Line 14 + Line 15)		139 75.5%		39 92.9%		79 79.8%		21 48.8%	
17	Enrolled at this community college last term of study period		1 0.5%		1 2.4%		0 0.0%		0 0.0%	
18	Successful or persisting (Line 16 + Line 17)		140 76.1%		40 95.2%		79 79.8%		21 48.8%	

Fall 2015 Garrett College

	African American Students	Asian Students	Hispanic Students	White Students (optional data)
1 First-time full- and part-time fall headcount	76	0	4	132
2 Number attempting fewer than 18 hours over first 2 years	16	0	2	22
3 Cohort for analysis (Line 1 – Line 2)	60 100.0%	0 100.0%	2 100.0%	110 100.0%
4 Earned Associate degree from this community college	5 8.3%	0 #DIV/0!	0 0.0%	52 47.3%
5 Earned certificate, but no degree, from this community college	0 0.0%	0 #DIV/0!	0 0.0%	0 0.0%
6 Total associate and certificate graduates (Line 4 + Line 5)	5 8.3%	0 #DIV/0!	0 0.0%	52 47.3%
7 Transferred to Maryland two-year/technical college	25 41.7%	0 #DIV/0!	0 0.0%	9 8.2%
8 Transferred to Maryland public four-year college	6 10.0%	0 #DIV/0!	0 0.0%	36 32.7%
9 Transferred to Maryland private four-year college or university	0 0.0%	0 #DIV/0!	0 0.0%	0 0.0%
10 Transferred to out-of-state two-year/technical college	4 6.7%	0 #DIV/0!	0 0.0%	3 2.7%
11 Transferred to out-of-state four-year college or university	6 10.0%	0 #DIV/0!	0 0.0%	17 15.5%
12 Total transfers (sum of Lines 7 - 11)	41 68.3%	0 #DIV/0!	0 0.0%	65 59.1%
13 Graduated from this college and transferred (Line 6 □ Line 12)	5 8.3%	0 #DIV/0!	0 0.0%	41 37.3%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	41 68.3%	0 #DIV/0!	0 0.0%	76 69.1%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	2 3.3%	0 #DIV/0!	0 0.0%	10 9.1%
16 Successful transition to higher ed (Line 14 + Line 15)	43 71.7%	0 #DIV/0!	0 0.0%	86 78.2%
17 Enrolled at this community college last term of study period	0 0.0%	0 #DIV/0!	0 0.0%	1 0.9%
18 Successful or persisting (Line 16 + Line 17)	43 71.7%	0 #DIV/0!	0 0.0%	87 79.1%

HAGERSTOWN COMMUNITY COLLEGE

MISSION

Hagerstown Community College ensures equitable access to affordable high-quality educational programs, promotes practices and policies that ensure student success, and fosters innovation and collaboration to strengthen its regional workforce and community cultural development.

INSTITUTIONAL ASSESSMENT

State Plan Goal 1- Access

HCC remains the most affordable of postsecondary educational and training options in its service region. Tuition and fees for a full-time HCC credit student in FY 20 were 43.1 percent of that for attending Maryland public four-year institutions (Indicator 7). The College remains committed to offering affordable education and vigilant about finding opportunities that may benefit our students. Select HCC students benefited from our participation in the statewide Maryland Promise program in the fall of FY 20. This program is for students who are residents of Maryland who attend community college full-time. Another program implemented by the state and active at HCC is the Workforce Development Sequence Scholarship for Continuing Education. This scholarship is for Continuing Education students enrolled in a certificate program leading to a career in the workforce.

Similar to many community colleges in Maryland, credit headcounts have declined as the enrollment benefits of the recent economic recession diminished. In FY 19, the total annual unduplicated total headcount decreased by less than 1.0 percent from the previous year (Indicator 1). The college continued to see a decrease in both unduplicated headcount and annual course enrollments in adult basic education and GED classes aligned with developmental studies, which were down 16.7 percent and 16.8 percent, respectively (Indicator 9). HCC's efforts to attract and retain local high school graduates remained a high priority in FY 19. HCC remains the college of choice for recent, college-bound high school graduates (Indicator 4), and continues to expand its marketing, recruitment, and programming efforts in an attempt to attain greater penetration into the traditional college age (25 years or younger) population.

Being a leader within the community, HCC takes seriously its commitment to recruiting students and employees of diverse backgrounds. Based upon 2010 census data and 2019 population estimates from the Census Bureau, Washington County has continued to become more racially and ethnically diverse from 2010. Minority groups now comprise about 21.8 percent of the county population, but the College's minority credit students accounted for 27.5 percent of all credit enrollments in fall 2019 (Indicator 10). African Americans comprise the largest minority group, both in the county and at HCC, and accounted for 12.6 percent of FY 19 enrollment. There were 83 African American students in the fall 2015 analysis cohort as seen in the degree progress charts. The successful-persister rate after four years (Indicator 17) for the cohort was 68.2 percent, trailing the rate for all students in the cohort. The graduation-transfer rates for the cohorts were 52.3 percent for African Americans (Indicator 19) and 61.4 percent for all students.

HCC has a number of programs and initiatives to attract, retain and support a diverse student body. There are two key programs that provide services to at-risk students to help them persist and complete their studies. The Career Program Achievers (CPA) program works with low-income adult students enrolled in short-term training programs. The TRIO: Student Support Services program provides support services to students who are first generation, low income, and/or have disabilities. Support for student diversity and inclusion is also evidenced by the range of extracurricular student clubs and organizations offered through the Student Activities Office. The Multicultural Committee, which consists of faculty, staff, and students, promotes student-learning, appreciation of differences and similarities, educational and cultural programming, and professional development programs that help create an open campus environment. This committee annually plans and sponsors an on-campus diversity event in honor of Dr. Martin Luther King, Jr. on the national holiday. The community's annual Hispanic festival, from which a portion of the revenue funds scholarships for Hispanic HCC students, has been co-sponsored by the College since 2008.

One of the College's greatest challenges has been the lack of role models for the increasingly diverse student population. The region lacks cultural and ethnic opportunities, as well as a significant professional minority population found in urban and metropolitan areas. The challenge to recruit full-time faculty and administrators from minority groups to provide positive role models and to help create a culturally diverse environment is an institutional priority. Overall, 7.8 percent of all full-time faculty in fall 2019 were minorities (Indicator 11), a percentage that increased slightly from FY 18. In addition, the percentage of minorities classified as administrative and professional staff (Indicator 12) rose from 8.6 percent in fall 2018 to 9.8 percent in fall 2019. To help ensure an inclusive work environment the Human Resources department sponsors training on discrimination and harassment for all employees.

Strategically offering increasing numbers of online courses enhances accessibility and the ability to meet workforce requirements/needs since obstacles of location, class schedules, transportation, and time are alleviated. Expansion of online credit course offerings from FY 16 through FY 19 resulted in an enrollment increase of 3.9 percent, despite a pattern of decreased overall credit enrollment during the same time period (Indicator 6). HCC currently offers a number of degrees and certificates that are offered at least partially online, almost 20 of which can be completed entirely online. A quality assurance tool for online instruction used by HCC faculty is Quality Matters, a faculty-centered, peer review process designed to certify the quality of online and blended courses and online components.

State Plan Goal 2 - Success

HCC continues to examine and refine support systems to improve programs and enhance student satisfaction and success. HCC developed strategies to improve retention in programs with low retention and completion rates, as well as selected student service programs. Program requirements, general education courses, and electives have been studied and aligned more appropriately with programs at transfer institutions. High impact courses have been restructured, and reverse transfer agreements with four-year transfer partner schools continue to grow in number and availability. The Fall-to-Fall retention rate of college-ready students for the fall 2018 cohort was 64.9 percent, which was a decrease from the previous year but more typical of a

normal year. The retention of developmental students increased to 49.4 percent from 45.5 percent (Indicator 13).

HCC made recent changes to improve developmental student retention and completion. All developmental levels across English, English as a Second Language (ESL), and math have been standardized. Furthermore, mentors are assigned to all adjunct developmental studies instructors to provide advice and instructional support, which ultimately benefits students. In January 2019, a new minimum placement score (below which score students will not be admitted to developmental programs) went into effect; students who test below this score can register instead for adult education classes. In addition, if students have a high school GPA of 3.0 or higher (within the last five years), they do not need to take developmental coursework, but may directly enter college-level math and/or English. All math and English developmental courses were also restructured. For example, Developmental English now consists of one level rather than three. English as a Second Language courses offered through HCC's adult literacy services also serve as a bridge from non-credit to credit English courses once successfully completed.

These changes were made in response to the fact that developmental coursework continues to be a barrier for some students who wish to complete degree or certificate programs and is meant to help students proceed quickly but also successfully to credit-level courses. Developmental completion percentages after four years for the fall 2015 cohort increased from 42.6 percent reported in the fall 2014 cohort (Indicator 15).

HCC awarded 570 associate degrees in FY 19 (Indicator 20); fairly flat from the 568 awarded in FY 18, the enrollment declines that began in 2013 have had a correlating effect on overall completion numbers. Student engagement is critical to retention and completion. All new students are required to meet with an academic advisor to select courses. Students are then assigned a faculty advisor with whom they are encouraged to consult regarding program-related materials and future coursework. Students are also encouraged to be more self-sufficient by using Ellucian Self-Service to register for their classes online, as well as establishing positive student-faculty engagement. This, in turn, frees academic advisors to spend more time with those students who need additional support. Case management programs, such as TRIO: Student Support Services (SSS), Disability Support Services (DSS), and Career Program Achievers (CPA), as well as the BIT/CARE team play a big role in HCC's success with program completion. Additional student spaces were created to support retention, growth and development by providing more opportunities to engage students. In addition, HCC added a part-time veterans advisor position to help ensure that student veterans are on track for graduation and access their educational benefits in order to remain on track.

Consistent with student success literature, success levels of developmental completers and college-ready students exceed those of developmental non-completers. The successful-persister rate (Indicator 16), of the 2015 cohort after four years for college-ready students (94.0 percent) and developmental completers (79.8 percent) is higher than that of developmental non-completers (44.7 percent). The same is true of graduation/transfer rates (Indicator 18). The College's emphasis on student learning outcome assessment has been a direct response to an increased emphasis on completion rates. Degree audits, which are reports that show how many and which courses a student needs to complete his/her program, have been a tool used by

advisors to help students close to meeting their degree and certificate requirements. Academic programs are regularly reviewed during annual unit planning to address possible impediments to completion (e.g. unnecessary prerequisites, course scheduling and sequencing, etc.). Perhaps the most significant initiative to facilitate student retention, achievement, and completion at HCC is the Learning Support Center (LSC). The LSC is a facility in which students, learning support specialists, and faculty work as a team to reach common academic goals. Professional staff members handle the content areas of English, business, accounting, computer technology, math, science, writing content areas, and nursing. Peer tutors have expertise in an array of subjects as well.

First time passing rates on licensure/certification examinations (Indicator 25) for Practical Nursing continued to be 100 percent, as they have been for the past several years. Students in HCC's associate degree nursing program held their pass rate to 97.7 percent from 98.0 percent. The percentage of radiology graduates passing the registry examination increased markedly to 87.0 percent from 83.3 percent.

State Plan Goal 3 - Innovation

Building upon its partnership with Washington County Public Schools (WCPS), HCC's Science, Technology, Engineering, Math and Medical (STEMM) Technical Middle College (STMC) offers qualified high school students the opportunity to earn college credits while completing high school graduation requirements. This innovative program continues to successfully grow each year. HCC has TRIO: Upward Bound grant funding which is based upon a collaborative partnership with WCPS.

Student success through teaching excellence is the primary goal of HCC, with commitment to strengthening the teaching-learning process. The Fletcher Center provides a facility, staff support, and resources and training for the college's full-time and adjunct faculty members. Workshop topics offered through the Center include online course design, student engagement, faculty advising, outcomes assessment, and accessibility.

The Learning Support Center (LSC) continues to progressively engage and empower students to become independent, resourceful learners. As a hub for students, learning support specialists, faculty, and student-tutors, the LSC provides academic support to all students, including both credit and non-credit, in areas such as English, writing, science, math, business, accounting and economics, and computer technology. In FY 15, nursing services were added to the LSC in the form of a fully functional Nursing Simulation Lab with Nursing Kelly patient manikin. The lab provides nursing students a quiet and private space to practice nursing skills, head-to-toe assessments, and bedside mannerisms.

As a major partner in the economic and workforce development of the region, HCC educates and trains a significant portion of the regional workforce. To respond to employer needs, local and state employment trends are studied via environmental scanning and input by advisory committees. As a result, HCC developed high skill/high wage programs in Biotechnology, Alternative Energy, Dental Hygiene and Cybersecurity. All career programs have advisory committees, which include industry/business leaders who review program curriculum, provide information regarding employment / hiring trends and changes in the field, and provide input

into curriculum development / revision. For example, the National Cancer Institute (NCI) participates on the biotechnology advisory committee, First Solar on the alternative energy advisory committee, and the Defense Information Systems Agency (DISA) on the cybersecurity advisory committee.

Workforce development, certifications and licensures, and contract training are administered through the Workforce Solutions and Continuing Education unit. FY 19 unduplicated enrollment in contract training (Indicator 33) rose significantly from FY 18. Employer satisfaction with contract training has always been high and posted a 100 percent rate for FY 19 (Indicator 34). Both annual unduplicated headcount and enrollment in continuing professional education saw continued declines since FY 16 (Indicator 31). HCC is continuing to shape its array of credit-free course and program offerings to serve new demands for content as well as instructional delivery preferences.

HCC's Energy and Trades Training Center (ETTC) offers 3,000 square feet of lab and lecture space (one classroom, two lab rooms, and a garage/work/storage area) featuring energy-efficient windows and a geothermal HVAC system. Funding from both the Appalachian Regional Commission (ARC) and the state helped equip the building to enhance instruction. Credit and non-credit courses in alternative energy, advanced manufacturing, electrical engineering, mechanical engineering, and industrial technology are offered in the ETTC, which provides hands-on work space for students.

Recently, HCC launched its ACT WorkKeys® initiative funded in part through a private grant. Students take WorkKeys tests in order to earn National Career Readiness Certificates, which are credentials employers can use to identify successful prospective employees. In addition, HCC is working with employers to complete job profiles that help identify which exact WorkKeys-related skills will be needed for their specific work environments. Using grant and state resources, HCC has purchased new equipment to help students prepare for careers related to these certifications. HCC has also continued its success with state EARN grants, with the Workforce Solutions and Continuing Education division currently managing several EARN grants in support of transportation and logistics programs and one EARN grant specifically in support of programs related to green industries such as alternative energy technology.

INITIAL EFFECTS OF COVID-19 ON 2019-20 CYCLE

In March of 2020, like many institutions, all operations at HCC went remote due to the COVID-19 pandemic. We experienced a significant reduction in enrollments in our Workforce Education courses due to cancellations of hands-on and in-person learning opportunities. This will have a drastic impact on our non-credit FTE.

Remote delivery of instruction caused interruption of education for some of our students. We had students that could not fulfill their requirements for graduation and were delayed. These delays in some cases resulted in incomplete grades that will need to be resolved. There were challenges in delivering programming to enrolled and prospective students. Community events were also cancelled. We anticipate all of these factors could potentially have a long-term impact on enrollment and student success.

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Student Characteristics (not Benchmarked)

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

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
A. Credit students enrolled part time	73.8%	75.4%	75.6%	72.4%
B. Credit students with developmental education needs	76.4%	70.6%	64.4%	51.7%
	Spring 2014	Spring 2016	Spring 2018	Spring 2020
C. Credit students who are first-generation college students (neither parent attended college)	53.3%	47.8%	45.0%	45.4%
	FY 2016	FY 2017	FY 2018	FY 2019
D. Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	222	270	264	239
	FY 2016	FY 2017	FY 2018	FY 2019
E. Financial aid recipients				
a. Credit students receiving Pell grants	29.9%	30.1%	32.6%	33.5%
b. Credit students receiving loans, scholarships and/or need-based financial aid	66.7%	66.6%	68.1%	58.9%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019
F. Students 25 years old or older	31.9%	30.5%	30.3%	29.3%
a. Credit students				
	FY 2016	FY 2017	FY 2018	FY 2019
b. Continuing education students	71.9%	71.8%	73.8%	75.3%
	Spring 2014	Spring 2016	Spring 2018	Spring 2020
G. Credit students employed more than 20 hours per week	n/a	n/a	n/a	n/a
	Fall 2016	Fall 2017	Fall 2018	Fall 2019
H. Credit student racial/ethnic distribution				
a. Hispanic/Latino	6.1%	6.4%	6.5%	7.6%
b. Black/African-American only	9.6%	10.3%	11.1%	12.2%
c. American Indian or Alaskan native only	0.2%	0.3%	0.2%	0.0%
d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.1%	0.0%
e. Asian only	2.0%	1.9%	2.3%	2.2%
f. White only	74.6%	73.7%	71.6%	69.4%
g. Multiple races	4.4%	4.3%	4.8%	5.2%
h. Foreign/Non-resident alien	1.1%	1.0%	1.2%	1.1%
i. Unknown/Unreported	2.0%	2.1%	2.2%	2.1%
	FY 2016	FY 2017	FY 2018	FY 2019
I. Wage growth of occupational program graduates				
a. Median income one year prior to graduation	\$12,660	\$14,849	\$13,746	\$16,698
b. Median income three years after graduation	\$32,655	\$38,242	\$38,904	\$42,499

Goal 1: Access

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
1. Annual unduplicated headcount					
a. Total	12,887	12,162	12,366	12,244	15,750
b. Credit students	6,022	5,827	5,761	5,750	7,000
c. Continuing education students	7,470	6,917	7,312	7,065	9,500
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
2. Market share of first-time, full-time freshmen	58.7%	62.0%	60.7%	64.6%	68.0%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
3. Market share of part-time undergraduates	81.5%	82.7%	81.9%	83.2%	85.0%
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
4. Market share of recent, college-bound high school graduates Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.	73.2%	69.6%	73.3%	70.7%	80.0%

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5	High school student enrollment	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
		603	694	755	741	675
6	Enrollments in online courses	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
	a. Credit	7,454	7,846	8,130	7,745	7,750
	b. Continuing education	481	531	580	571	700
7	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2021
		43.4%	43.1%	43.1%	43.1%	44.0%
8	Enrollment in continuing education community service and lifelong learning courses	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
	a. Unduplicated annual headcount	2,323	1,870	2,520	2,017	2,700
	b. Annual course enrollments	3,258	2,810	3,659	3,274	4,275
9	Enrollment in continuing education basic skills and literacy courses	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
	a. Unduplicated annual headcount	1,328	1,365	1,203	1,002	1,500
	b. Annual course enrollments	2,388	3,330	2,519	2,096	2,750
10	Minority student enrollment compared to service area population	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
	a. Percent nonwhite credit enrollment	23.1%	26.7%	28.6%	27.5%	23.0%
	b. Percent nonwhite continuing education enrollment	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
		27.3%	31.5%	29.1%	27.8%	27.0%
	c. Percent nonwhite service area population, 18 or older	July 2016	July 2017	July 2018	July 2019	Benchmark July 2020
		17.8%	18.5%	19.1%	NA	Not Applicable
11	Percent minorities (nonwhite) of full-time faculty	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
		5.0%	5.1%	7.5%	7.8%	7.0%
12	Percent minorities (nonwhite) of full-time administrative and professional staff	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
		7.5%	8.4%	8.6%	9.8%	9.0%

Goal 2: Success

13	Fall-to-fall retention	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2019 Cohort
	a. Developmental students	50.7%	49.7%	45.5%	49.4%	55.0%
	b. College-ready students	65.6%	56.8%	72.1%	64.9%	64.0%
14	Fall-to-fall retention	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2019 Cohort
	a. Pell grant recipients	52.1%	48.7%	49.7%	48.1%	50.0%
	b. Non-recipients	57.7%	57.4%	65.9%	60.8%	Not Applicable
15	Developmental completers after four years	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
		43.3%	45.8%	42.6%	54.8%	50.0%

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		Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
16	Successful-persister rate after four years					
	a. College-ready students	84.3%	85.9%	84.7%	94.0%	92.0%
	b. Developmental completers	86.0%	81.4%	82.2%	79.8%	89.0%
	c. Developmental non-completers	41.8%	36.5%	45.0%	44.7%	Not Applicable
	d. All students in cohort	72.5%	69.7%	71.5%	77.4%	80.0%
		Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
17	Successful-persister rate after four years					
	a. Black/African-American only	60.3%	57.8%	73.0%	68.2%	73.5%
	b. Asian only	*	*	*	*	*
	c. Hispanic/Latino	*	*	*	*	*
	Note: Not reported for groups with < 50 students in the cohort for analysis.					
		Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
18	Graduation-transfer rate after four years					
	a. College-ready students	76.5%	74.8%	75.8%	82.1%	80.0%
	b. Developmental completers	62.1%	60.6%	61.6%	61.1%	66.0%
	c. Developmental non-completers	21.9%	29.1%	35.0%	34.1%	Not Applicable
	d. All students in cohort	52.6%	54.6%	56.5%	61.4%	60.0%
		Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
19	Graduation-transfer rate after four years					
	a. Black/African-American only	43.1%	42.2%	54.0%	52.3%	62.0%
	b. Asian only	*	*	*	*	*
	c. Hispanic/Latino	*	*	*	*	*
	Note: Not reported for groups with < 50 students in the cohort for analysis.					
		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
20	Associate degrees and credit certificates awarded					
	a. Career degrees	237	242	218	234	250
	b. Transfer degrees	424	380	350	336	390
	c. Certificates	242	247	190	197	380
	d. Total awards	903	869	758	767	1,020
		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
21	STEM programs					
	a. Credit enrollment	1,806	1,765	1,930	2,015	2,200
		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
	b. Credit awards	363	391	301	341	425
		Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
22	Graduate satisfaction with educational goal achievement	92.9%	98.3%	99.1%	97.4%	98.5%
		Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Spring 2019 Cohort	Benchmark Spring 2019 Cohort
23	Non-returning student satisfaction with educational goal achievement	76.9%	66.7%	78.6%	67.0%	78.0%
		Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
24	Graduate satisfaction with preparation for transfer	75.0%	81.8%	87.0%	79.4%	81.9%
	Note: Response categories changed starting in 2008.					

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	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
25 Licensure/certification examination pass rates					
a. NCLEX for Registered Nurses	90.1%	96.0%	98.0%	97.7%	96.0%
Number of Candidates	81	74	50	86	Not Applicable
b. Cert. Exam Amer. Registry of Rad. Tech.	92.9%	100.0%	83.3%	87.0%	100.0%
Number of Candidates	28	23	30	31	Not Applicable
c. NCLEX for Licensed Practical Nurses	100.0%	100.0%	100.0%	100.0%	100.0%
Number of Candidates	11	14	17	24	Not Applicable
					Benchmark FY 2020
	AY 15-16	AY 16-17	AY 17-18	AY 18-19	AY 2019-20
26 Performance at transfer institutions					
a. Cumulative GPA after first year of 2.0 or above	89.3%	82.5%	88.4%	86.0%	89.0%
b. Mean GPA after first year	3.00	2.96	3.00	2.97	3.00
Methodology to calculate this indicator changed starting in AY 15-16					
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
27 Expenditures by function					
a. Instruction	42.2%	42.6%	43.1%	39.9%	40.0%
b. Academic support	8.7%	9.2%	8.8%	8.7%	7.0%
c. Student services	11.3%	12.2%	13.3%	11.9%	13.0%
d. Other	37.8%	35.9%	34.8%	39.7%	40.0%

Goal 3: Innovation

	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
28 Full-time employed career program graduates working in a related field	75.0%	88.2%	97.5%	78.2%	90.0%
	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
29 Graduate satisfaction with job preparation Note: Response categories changed starting in 2008.	83.3%	76.2%	96.3%	82.7%	90.0%
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
30 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	3,999	3,930	3,800	4,291	5,565
b. Annual course enrollments	5,748	5,452	5,389	6,522	8,150
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
31 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	2,813	2,636	2,498	2,492	4,055
b. Annual course enrollments	3,901	3,565	3,378	3,570	5,500
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
32 Number of business organizations provided training and services under contract	32	30	28	32	45
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
33 Enrollment in contract training courses					
a. Unduplicated annual headcount	1,342	1,159	1,203	1,581	2,725
b. Annual course enrollments	2,061	1,882	1,729	2,146	4,180
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
34 Employer satisfaction with contract training	100.0%	92.3%	95.0%	100.0%	100.0%

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers			
1	First-time full- and part-time fall headcount		872		162		389		321	
2	Number attempting fewer than 18 hours over first 2 years		323		45		42		236	
3	Cohort for analysis (Line 1 – Line 2)		549 100.0%		117 100.0%		347 100.0%		85 100.0%	
4	Earned Associate degree from this community college		192 35.0%		70 59.8%		122 35.2%		0 0.0%	
5	Earned certificate, but no degree, from this community college		21 3.8%		2 1.7%		16 4.6%		3 3.5%	
6	Total associate and certificate graduates (Line 4 + Line 5)		213 38.8%		72 61.5%		138 39.8%		3 3.5%	
7	Transferred to Maryland two-year/technical college		28 5.1%		3 2.6%		18 5.2%		7 8.2%	
8	Transferred to Maryland public four-year college		97 17.7%		37 31.6%		56 16.1%		4 4.7%	
9	Transferred to Maryland private four-year college or university		8 1.5%		4 3.4%		3 0.9%		1 1.2%	
10	Transferred to out-of-state two-year/technical college		26 4.7%		2 1.7%		18 5.2%		6 7.1%	
11	Transferred to out-of-state four-year college or university		104 18.9%		33 28.2%		63 18.2%		8 9.4%	
12	Total transfers (sum of Lines 7 - 11)		263 47.9%		79 67.5%		158 45.5%		26 30.6%	
13	Graduated from this college and transferred (Line 6 □ Line 12)		139 25.3%		55 47.0%		84 24.2%		0 0.0%	
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		337 61.4%		96 82.1%		212 61.1%		29 34.1%	
15	No award or transfer, but 30 credits with GPA ≥ 2.00		80 14.6%		13 11.1%		59 17.0%		8 9.4%	
16	Successful transition to higher ed (Line 14 + Line 15)		417 76.0%		109 93.2%		271 78.1%		37 43.5%	
17	Enrolled at this community college last term of study period		8 1.5%		1 0.9%		6 1.7%		1 1.2%	
18	Successful or persisting (Line 16 + Line 17)		425 77.4%		110 94.0%		277 79.8%		38 44.7%	

	African American Students	Asian Students	Hispanic Students	White Students (optional data)
1 First-time full- and part-time fall headcount	93	9	63	635
2 Number attempting fewer than 18 hours over first 2 years	49	2	19	220
3 Cohort for analysis (Line 1 – Line 2)	44 100.0%	7 100.0%	44 100.0%	415 100.0%
4 Earned Associate degree from this community college	6 13.6%	2 28.6%	12 27.3%	162 39.0%
5 Earned certificate, but no degree, from this community college	0 0.0%	0 0.0%	3 6.8%	17 4.1%
6 Total associate and certificate graduates (Line 4 + Line 5)	6 13.6%	2 28.6%	15 34.1%	179 43.1%
7 Transferred to Maryland two-year/technical college	7 15.9%	0 0.0%	4 9.1%	15 3.6%
8 Transferred to Maryland public four-year college	9 20.5%	1 14.3%	8 18.2%	73 17.6%
9 Transferred to Maryland private four-year college or university	1 2.3%	0 0.0%	2 4.5%	5 1.2%
10 Transferred to out-of-state two-year/technical college	3 6.8%	0 0.0%	2 4.5%	20 4.8%
11 Transferred to out-of-state four-year college or university	3 6.8%	2 28.6%	4 9.1%	84 20.2%
12 Total transfers (sum of Lines 7 - 11)	23 52.3%	3 42.9%	20 45.5%	197 47.5%
13 Graduated from this college and transferred (Line 6 □ Line 12)	6 13.6%	1 14.3%	10 22.7%	114 27.5%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	23 52.3%	4 57.1%	25 56.8%	262 63.1%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	6 13.6%	3 42.9%	5 11.4%	62 14.9%
16 Successful transition to higher ed (Line 14 + Line 15)	29 65.9%	7 100.0%	30 68.2%	324 78.1%
17 Enrolled at this community college last term of study period	1 2.3%	0 0.0%	2 4.5%	6 1.4%
18 Successful or persisting (Line 16 + Line 17)	30 68.2%	7 100.0%	32 72.7%	330 79.5%

2020 INSTITUTIONAL PERFORMANCE ACCOUNTABILITY REPORT HARFORD COMMUNITY COLLEGE

1. Mission

During the 2019-2020 academic year, Harford Community College (HCC) continued to embrace, follow, and strive to achieve the goals in the new 2019-2024 Strategic Plan approved by the Board of Trustees in June, and effective in July 2019.

The mission for the 2019-2020 academic school year was: *Grow. Achieve. Inspire. Contribute.*

Harford Community College's Vision is to strive for:

- *Satisfaction:* Demonstrate excellence in all we do as measured by those we serve.
- *Completion:* Do what it takes for students to achieve their goals.
- *Success:* Prepare all constituents to make a positive impact and inspire change in the world.

Impact of COVID-19 Statement:

In response to the COVID-19 pandemic, in March 2020, the College moved to work remotely in operations and learning. Enrollments are trending downward, and the College experienced a decline in enrollment for the Fall 2020 term. HCC implemented targeted enrollment initiatives to inform the college community about student support, including enrollment and advising programs, in response to the pandemic.

Furthermore, enrollment declines impacted revenue from tuition and fees, and budget cuts from funding agencies impacted financial planning. The College will defer some campus projects and will work to reduce spending. Also, in FY 2020, the COVID-19 pandemic adversely impacted enrollments for critical programs like Community Education, Trade, and Senior Enrichment, which will be reflected in the 2021 report.

2. Institutional Assessment

Access Indicators

Harford Community College proudly strives to further the goals and strategies outlined in the *2017-2021 State Plan for Postsecondary Education, Student Success with Less Debt*. Specifically, *State Goal 1 (Access: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents)*, urges institutions of higher education in Maryland to be committed leaders to college readiness and financial literacy.

HCC experienced a slight increase in the market share of first-time, full-time freshman metric (indicator 2) to 54.7% for the Fall 2019 period, below the Fall 2020 benchmark. The College,

however, continues to experience growth in the high school student enrollment metric (indicator 5), which increased to 885 students for the Fall 2019 period and exceeds the benchmark for Fall 2020. Furthermore, HCC experienced a modest increase in minority student enrollment compared to the service area population metric (indicator 10). The percent nonwhite credit enrollment metric (indicator 10a) increased to 29.8% for Fall 2019, above the benchmark for Fall 2020. Targeted enrollment initiatives—including outreach programs like One Step Away, which provided one-on-one advising and support services for re-admission to the College—may have contributed to the increase in this metric.

Regarding the cost of education, HCC tuition and fees for credit courses as a percentage of tuition and fees at Maryland public four-year institutions experienced a nominal increase to 49.2% in FY2020 (indicator 7). The College continues to support affordable college access through grants such as the MHEC One Step Away grant for near completers and HCC Foundation scholarships. Furthermore, the Board of Trustees announced that HCC would not increase tuition for the 2020-21 academic year.

Additionally, HCC experienced a decline in the continuing education community service and lifelong learning metric (indicator 8). Enrollments decreased in FY 2019 to 4,433 for the unduplicated annual headcount metric (indicator 8a). Enrollments for the annual course enrollments metric (indicator 8b) decreased to 9,618. For the enrollment in continuing education, basic skills, and literacy courses metric (indicator 9), enrollment numbers increased nominally for FY 2019. The unduplicated annual headcount metric (indicator 9a) increased to 895, and the annual course enrollments metric (indicator 9b) increased to 2,689. Continuing education continued to cultivate healthy connections with the Office of Communications to grow programs in these areas and represented HCC at community events throughout the reporting period. In the Fall of FY 2021, COVID-19 continues to impact enrollments adversely. However, enrollments in continuing education workforce development courses and programs are expected to improve in FY 2021 as the long-term unemployed seek job retraining and re-entry into the workforce.

Programs such as My College Success Network and Soar2Success, which focus resources on eradicating attainment gaps due to income, race, gender, and ethnicity, contributed to an increase in the minority student enrollment compared to service area population metric (indicator 10) by deliberately providing outreach to new students and showcasing the welcoming, supportive environment at HCC. Furthermore, the Office of Student Life organized and offered over 150 events covering diversity, leadership, social, wellness, and civic engagement. Also, our Registered Student Organizations hosted over 250 club events and meetings last year. Over 800 students participated in the various programs and events offered through the Office of Student Life; campus services include the food pantry that is open to all students.

The percent nonwhite credit enrollment metric (indicator 10a) increased to 29.8% in Fall 2019, above the Fall 2020 benchmark. Furthermore, the percent nonwhite continuing education enrollment metric (indicator 10b) also increased to 19.8% in FY 2019, above the FY 2020 benchmark.

HCC's efforts to hire the most highly qualified faculty possible while also striving to diversify its faculty improved the percent minorities (nonwhite) of full-time faculty metric (indicator 11) from 9% in Fall 2018 to 11.7% in Fall 2019. As reflected in the strategic plan, HCC focuses on diversifying its administrative and professional staff. The percent minorities (nonwhite) of full-time administrative and professional staff metric (indicator 12) nominally declined in Fall 2019 to 17.2%.

Success Indicators

Harford Community College supports *Goal 2 (Success: promote and implement practices and policies that will ensure student success)*. The College continued to focus on students with developmental coursework, resulting in a steady increase in the Developmental completers after four years metric (indicator 15), which increased for the Fall 2015 Cohort to 58.6% and exceeds the Fall 2016 Cohort benchmark.

The fall-to-fall retention rate for developmental students metric (indicator 13a) increased to 57.7% for the Fall 2018 cohort. The fall-to-fall retention rate for college-ready students metric (indicator 13b) increased nominally to 69.4%, which is above the Fall 2019 Cohort benchmark. The fall-to-fall retention rate for Pell grant recipients metric (indicator 14a) increased to 57.1%. The fall-to-fall retention rate for non-recipients metric (indicator 14b) decreased nominally to 69.3%.

For students requiring developmental English and Reading courses, the College continues to support these students with programs like the Accelerated Learning Program, and by partnering with the HCC Testing Center. HCC created the Accelerated Learning Program to allow students to complete developmental writing as a co-requisite with English 101, and two mathematics courses provide individual instruction to students who did not master math concepts in the first term. Also, a course placement exception process provides students with the opportunity to appeal their Accuplacer course placement results.

HCC created the English and Reading Readiness Assessments (ERWA) as another measure to assess “college readiness” in English and Writing. The ERWA is a graded exam given as a timed test in a Blackboard organization and graded by the English department. This measure served approximately 315 students this Fall and was used for students who are not able to take the Accuplacer for various reasons or to reassess readiness if the Accuplacer scores did not show adequate readiness. Since the ERWA is graded by the English Department, it eliminated the need for the exception process, in most cases.

In addition to the 7-week transitional Math courses scheduled so students can take two courses each semester, the College created two one credit co-requisite courses that pair with credit-bearing math courses for students slightly below the credit-bearing math course cutoff score. The addition of a one-credit Math 016 course to support the Math 216 statistics course, and a one-credit Math 003 to support Math 102, Contemporary Mathematics, are examples of HCC's commitment to supporting student success. The HCC Mathematics department created these structures for

students according to national best practices aligned with recommendations from the Dana Center Mathematics Pathways project at the University of Texas, Austin. Additionally, the College continues to support the 15-week Math 027 course developed as part of the First in the World Maryland Mathematics Reform initiative.

The most recent examination of data related to the course placement exception process (FY 19) indicated that for English, 71% of students approved for course placement exception passed the English course, increasing from 68% over previous reporting periods. For math, 55% of approved students passed the math course, a nominal decrease from 56% previously reported.

As noted, the continued success of programs like the My College Success Network and Soar2Success — which were implemented in the Fall 2014 cohort and designed to enhance persistence among students, particularly those from traditionally underserved backgrounds — facilitated an increase in the successful-persister rate after four years for the developmental completers metric (indicator 16b) to 86.9%, which is above the Fall 2016 Cohort benchmark. In contrast, the successful-persister rate after four years for college-ready students metric (indicator 16a) decreased to 87.6%. HCC's successful-persister rate for all students in the cohort metric (indicator 16d) increased to 82.2%, which exceeds the Fall 2016 Cohort benchmark. HCC's diverse student population experienced success by increasing the successful-persister rate after four years for Black/African-American only students metric (indicator 17a) to 73.3%. Furthermore, the graduation-transfer rate after four years for Black/African-American students metric (indicator 19a) increased to 55% for the Fall 2016 Cohort. Although efforts such as the My College Success Network and Soar2Success contributed to increases in these performance metrics, these two indicators are below the Fall 2016 Cohort benchmark. HCC continues to support the My College Success Network, Soar2Success, and other programs in a focused effort to meet the academic needs of students. HCC also used academic coaching, student success advising, and other student support services to empower all students toward academic success.

HCC's graduation-transfer rate after four years metric indicates that the most recently reported cohort for college-ready students metric (indicator 18a) decreased to 75.2%, which is above the Fall 2016 Cohort benchmark. For developmental completers, the graduation-transfer rate after four years metric (indicator 18b) increased to 63.9%, which is below the Fall 2016 Cohort benchmark. The graduation-transfer rate after four years for all students in the cohort metric (indicator 18d) increased to 65.3%, which is above the Fall 2016 Cohort benchmark. HCC awarded 979 credit certificates and associate degrees for the reporting period (indicator 20d), an increase for FY 2019, but below the FY 2020 benchmark. Enrollment in STEM programs experienced a nominal decline in the credit enrollment metric (indicator 21a) with an enrollment of 1,834. The STEM credit award metric (indicator 21b) increased to 332, which exceeds the FY 2020 benchmark.

The number of NCLEX RN candidates for the licensure/certification examination pass rates metric (indicator 25a) increased to 123. The pass rate for those candidates nominally decreased to 91.9%, which is above the FY 2020 benchmark. Efforts to bolster declining NCLEX pass rates include extensive preparation for the exam. Also, during the last semester of the program, students are

given the ATI NCLEX-RN predictor exam. Each student who takes the exam receives an individualized remediation plan for mastery in deficient content areas in preparation for the NCLEX-RN. Students are required as part of the course to complete the remediation plan.

The number of medical assisting candidates for the licensure/certification examination pass rates metric (indicator 25c) decreased to 18, but still exceeds the FY 2020 benchmark. The pass rate for medical assisting candidates also decreased to 44.4%, below the benchmark for FY 2020. It is important to note that for medical assisting, there are several national accrediting bodies and only one certification board that reports results back to HCC; therefore, some students may choose certification from a non-reporting board.

The performance of HCC graduates at their transfer institutions improved for the reporting period. For the AY 18-19 period, 90% of graduates achieved a GPA of 2.0 or above during their first year of attendance (indicator 26a), which meets the AY2019-2020 benchmark. The mean GPA after first year metric (indicator 26b) increased to 2.98, which is above the AY2019-2020 benchmark. Student success initiatives, including Achieving the Dream; My College Success Network; Advising, Career, and Transfer Services; and the Center for Excellence in Teaching and Learning, strive to improve student outcomes and promote lifelong learning. HCC continues to promote campus-wide improvements to student services that support benchmark attainment.

HCC continues to evaluate expenditures by function across the organization (indicator 27). The academic support metric (indicator 27b) nominally decreased to 13.9%, student services (indicator 27c) increased to 13.9%, and other (indicator 27d) nominally decreased to 35.0%. The largest allocation of funds supports instruction (indicator 27a) nominally decreased to 37.2% for FY 2019. Approximately one-third of funds were expended in the "other" category to support institutional scholarships, tuition waivers, and College work/study stipends.

HCC continues to optimize its enrollment management processes in response to the decline in enrollments experienced at most Maryland community colleges. HCC formed the Strategic Planning Oversight Committee to create action plans that align enrollment efforts with the College's new strategic plan. The faculty and staff who represent both Academic Affairs and Student Affairs continue to set short-term and long-term measurable goals designed integrated interdisciplinary programs and interventions based on best practices and educate the campus community on all student success initiatives. The College analyzes data focused on student retention, success, and completion. Improvements in many of the metrics for the current reporting period are examples of successful efforts to improve the student experience at Harford and to address enrollment challenges.

Furthermore, as noted, HCC's participation in the Achieving the Dream initiative focused College resources on student success, including improvements in retention and completion. For the academic year 2019-2020, the College expanded the use of HelioCampus, the College's data visualization and analysis platform, and expanded the use of TK20, the College's strategic and student learning assessment tool to inform decisions. HCC is aligning the Achieving the Dream identified themes with the strategies, objectives, and action plans of the new strategic plan.

Innovation Indicators

Harford Community College is making strides in support of *Goal 3 (Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success)*. HCC continues to focus on continuing education and workforce development (indicator 30). Both the unduplicated annual headcount metric (indicator 30a) and annual course enrollments metric (indicator 30b) declined for the reporting period to 4,293 and 7,774 respectively for FY 2019; both metrics exceed the FY 2020 benchmark. Furthermore, the enrollment in continuing professional education leading to government or industry-required certification or licensure unduplicated annual headcount metric (indicator 31a) nominally decreased to 2,174 for FY 2019, and the annual course enrollments metric (indicator 31b) declined to 3,236 for the same period. However, both indicators are above the benchmark FY 2020 benchmark. The number of business organizations provided training services under contract metric (indicator 32) decreased to 22. However, employer satisfaction with the contract training metric (indicator 34) remains strong at 100%, which meets the FY 2020 benchmark. HCC continues to refocus the Continuing Education department on making improvements in the registration process, the reorganization of staffing, and the reallocation of funds to improve enrollments.

With the expanded use of the HelioCampus data platform to support Harford's data-informed decision processes to monitor and track student success in alignment with the new strategic plan, HCC now has several hundred data visualizations focused on presenting key performance indicators that impact the entire college. HCC continues to develop the College's data literacy skills by operationalizing Achieving the Dream, Strategic Planning and Oversight Committee, and Data Governance Committee recommendations. During the 2019-2020 academic year, HCC deployed data dashboards in student retention, student persistence, academic program reviews, financial aid, and other areas in its ongoing effort to make data available to the College community.

Furthermore, during the 2019-2020 academic year, HCC continued its effort to improve business processes. HCC identified ten improvement areas, including financial aid, registration, finance, and admissions, and completed 12 information technology projects focused on using technology to support student success and to improve operations. During the 2019-2020 academic year, College leadership prioritized projects for finance, student services, and academic services.

3. Accountability Indicators

See attached HCC 2020 Accountability Indicators Table.

HARFORD COMMUNITY COLLEGE 2020 ACCOUNTABILITY REPORT

Student Characteristics (not Benchmarked)

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

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
A. Credit students enrolled part time	64.5%	64.2%	66.0%	66.1%
B. Credit students with developmental education needs	59.0%	51.1%	50.2%	49.1%
	Spring 2014	Spring 2016	Spring 2018	Spring 2020
C. Credit students who are first-generation college students (neither parent attended college)	30.8%	23.9%	22.0%	22.6%
	FY 2016	FY 2017	FY 2018	FY 2019
D. Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	324	291	289	258
	FY 2016	FY 2017	FY 2018	FY 2019
E. Financial aid recipients				
a. Credit students receiving Pell grants	21.0%	20.0%	21.8%	21.4%
b. Credit students receiving loans, scholarships and/or need-based financial aid	41.0%	42.7%	45.4%	40.8%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019
F. Students 25 years old or older	26.2%	25.4%	25.6%	26.4%
a. Credit students	26.2%	25.4%	25.6%	26.4%
	FY 2016	FY 2017	FY 2018	FY 2019
b. Continuing education students	72.4%	73.0%	74.5%	72.8%
	Spring 2014	Spring 2016	Spring 2018	Spring 2020
G. Credit students employed more than 20 hours per week	46.9%	46.0%	57.6%	55.4%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019
H. Credit student racial/ethnic distribution				
a. Hispanic/Latino	5.1%	5.0%	5.5%	5.8%
b. Black/African-American only	16.0%	16.3%	15.8%	16.2%
c. American Indian or Alaskan native only	0.4%	0.3%	0.3%	0.3%
d. Native Hawaiian or other Pacific Islander only	0.2%	0.2%	0.1%	0.1%
e. Asian only	2.6%	2.5%	2.7%	3.0%
f. White only	70.5%	70.2%	69.9%	68.5%
g. Multiple races	3.2%	3.5%	3.5%	3.6%
h. Foreign/Non-resident alien	1.0%	1.2%	1.1%	1.1%
i. Unknown/Unreported	0.9%	0.8%	1.0%	1.3%
	FY 2016	FY 2017	FY 2018	FY 2019
I. Wage growth of occupational program graduates				
a. Median income one year prior to graduation	\$14,177	\$13,052	\$15,922	\$13,503
b. Median income three years after graduation	\$42,553	\$48,800	\$47,334	\$47,036

Goal 1: Access

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
1. Annual unduplicated headcount					
a. Total	18,671	19,142	18,054	16,953	21,158
b. Credit students	8,921	8,991	8,225	8,145	9,658
c. Continuing education students	10,276	10,624	10,231	9,213	11,500
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
2. Market share of first-time, full-time freshmen	59.0%	55.6%	51.9%	54.7%	62.0%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
3. Market share of part-time undergraduates	71.3%	68.9%	68.8%	70.1%	72.0%
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
4. Market share of recent, college-bound high school graduates Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.	68.5%	69.5%	65.5%	62.2%	70.0%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
5. High school student enrollment	664	737	807	885	540

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		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
6	Enrollments in online courses					
	a. Credit	9,011	9,561	9,188	10,526	9,500
	b. Continuing education	608	267	298	247	500
		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2021
7	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	49.3%	48.9%	49.1%	49.2%	40.0%
		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	4,800	4,990	4,988	4,433	4,800
	b. Annual course enrollments	10,558	10,317	10,335	9,618	10,250
		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	1,090	1,030	885	895	1,140
	b. Annual course enrollments	2,988	2,880	2,533	2,689	3,000
		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark FY 2020
10	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	28.1%	28.4%	28.6%	29.8%	26.5%
		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
	b. Percent nonwhite continuing education enrollment	18.1%	17.7%	18.8%	19.8%	16.5%
		July 2016	July 2017	July 2018	July 2019	Benchmark July 2020
	c. Percent nonwhite service area population, 18 or older	20.9%	21.6%	22.2%	N/A**	Not Applicable
		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
11	Percent minorities (nonwhite) of full-time faculty	9.9%	9.0%	9.0%	11.7%	12.6%
		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
12	Percent minorities (nonwhite) of full-time administrative and professional staff	12.7%	17.1%	17.9%*	17.2%	20.0%
Goal 2: Success						
		Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2019 Cohort
13	Fall-to-fall retention					
	a. Developmental students	53.6%	56.8%	55.8%	57.7%	58.0%
	b. College-ready students	69.2%	70.9%	69.2%	69.4%	68.0%
		Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2019 Cohort
14	Fall-to-fall retention					
	a. Pell grant recipients	50.8%	57.3%	56.0%	57.1%	52.0%
	b. Non-recipients	64.7%	68.8%	70.6%	69.3%	Not Applicable
		Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
15	Developmental completers after four years	53.2%	54.8%	58.0%	58.6%	54.0%

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	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
16 Successful-persister rate after four years					
a. College-ready students	89.7%	89.3%	90.6%	87.6%	90.0%
b. Developmental completers	87.0%	83.9%	83.8%	86.9%	86.0%
c. Developmental non-completers	43.5%	32.2%	29.1%	37.5%	Not Applicable
d. All students in cohort	81.4%	79.9%	80.6%	82.2%	77.0%
	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
17 Successful-persister rate after four years					
a. Black/African-American only	71.2%	64.2%	66.0%	73.3%	77.0%
b. Asian only	n<50	n<50	n<50	n<50	n<50
c. Hispanic/Latino	n<50	77.2%	69.1%	n<50	77.0%
Note: Not reported for groups with < 50 students in the cohort for analysis.					
	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	70.5%	73.5%	77.4%	75.2%	74.0%
b. Developmental completers	61.0%	59.8%	59.9%	63.9%	65.0%
c. Developmental non-completers	26.6%	22.8%	23.6%	24.0%	Not Applicable
d. All students in cohort	59.3%	61.5%	63.8%	65.3%	60.0%
	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
19 Graduation-transfer rate after four years					
a. Black/African-American only	46.2%	43.8%	51.0%	55.0%	60.0%
b. Asian only	n<50	n<50	n<50	n<50	n<50
c. Hispanic/Latino	n<50	54.4%	54.5%	n<50	60.0%
Note: Not reported for groups with < 50 students in the cohort for analysis.					
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
20 Associate degrees and credit certificates awarded					
a. Career degrees	290	289	251	265	280
b. Transfer degrees	798	778	633	640	844
c. Certificates	60	58	70	74	72
d. Total awards	1,148	1,125	954	979	1,196
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
21 STEM programs					
a. Credit enrollment	1,886	1,951	1,904	1,834	2,000
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
b. Credit awards	300	348	322	332	270
	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
22 Graduate satisfaction with educational goal achievement	98.7%	96.5%	99.4%	99.2%	95.0%
	Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Spring 2019 Cohort	Benchmark Spring 2019 Cohort
23 Non-returning student satisfaction with educational goal achievement	69.4%	53.2%	59.3%	57.1%	65.0%
	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
24 Graduate satisfaction with preparation for transfer	86.7%	70.7%	75.4%	78.6%	80.0%
Note: Response categories changed starting in 2008.					

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	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
25 Licensure/certification examination pass rates					
a. NCLEX RN	87.7%	83.0%	92.8%	91.9%	90.0%
Number of Candidates	122	129	111	123	140
b. NCLEX PN	100.0%	0.0%	0.0%	0.0%	90.0%
Number of Candidates	2	0	0	0	0
c. MEDICAL ASSISTING	74%	57.1%	62.5%	44.4%	73.0%
Number of Candidates	31	14*	24	18	15

	AY 15-16	AY 16-17	AY 17-18	AY 18-19	Benchmark AY 2019-20
26 Performance at transfer institutions					
a. Cumulative GPA after first year of 2.0 or above	90%*	90.1%	88.2%	90.0%	90.0%
b. Mean GPA after first year	2.96	2.98	2.93	2.98	2.96
Methodology to calculate this indicator changed starting in AY 15-16					

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
27 Expenditures by function					
a. Instruction	40.3%	40.2%	38.3%	37.2%	41.0%
b. Academic support	14.3%	13.8%	14.5%	13.9%	14.0%
c. Student services	12.2%	11.7%	12.0%	13.9%	12.0%
d. Other	33.1%	34.3%	35.2%	35.0%	33.0%

Goal 3: Innovation

	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
28 Full-time employed career program graduates working in a related field	97.0%	89.5%	81.4%	83.1%	92.0%

	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
29 Graduate satisfaction with job preparation Note: Response categories changed starting in 2008.	81.3%	85.7%	69.8%	85.2%	86.0%

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
30 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	4,813	5,119	4,863	4,293	4,100
b. Annual course enrollments	8,784	9,501	9,243	7,774	7,000

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
31 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	2,103	2,408	2,251	2,174	2,000
b. Annual course enrollments	3,042	3,568	3,594	3,236	2,900

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
32 Number of business organizations provided training and services under contract	25	35	39	22	30

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
33 Enrollment in contract training courses					
a. Unduplicated annual headcount	799	1,550	1,595	1,216	700
b. Annual course enrollments	987	1,897	2,034	1,719	800

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
34 Employer satisfaction with contract training	100.0%	100.0%	100.0%	100.0%	100.0%

* This FY data changed due to an error in the previous years' calculation

**Because of COVID-19, this data is not available

Harford Community College - Fall 2015 Cohort

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers			
1	First-time full- and part-time fall headcount		1408		597		475		336	
2	Number attempting fewer than 18 hours over first 2 years		386		106		48		232	
3	Cohort for analysis (Line 1 – Line 2)		1022 100.0%		491 100.0%		427 100.0%		104 100.0%	
4	Earned Associate degree from this community college		394 38.6%		229 46.6%		165 38.6%		0 0.0%	
5	Earned certificate, but no degree, from this community college		2 0.2%		1 0.2%		1 0.2%		0 0.0%	
6	Total associate and certificate graduates (Line 4 + Line 5)		396 38.7%		230 46.8%		166 38.9%		0 0.0%	
7	Transferred to Maryland two-year/technical college		48 4.7%		17 3.5%		22 5.2%		9 8.7%	
8	Transferred to Maryland public four-year college		372 36.4%		228 46.4%		141 33.0%		3 2.9%	
9	Transferred to Maryland private four-year college or university		14 1.4%		8 1.6%		5 1.2%		1 1.0%	
10	Transferred to out-of-state two-year/technical college		22 2.2%		7 1.4%		11 2.6%		4 3.8%	
11	Transferred to out-of-state four-year college or university		100 9.8%		59 12.0%		33 7.7%		8 7.7%	
12	Total transfers (sum of Lines 7 - 11)		556 54.4%		319 65.0%		212 49.6%		25 24.0%	
13	Graduated from this college and transferred (Line 6 □ Line 12)		285 27.9%		180 36.7%		105 24.6%		0 0.0%	
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		667 65.3%		369 75.2%		273 63.9%		25 24.0%	
15	No award or transfer, but 30 credits with GPA ≥ 2.00		152 14.9%		56 11.4%		86 20.1%		10 9.6%	
16	Successful transition to higher ed (Line 14 + Line 15)		819 80.1%		425 86.6%		359 84.1%		35 33.7%	
17	Enrolled at this community college last term of study period		21 2.1%		5 1.0%		12 2.8%		4 3.8%	
18	Successful or persisting (Line 16 + Line 17)		840 82.2%		430 87.6%		371 86.9%		39 37.5%	

Harford Community College - Fall 2015 Cohort

	African American Students		Asian Students		Hispanic Students		White Students (optional data)	
1	225		40		69		983	
2	94		5		22		236	
3	131	100.0%	35	100.0%	47	100.0%	747	100.0%
4	30	22.9%	17	48.6%	14	29.8%	308	41.2%
5	0	0.0%	0	0.0%	0	0.0%	2	0.3%
6	30	22.9%	17	48.6%	14	29.8%	310	41.5%
7	17	13.0%	4	11.4%	1	2.1%	24	3.2%
8	24	18.3%	14	40.0%	16	34.0%	296	39.6%
9	1	0.8%	0	0.0%	1	2.1%	11	1.5%
10	5	3.8%	1	2.9%	2	4.3%	14	1.9%
11	14	10.7%	0	0.0%	3	6.4%	75	10.0%
12	61	46.6%	19	54.3%	23	48.9%	420	56.2%
13	19	14.5%	11	31.4%	9	19.1%	228	30.5%
14	72	55.0%	25	71.4%	28	59.6%	502	67.2%
15	20	15.3%	6	17.1%	6	12.8%	110	14.7%
16	92	70.2%	31	88.6%	34	72.3%	612	81.9%
17	4	3.1%	1	2.9%	2	4.3%	13	1.7%
18	96	73.3%	32	91.4%	36	76.6%	625	83.7%

Howard Community College

Section 1: Mission

Howard Community College's (HCC) mission statement: Providing pathways to success.

Section 2: Institutional Assessment

Academic, Demographic and Financial Trends

Howard Community College experienced a decline in enrollment in credit FTEs in fiscal year (FY) 2020 of 1.6 percent. No enrollment increase was anticipated in FY20 in the credit area and no increase is budgeted in FY21. The impact of the COVID-19 pandemic began in the middle of the spring semester, and credit classes transitioned to remote learning. The pandemic brought a change in how HCC delivers education. The college was able to rapidly move to remote instruction in a matter of weeks and has continued to hold the majority of classes remotely in fall 2020. The agility in making this change to remote instruction is a credit to the college's innovative faculty and staff who are constantly looking for ways to make positive change. In FY20, the college and the Howard County Public School System (HCPSS) updated the memorandum of understanding for dual enrollment, promoting their shared JumpStart program. With this revised agreement, the college continues to see increases in the number of dually enrolled students. Dually enrolled students made up 6.5 percent of total FTEs in FY20.

In FY20, noncredit FTEs declined 3.2 percent. The COVID-19 pandemic had a major impact on this area, especially with regard to F1 visa students and international students, as well as Kids on Campus summer 2020 programs. Other programs that saw a decline prior to COVID-19 were training courses in the Charles I. Ecker Business Training Center due to loss of space. In addition, losses occurred in open enrollment, senior courses, nursing and allied health career programs, and contracts training. Significant non-credit FTE enrollment declines are anticipated in FY21 due to the large number of Kids on Campus activities and other in-person classes that cannot be held.

Combining credit and noncredit FTEs, the college had an overall decline in FTEs of 1.95 percent for FY20.

The college has begun the design of the new Mathematics and Athletic Complex, which includes 122,104 net assignable square feet (NASF) and 193,075 gross square feet (GSF). The complex supports current and future enrollment for the mathematics division and athletics programs while addressing existing facilities inadequacies and severe space deficits. The architects were hired this past year along with the construction manager at risk. Additional funding and continued construction costs will take place over a five-year period. It is anticipated that construction on the new building will begin by summer 2021.

Starting this past March, the COVID-19 pandemic has decimated the US economy, which contracted at the rate of 32.9 percent from April through June. This was the worst drop on record. The pandemic ground businesses to a halt and the US plunged into its first recession in 11 years, putting an end to the longest economic expansion in US history and wiping out five years of economic gains in a few months. Some consider the US economy to be in the deepest recession on record since the Great Depression. As the US wobbles with increased spikes in COVID-19 cases in multiple states, there is no definitive answer as to when the crisis will be over. We probably will not be able to predict this until a vaccine is readily available to all. The State of Maryland has been fortunate because immediate actions were taken when the shut-down began. This September 2020, the state has seen some of the lowest positivity rates and number of hospitalizations for COVID-19 since March.

Under the more favorable state scenarios, the State of Maryland could face a \$5 billion budget challenge over FY21 and FY22. The State of Maryland originally gave the college an increase of 16.7 percent or \$3.3 million for FY21. However, in June 2020, the college received notice that its FY21 budget would be cut \$3.3 million from the state. This amount also represents approximately 14 percent of HCC's state funding. The state has the ability to cut the college up to 25 percent in a fiscal year. While additional federal aid may help relieve pressures, significant state actions will be necessary to address the shortfall and position the state for the longer term.

Howard County lost \$35 million in revenue during the last quarter of FY20. To compare the significance of this, the county general fund revenue has grown less than an average of \$25 million a year over the last few years. For FY21, Howard County gave the college a 2.0 percent increase.

The college's economic position is closely tied to that of the county and the state, with approximately 57 percent of the college's FY20 revenue coming from these two sources. With both the state and county losses, this may mean more cuts to the college's FY21 budget and/or additional cuts in the FY22 budget as additional actions will be needed to absorb the losses.

During the FY21 budget development process, the college saves \$147,000 with reductions in contracted services, supplies, printing and travel. Prior to the pandemic, the college made the decision to undertake a major efficiencies study of the academic area with the outside consulting firm of rpk Group. The academic area had already undertaken a major initiative to reduce program offerings and this study complemented the work that was already done. The study was to confirm the institution's economic engines and identify opportunities for investment and reallocation toward institutional strategic goals. The project created a framework for moving the college toward the use of a return on investment lens.

In addition, to reviewing our academic areas, the college made the very difficult decision to close the Children's Learning Center (CLC) in July 2020. The CLC was originally founded to assist current HCC students and their children. However, over the years, current HCC student usage decreased and children from the community far exceeded the usage by HCC student, faculty and staff children. The growing deficits for the center were not sustainable and the center was closed. Moving forward, the college anticipates that FY21 will be an extremely challenging year, which will probably continue into FY22. However, the college is fortunate to be in Howard County

with a highly educated workforce and an AAA bond rating. The county has growth corridors for development along with the re-development of Columbia, which will contribute to the long-term economic growth of the county. The pandemic has shown how resilient and agile, the college is and has ushered in a paradigm shift in how it delivers instruction. HCC expects more challenges in the road ahead, and is confident it can navigate the path.

This past fall, the college received the Malcolm Baldrige National Quality Award in the category of education, the only presidential quality award in the nation. In addition, HCC has been recognized by The Chronicle of Higher Education as one of the Great Colleges to Work For since 2009 and is the only community college in the nation to have been selected 12 consecutive times for this honor. HCC has a strong history of excellence and takes pride in its culture of continuous quality improvement.

Benchmark Assessment

Howard Community College is committed to the goals identified in the *2017-2021 Maryland State Plan for Postsecondary Education* and aligns its own strategic goals (i.e., student success, completion, and lifelong learning; organizational excellence; and building and sustaining partnerships) with the state plan. In support of the college's mission, these strategic goals guide annual plans (institutional, core work unit, and individual) and budgets. The college's board of trustees has found the Maryland Higher Education Commission community college performance accountability indicators to be useful in guiding these plans.

State Plan Goal 1: Access

The college is committed to attracting and retaining a rich diversity of students to its programs, eliminating barriers to students' goal achievement, and responding quickly to the needs of the community it serves. To this end, HCC provides open access and innovative learning systems to meet the needs and interests of a diverse community. Efforts to support goals for enrollment growth have diminished the impact of statewide enrollment declines and helped decrease the rate of decline other colleges are experiencing; the total *annual unduplicated headcount* (increased by 602 students). As the annual unduplicated headcount for noncredit students increased to 15,803, enrollment for credit students increased to 14,444, up by 153 students. *Market share of first-time, full-time freshmen*, decreased by 3.0 percent while the *market share of part-time undergraduates* increased by 1.9 percent in fall 2019. The *market share of recent, college-bound high school graduates* decreased to 36.4 percent, in fall 2018, below the benchmark of 50 percent. HCC continues to expand educational opportunities by examining delivery methods, sections and space to ensure optimal access and effectiveness. The college offers a student planning module that allows students to plan, update, and register for courses. Students are able to plan their academic time at HCC and easily see their progress toward completion. *High school student enrollment* (concurrent) increased to 707, surpassing the benchmark of 275 that the college set as a goal for 2020.

HCC delivers programs in a variety of flexible formats to enable students to accelerate course completion and both *credit* and *continuing education enrollments in online courses* increased in FY19. Both metrics exceed benchmark levels. The eLearning department continues to revise the online course development process that partners faculty with an instructional designer to ensure that the online course format provides students with an engaging and equivalent experience to

traditional formats. The college assembled a faculty eLearning research committee that informed the construction of an eLearning strategic plan, including efforts to provide more student services online (e.g., online test proctoring). The college implemented the recommendations from the committee in FY20.

A direct indicator of affordability, *tuition and fees as a percentage of tuition and fees at Maryland public four-year institutions*, remained well below the benchmark threshold for FY20. On a recent student survey, affordability was by far the most frequently cited primary reason (27 percent) for choosing to attend HCC. To improve affordability and minimize financial barriers to higher education for students, HCC seeks funding to assist students with tuition.

In FY19, the *unduplicated annual headcount for community service and lifelong learning courses* and *annual course enrollments* decreased slightly, and moved slightly away from benchmark level. Both the *unduplicated annual headcount in continuing education basic skills and literacy courses* and the *annual course enrollments* decreased and moved away from the benchmark.

HCC values the significant contributions of a diverse population, encourages the celebration of diversity, provides varied and inclusive programs and support for all constituencies of the community, and evaluates the impact of programming on the campus climate with a goal to increase cultural competence. In compliance with Maryland State Education Article 11-406, the administration submits plan improvements to the board of trustees and the board submits an annual progress report to MHEC. Initiatives described in the campus cultural diversity report resulted in continuous gains that exceed the benchmark levels for both credit and noncredit *minority student enrollment compared to the service area population* categories. The *percent nonwhite credit enrollment* increased to 63.8 in fall 2019 and the *percent nonwhite continuing education enrollment* slightly increased to 52.6 in FY19. Comparison to the percent nonwhite service area population, 18 or older, was not possible this year, because the Census Bureau changed the way the demographics numbers are provided. They switched from providing demographic data for 18 or older to 15 or older.

The *percent minorities (nonwhite) of full-time faculty* has been increasing steadily since fall 2014 and it exceeded the benchmark level for four years in a row. *Percent minorities (nonwhite) of full-time administrative and professional staff* fully recovered from a dip in fall 2016 and exceeded the benchmark level set for 2020. The college's human resources office continues to attend job fairs remotely at institutions with high minority populations and to advertise with minority websites and professional associations.

State Plan Goal 2: Success

The college is dedicated to fulfilling students' educational needs, as well as economic and societal development needs of its service area and the State of Maryland. Some of HCC's measures of success focus on retention, persistence, developmental completion, graduation, and transfer. *Fall-to-fall retention rates* for the fall 2018 cohort increased and inched closer to the benchmark for developmental students, while those for college-ready students exceeded the benchmark. The *fall-to-fall retention rate for Pell grant recipients* increased to 61.9 percent, and the rate for *non-recipients* decreased slightly and fell slightly short of the benchmark for the fall

2018 cohort.

The percent of *developmental completers after four years* increased to 43 percent for the fall 2015 cohort, and moved closer to the benchmark level of 45 percent, set to be achieved by the fall 2016 cohort. The fall 2015 cohort *successful-persister rate after four years* for college-ready students slightly decreased to 81.4 percent, and fell short of the benchmark of 85 percent. For developmental completer students, the persistence rate increased and remained above the benchmark at 92.2 percent and decreased by 1.3 percent for developmental non-completers at 52.4 percent. The overall rate for the fall 2015 cohort was 75.7 percent, exceeding the benchmark of 75 percent. The award-winning Step UP coaching program continues to improve success and retention for students by encouraging active participation in their academic progress. HCC's student veterans organization continues to provide support to veterans enrolled at the college. HCC and the HCPSS faculty and staff continue to collaborate to align the high school curriculum and instruction with college-level courses. Faculty, staff, and academic leadership collaborate to advance this partnership by identifying new programs and initiatives that support educational needs of HCPSS students and college transition. Specifically, HCC and HCPSS offer Early College programs in network security; cybersecurity; and science, technology, engineering, and mathematics (STEM).

For the 2015 cohort, *successful-persister rates after four years* for Black/African-American, and Hispanic/Latino students increased while the rate decreased for the Asian students. Even though the rate for Black/African-American increased, it still remained below the benchmark. The rates for both Hispanic/Latino and Asian students were higher than the benchmark. *Graduation-transfer rate after four years* decreased for Asian and Hispanic/Latino student groups while still exceeding the benchmark. The rate for Black/African-American students increased and inched closer to the benchmark.

To eliminate barriers and facilitate completion and smooth transfer to four-year institutions, the college has implemented initiatives to improve the *graduation/transfer rate after four years* of college-ready students at 68.3 percent, developmental completers at 65.8 percent, non-completers at 29.1 percent, and all students in cohorts at 53.6 percent alike. HCC utilizes the virtual advising tool that was recognized by the League for Innovation with an "Innovation of the Year" Award to support more students. The project uses a video conferencing tool embedded in the college's learning management system to offer face-to-face advising for students located anywhere, while also providing a technologically secure, Family Educational Rights and Privacy Act-compliant solution. HCC also continues the learning management system integrated Early Alert program.

Transfer degrees increased from FY18 to FY19 by 33, *career degrees* increased by eight in FY19 and both metrics remain above the benchmark levels. *Credit awards in STEM programs* decreased but remain above the fall 2020 benchmark levels. *Credit enrollment in STEM Programs* increased in fall 2019, however, remains below the benchmark.

Student satisfaction with educational goal achievement provides one indicator of HCC's academic success. The 2018 alumni survey showed 98.9 percent graduate satisfaction with educational goal achievement, which was 0.9 points above the benchmark, and *non-returning*

student satisfaction with educational goal achievement increased 2.6 percentage points to 73.7 percent, which exceeded benchmark levels set to be achieved by the spring 2019 cohort. *Graduate satisfaction with preparation for transfer* increased to 87.1 percent, which was 2.1 percent above the 85 percent benchmark.

In helping students prepare to enter the workforce, new and growing college initiatives have also produced significant improvements in *licensure/certification examination pass rates*. The pass rate of 94 percent for the NCLEX-RN (for nursing students) increased by 9.5 percent, which was four percentage points above the benchmark. The rate increased to above the benchmark for the first time since FY11. The rate for NCLEX-PN (for practical nursing students) exceeded the benchmark of 97 percent at a rate of 100 percent. The pass rate for the EMT-Basic exam declined to 70 percent in FY19 and fell below the benchmark level of 87 percent.

Other success measures assess students after graduation and at transfer institutions. With a focus on effectively facilitating and maximizing learning for all students, HCC's comprehensive assessment strategies at the course, program, division, and college levels ensure educational effectiveness in support of college and state goals for innovation, student learning, and completion. Students transferring to University System of Maryland (USM) campuses from HCC continue to do well, with 83.5 percent earning a *cumulative GPA after first year of 2.0 or above* in academic year (AY) 2018-19 with a *mean GPA after first year* of 2.77, slightly lower than the benchmark.

During the college's budget process, the first areas to be addressed are indicators relating to the *expenditures by function*: instruction, academic support, student services, and other. In these measures of cost effectiveness, the percentages on instruction, 46.6 percent, and student services, 8.8 percent, in FY19 were slightly below benchmark levels, while academic support, 11.5 percent, and other, 33.1 percent, surpassed the benchmark.

State Plan Goal 3: Innovation

A total of 89.7 percent of 2018 *full-time employed career program graduates* were working in a related field with 97.1 percent *graduate satisfaction with job preparation*. Both the *unduplicated headcount in continuing education workforce development courses* and the *annual course enrollments* increased exceeded the benchmarks in FY19. One of the college's initiatives to promote job preparation is the counseling and career center's one-on-one counseling and vocational assessments.

HCC is committed to developing a highly qualified workforce, responding effectively to shifting workforce needs, and supporting economic and workforce development in Howard County. Using expert recommendations of civic and business leaders who provide a community perspective through participation on the college's Commission on the Future and advisory committees, HCC continues to expand programs identified as high demand and workforce shortage areas in Maryland.

Unduplicated headcount and annual course enrollments in continuing professional education leading to government or industry-required certification or licensure increased to exceed the benchmark levels. The *number of business organizations provided training and services under*

contract decreased to 26 and it is slightly below benchmark in FY19. Both *unduplicated annual headcount and course enrollment in contract training courses* increased slightly in FY19. The *annual course enrollment in contract training courses* exceeded the benchmark, while the *annual unduplicated headcount remained below the benchmark*. The *employer satisfaction with contract training* continued to meet the benchmark of 100 percent.

HOWARD COMMUNITY COLLEGE 2020 ACCOUNTABILITY REPORT

Student Characteristics (not Benchmarked)

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

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
A. Credit students enrolled part time	63.2%	64.8%	65.4%	65.8%
B. Credit students with developmental education needs	63.4%	63.7%	62.9%	61.4%
	Spring 2014	Spring 2016	Spring 2018	Spring 2020
C. Credit students who are first-generation college students (neither parent attended college)	25.5%	23.4%	32.5%	44.1%
	FY 2016	FY 2017	FY 2018	FY 2019
D. Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	2,434	2,517	2,565	2,307
	FY 2016	FY 2017	FY 2018	FY 2019
E. Financial aid recipients				
a. Credit students receiving Pell grants	22.9%	23.7%	24.2%	22.8%
b. Credit students receiving loans, scholarships and/or need-based financial aid	34.6%	39.8%	42.7%	49.3%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019
F. Students 25 years old or older				
a. Credit students	35.5%	36.2%	35.6%	35.2%
	FY 2016	FY 2017	FY 2018	FY 2019
b. Continuing education students	58.0%	57.8%	56.2%	52.7%
	Spring 2014	Spring 2016	Spring 2018	Spring 2020
G. Credit students employed more than 20 hours per week	41.4%	44.9%	42.8%	37.1%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019
H. Credit student racial/ethnic distribution				
a. Hispanic/Latino	10.3%	10.1%	10.4%	10.9%
b. Black/African-American only	28.4%	29.4%	29.1%	28.8%
c. American Indian or Alaskan native only	0.3%	0.3%	0.3%	0.2%
d. Native Hawaiian or other Pacific Islander only	0.3%	0.3%	0.2%	0.1%
e. Asian only	11.6%	11.5%	11.8%	11.6%
f. White only	36.8%	35.1%	33.9%	32.8%
g. Multiple races	4.7%	5.1%	5.5%	6.1%
h. Foreign/Non-resident alien	4.5%	4.9%	5.4%	5.4%
i. Unknown/Unreported	3.1%	3.4%	3.5%	4.0%
	FY 2016	FY 2017	FY 2018	FY 2019
I. Wage growth of occupational program graduates				
a. Median income one year prior to graduation	\$16,962	\$11,764	\$14,275	\$16,169
b. Median income three years after graduation	\$50,502	\$53,709	\$56,844	\$55,926

Goal 1: Access

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
1. Annual unduplicated headcount					
a. Total	29,489	29,169	28,985	29,587	30,500
b. Credit students	14,467	14,220	14,291	14,444	15,000
c. Continuing education students	15,751	15,674	15,407	15,803	16,000
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
2. Market share of first-time, full-time freshmen	38.9%	33.4%	32.3%	29.3%	39.0%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
3. Market share of part-time undergraduates	69.0%	67.8%	65.8%	67.7%	72.0%
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
4. Market share of recent, college-bound high school graduates	37.9%	43.7%	41.6%	36.4%	50.0%

HOWARD COMMUNITY COLLEGE 2020 ACCOUNTABILITY REPORT

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

5	High school student enrollment	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020	
		283	343	482	707	275	
6	Enrollments in online courses	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020	
		a. Credit	10,672	10,773	11,456	11,726	9,800
		b. Continuing education	2,486	2,723	3,546	3,951	1,500
7	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2021	
		51.7%	52.4%	52.0%	51.5%	55.0%	
8	Enrollment in continuing education community service and lifelong learning courses	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020	
		a. Unduplicated annual headcount	4,929	4,774	4,666	4,602	5,200
		b. Annual course enrollments	10,387	10,162	10,539	10,256	10,500
9	Enrollment in continuing education basic skills and literacy courses	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020	
		a. Unduplicated annual headcount	2,844	2,868	2,866	2,670	2,700
		b. Annual course enrollments	6,383	6,110	6,077	5,801	6,200
10	Minority student enrollment compared to service area population	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020	
		a. Percent nonwhite credit enrollment	60.2%	61.8%	62.8%	63.8%	58.0%
		b. Percent nonwhite continuing education enrollment	48.2%	49.0%	50.7%	52.6%	47.7%
10	c. Percent nonwhite service area population, 18 or older	July 2016	July 2017	July 2018	July 2019	Benchmark July 2020	
		43.5%	44.6%	45.8%	n/a	Not Applicable	
11	Percent minorities (nonwhite) of full-time faculty	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020	
		24.3%	27.8%	28.4%	29.1%	24.0%	
12	Percent minorities (nonwhite) of full-time administrative and professional staff	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020	
		27.5%	30.8%	31.9%	31.4%	28.0%	

Goal 2: Success

13	Fall-to-fall retention	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2019 Cohort	
		a. Developmental students	64.7%	63.8%	59.7%	61.2%	62.0%
		b. College-ready students	56.9%	57.4%	58.2%	59.7%	58.0%
14	Fall-to-fall retention	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2019 Cohort	

**HOWARD COMMUNITY COLLEGE
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a. Pell grant recipients	63.2%	61.5%	59.4%	61.9%	62.0%
b. Non-recipients	67.8%	71.3%	61.4%	59.9%	Not Applicable

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15	Developmental completers after four years	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
		41.0%	44.9%	41.1%	43.0%	45.0%
16	Successful-persister rate after four years	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
a.	College-ready students	85.6%	88.0%	84.4%	81.4%	85.0%
b.	Developmental completers	92.1%	94.0%	91.8%	92.2%	91.0%
c.	Developmental non-completers	51.5%	56.5%	53.7%	52.4%	Not Applicable
d.	All students in cohort	76.4%	80.6%	76.4%	75.7%	75.0%
17	Successful-persister rate after four years	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
a.	Black/African-American only	66.7%	73.2%	68.1%	70.1%	72.0%
b.	Asian only	84.7%	87.3%	88.5%	84.1%	82.0%
c.	Hispanic/Latino	73.0%	75.9%	71.3%	77.8%	72.0%
18	Graduation-transfer rate after four years	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
a.	College-ready students	67.9%	70.0%	70.0%	68.3%	70.0%
b.	Developmental completers	64.7%	65.7%	66.7%	65.8%	65.0%
c.	Developmental non-completers	25.5%	27.5%	31.1%	29.1%	Not Applicable
d.	All students in cohort	52.5%	55.1%	54.8%	53.6%	55.0%
19	Graduation-transfer rate after four years	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
a.	Black/African-American only	41.3%	48.1%	46.4%	49.6%	50.0%
b.	Asian only	56.5%	59.8%	66.9%	60.8%	60.0%
c.	Hispanic/Latino	46.0%	43.3%	51.0%	45.8%	43.0%
	Note: Not reported for groups with < 50 students in the cohort for analysis.					
20	Associate degrees and credit certificates awarded	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
a.	Career degrees	314	304	344	352	290
b.	Transfer degrees	854	937	946	979	900
c.	Certificates	81	65	96	96	100
d.	Total awards	1,249	1,306	1,386	1,427	1,290
21	STEM programs	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
a.	Credit enrollment	4,125	3,467	2,608	3,076	4,400
		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
b.	Credit awards	480	474	531	505	500
22	Graduate satisfaction with educational goal achievement	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
		98.8%	95.8%	99.1%	98.9%	98.0%
23	Non-returning student satisfaction with educational goal achievement	Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Spring 2019 Cohort	Benchmark Spring 2019 Cohort
		61.8%	67.9%	71.1%	73.7%	69.0%

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	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
24 Graduate satisfaction with preparation for transfer Note: Response categories changed starting in 2008.	92.3%	79.0%	84.4%	87.1%	85.0%
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
25 Licensure/certification examination pass rates					
a. NCLEX - RN	89.5%	89.9%	84.5%	94.0%	90.0%
Number of Candidates	133	129	129	125	Not Applicable
b. NCLEX - PN	100.0%	100.0%	100.0%	100.0%	97.0%
Number of Candidates	11	7	3	11	Not Applicable
c. EMT -B	86.0%	100.0%	100.0%	70.0%	87.0%
Number of Candidates	28	10	16	14	Not Applicable
	AY 15-16	AY 16-17	AY 17-18	AY 18-19	Benchmark AY 2019-20
26 Performance at transfer institutions					
a. Cumulative GPA after first year of 2.0 or above	85.5%	84.9%	80.7%	83.5%	86.0%
b. Mean GPA after first year	2.81	2.82	2.72	2.77	2.78
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
27 Expenditures by function					
a. Instruction	50.9%	50.4%	50.5%	46.6%	51.0%
b. Academic support	5.5%	6.1%	6.4%	11.5%	7.0%
c. Student services	10.8%	10.8%	10.7%	8.8%	10.0%
d. Other	32.8%	32.7%	32.4%	33.1%	32.0%

Goal 3: Innovation

	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
28 Full-time employed career program graduates working in a related field	87.0%	89.1%	92.2%	89.7%	90.0%
	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
29 Graduate satisfaction with job preparation Note: Response categories changed starting in 2008.	95.0%	75.0%	91.5%	97.1%	90.0%
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
30 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	8,165	8,231	8,063	8,732	8,500
b. Annual course enrollments	13,661	13,489	13,698	15,551	13,930
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
31 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	3,170	3,176	3,291	3,967	3,000
b. Annual course enrollments	4,681	4,807	5,170	5,978	4,000
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
32 Number of business organizations provided training and services under contract	34	30	30	26	35
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
33 Enrollment in contract training courses					
a. Unduplicated annual headcount	5,692	5,531	5,027	5,639	6,000
b. Annual course enrollments	10,228	9,273	9,079	11,204	10,800
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
34 Employer satisfaction with contract training	100.0%	100%	100.0%	100.0%	100.0%

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers			
1	First-time full- and part-time fall headcount		1793		469		569		755	
2	Number attempting fewer than 18 hours over first 2 years		439		135		20		284	
3	Cohort for analysis (Line 1 – Line 2)		1354 100.0%		334 100.0%		549 100.0%		471 100.0%	
4	Earned Associate degree from this community college		379 28.0%		153 45.8%		226 41.2%		0 0.0%	
5	Earned certificate, but no degree, from this community college		10 0.7%		4 1.2%		6 1.1%		0 0.0%	
6	Total associate and certificate graduates (Line 4 + Line 5)		389 28.7%		157 47.0%		232 42.3%		0 0.0%	
7	Transferred to Maryland two-year/technical college		60 4.4%		7 2.1%		10 1.8%		43 9.1%	
8	Transferred to Maryland public four-year college		461 34.0%		157 47.0%		251 45.7%		53 11.3%	
9	Transferred to Maryland private four-year college or university		11 0.8%		5 1.5%		4 0.7%		2 0.4%	
10	Transferred to out-of-state two-year/technical college		25 1.8%		1 0.3%		8 1.5%		16 3.4%	
11	Transferred to out-of-state four-year college or university		67 4.9%		25 7.5%		19 3.5%		23 4.9%	
12	Total transfers (sum of Lines 7 - 11)		624 46.1%		195 58.4%		292 53.2%		137 29.1%	
13	Graduated from this college and transferred (Line 6 □ Line 12)		287 21.2%		124 37.1%		163 29.7%		0 0.0%	
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		726 53.6%		228 68.3%		361 65.8%		137 29.1%	
15	No award or transfer, but 30 credits with GPA ≥ 2.00		240 17.7%		39 11.7%		127 23.1%		74 15.7%	
16	Successful transition to higher ed (Line 14 + Line 15)		966 71.3%		267 79.9%		488 88.9%		211 44.8%	
17	Enrolled at this community college last term of study period		59 4.4%		5 1.5%		18 3.3%		36 7.6%	
18	Successful or persisting (Line 16 + Line 17)		1025 75.7%		272 81.4%		506.0 92.2%		247 52.4%	

	African American Students	Asian Students	Hispanic Students	White Students (optional data)
1 First-time full- and part-time fall headcount	551	212	187	
2 Number attempting fewer than 18 hours over first 2 years	170	36	43	
3 Cohort for analysis (Line 1 – Line 2)	381 100.0%	176 100.0%	144 100.0%	0 100.0%
4 Earned Associate degree from this community college	63 16.5%	61 34.7%	32 22.2%	#DIV/0!
5 Earned certificate, but no degree, from this community college	4 1.0%	0 0.0%	1 0.7%	#DIV/0!
6 Total associate and certificate graduates (Line 4 + Line 5)	67 17.6%	61 34.7%	33 22.9%	0 #DIV/0!
7 Transferred to Maryland two-year/technical college	28 7.3%	5 2.8%	7 4.9%	#DIV/0!
8 Transferred to Maryland public four-year college	116 30.4%	86 48.9%	39 27.1%	#DIV/0!
9 Transferred to Maryland private four-year college or university	2 0.5%	2 1.1%	0 0.0%	#DIV/0!
10 Transferred to out-of-state two-year/technical college	8 2.1%	1 0.6%	4 2.8%	#DIV/0!
11 Transferred to out-of-state four-year college or university	22 5.8%	2 1.1%	5 3.5%	#DIV/0!
12 Total transfers (sum of Lines 7 - 11)	176 46.2%	96 54.5%	55 38.2%	0 #DIV/0!
13 Graduated from this college and transferred (Line 6 □ Line 12)	54 14.2%	50 28.4%	22 15.3%	#DIV/0!
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	189 49.6%	107 60.8%	66 45.8%	0 #DIV/0!
15 No award or transfer, but 30 credits with GPA ≥ 2.00	63 16.5%	33 18.8%	35 24.3%	#DIV/0!
16 Successful transition to higher ed (Line 14 + Line 15)	252 66.1%	140 79.5%	101 70.1%	0 #DIV/0!
17 Enrolled at this community college last term of study period	15 3.9%	8 4.5%	11 7.6%	#DIV/0!
18 Successful or persisting (Line 16 + Line 17)	267 70.1%	148 84.1%	112 77.8%	0 #DIV/0!



OFFICE OF INSTITUTIONAL RESEARCH & EFFECTIVENESS

2020 Performance Accountability Report

September 2020

MARYLAND HIGHER EDUCATION COMMISSION
2020 PERFORMANCE ACCOUNTABILITY REPORT
MONTGOMERY COLLEGE

MISSION

We empower our students to change their lives, and we enrich the life of our community. We are accountable for our results.

INSTITUTIONAL ASSESSMENT

In the last few months, the landscape of higher education has shifted drastically into uncharted territory. Education, training and workforce needs intersected with the COVID-19 pandemic and heightened the need for flexibility, accessibility and relevance. A multifaceted approach to address the varying needs of students is now a necessity. The changing academic and workforce needs and the manner in which content is delivered is fluid as the College responds to the changing nature of education, while curricula content remain current and relevant. Montgomery College needed to be quite flexible to adjust, adapt, and act quickly to the pandemic and had to move to emergency remote teaching instead of returning to the campuses from spring break. The abruptness of change did not come without challenges for students, faculty, and staff who were not adept at engaging virtually. All had to swiftly pivot to the remote environment, while maintaining the continuity of instruction for students, faculty and staff, as well as the functionality of the College. With little time to plan, Montgomery College implemented thoughtful and deliberate actions that were designed to keep students enrolled, and ensure that they were actively engaged and supported to succeed. All activities and decisions of the College are designed to support student access to higher education, support the success of all students, and to promote higher education initiatives that effectively engage students and the academic community in innovative ways – all of which embody the goals of the Maryland State Plan for Post-Secondary Education.

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

As a comprehensive two-year, open access, multi-campus, post-secondary institution of higher education, Montgomery College attends to the education and workforce needs in the jurisdiction of Montgomery County. The College offers high quality, practical and relevant education and training in credit and noncredit programs and courses, including a well-established distance-learning program and a robust Workforce Development & Continuing Education (WDCE) unit. These channels give students ample access to an affordable and quality college education. The cost to attend Montgomery College is reasonable and is currently 55 percent of the cost to attend a public four-year college in Maryland – successfully within the established benchmark (Indicator 7). To assist students in this time of uncertainty, the tuition and fees at the College remain unchanged for the current academic year.

In FY19, the College enrolled, educated, and/or trained 52,732 individual students (Indicator 1a):

29,961 credit students (Indicator 1b) and 24,890 noncredit students (Indicator 1c). On average, over the past four years, the market share of new full-time and part-time students is about 39 percent and 73 percent, respectively, while drawing about 50 percent of recent college-bound high school graduates. The College did not achieve the benchmarks in these areas. The national decline in college enrollment, competition from four-year colleges for college bound students, and the declining college going rate of recent high school graduates are probable culprits that hindered the College in these areas. Still, a continued decline in enrollment over the next few years is anticipated, at least until the students in lower grades begin moving through the high school pipeline. The Montgomery County Public School system is currently experiencing large class sizes at the elementary grade levels. So, as these students progress through the different grade levels, the College should experience resurgence in enrollment. In spite of the decline in market share, there are two areas of enrollment in which the College has done well: dual enrollment and online course enrollment.

Dual enrollment is rather encouraging, as increasing numbers of high school students (518 in fall 2016 to 971 in fall 2019) take classes at the College (Indicator 5). In fact, dual enrollment exceeded the benchmark for two consecutive years. The success of this indicator is fueled by a strong relationship with Montgomery County Public Schools and early exposure of public school students to higher education programs and career paths through programs like Early College and Jump Start.

Enrollment in online credit courses has grown steadily (22,602 in FY 2016 to 24,368 in FY 2019) and reached 97 percent of the established benchmark (Indicator 6). Enrollment in online courses is expected to increase substantially in the coming years as the College expands its offerings in online associate degrees programs (e.g., business, computer science and technologies, criminal justice, general studies and teacher education technology) and courses. The advent of the pandemic is likely to escalate the thinking, planning and preparation in the offering of online courses which will broaden the bandwidth of access and broaden students' educational experiences.

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

Students come to Montgomery College with different levels of college readiness, aspirations, goals and interests. The goals of the College are to educate and prepare students to be successful in a broader context beyond college. In doing so, it is essential to implement initiatives to ensure that students are successful and identify the College's strengths and areas that need improvement. One way to do that is the Degree Progress cohort model. Upon entry, the Degree Progress cohort model tracks the success of first-time full- and part-time students over four-years who have attempted at least 18 credit hours within the first two years of initial enrollment, regardless of their level of academic preparedness. This continues to be an important approach to examine students' academic progress and success, as well as to assess efforts to ensure their success, especially as it relates to degree attainment and transfer.

The graduation/transfer rate data on the most recent degree progress cohort (fall 2015) for Black and Hispanic students is encouraging. They now show increasing levels of success with each

successive cohort group beginning with fall 2012 (Indicator 19). Black student success on this measure increased nearly 10 percentage points (from 39.7 percent to 48.5 percent). A gradual 10 percentage point increase is also noted for Hispanic students (from 34.2 percent to 43.7 percent). Even though the graduation/transfer rate of these two student groups did not reach the level of success the College desired, the success on this measure has definitely moved in the right direction.

The level of success of earlier cohorts informed the College of the need for change. Over the past few years, the College increased efforts to streamline articulation agreements with four-year colleges, restructured programs like general studies and general education with clear pathways to completion, modified course placement initiatives, and began the use of multiple measures of academic readiness. Even though there has been some positive change in the success of Black and Hispanic students on this and other measures, the College realizes that there is still some work to do. The College is currently engaged in identifying and designing approaches to address the needs of Black and Hispanic students that are more specific to them. These and other emerging strategies should have a positive effect on this outcomes measure for future cohort groups, particularly among Black and Hispanic students.

Montgomery College has been successful and exceeded the benchmark in the enrollment of credit students in STEM programs (Indicator 21), but has awarded fewer degrees than anticipated. From fall 2016 to fall 2019, credit enrollment increased more than six percent and surpassed the benchmark by two percent. The recent streamlining of programs and general education requirements and the implementation of academic initiatives to support the completion agenda will likely have a positive impact on STEM program completion in the near future.

Former Montgomery College students consistently do well when they transfer to the University System of Maryland's colleges and universities. Nearly 88 percent of former students achieved a cumulative grade point average (GPA) of 2.0 or above at their transfer college and have earned a collective average GPA of 2.85 (Indicator 26). Not surprisingly, both of these data points exceed their respective benchmark. While transferring to a four-year college or university is a significant accomplishment, the College's aim is to increase degree attainment prior to transfer. Providing credit for prior learning and expanding the number of articulation agreements with four-year colleges and universities that will accept the associate's degree as sophomore level completion are just a few initiatives that are designed to do that. Montgomery College expects to see continued success in this area.

In support of goal 2, barriers that impede student success and completion must be mitigated. Developmental course requirements continue to be one of those barriers. To address this concern, the College no longer relies solely on placement test scores. Alternative placement programs are in place to decrease time-to-college-level-work and time-to-degree by eliminating unnecessary course work. Recent Montgomery County public high school graduates with a GPA of 3.0 or higher no longer need to take a placement test. High school transcripts will serve as a proxy to determine English and math placement. The implementation of Integrated English, Reading, and Writing (IERW) courses, which involve the reduction of developmental course requirements, is another approach. Instead of taking separate developmental reading and English courses, these courses integrate the critical reading and writing skills needed to comprehend and

interact with college-level texts, thus reducing developmental English courses from four to two. These are just a few of the initiatives to support the success of students.

One of the biggest barriers to college completion is developmental mathematics, especially for underrepresented minority students, who typically come to college with the greatest economic and academic challenges. To address this barrier to student success, Montgomery College is a partner-member of a group of Maryland four-year and two-year public colleges in the Maryland Mathematics Reform Initiative (MMRI). This initiative introduces a new statistics curriculum for students in liberal arts and social sciences majors that is as rigorous as the traditional algebra/calculus curriculum sequence required to graduate, but much more applicable to what students need for their majors. In giving students an alternative to traditional remedial mathematics with more “real world” applications to the study of the liberal arts and social sciences than traditional remedial algebra courses, it is anticipated that academic success, retention and graduation rates will increase. In addition to this curricular change, Montgomery College offers a co-requisite structure where students take developmental and college-level math in the same semester. This approach has had a huge impact in math completion rates.

Maryland State Plan — Goal 3, Innovation: Foster all aspects of Maryland higher education to improve access and student success

Workforce Development and Continuing Education (WDCE) is the arm of the College that provides the workforce and training needs in the County. WDCE has successfully served the community. The number of individuals served through contract training (Indicator 33) grew significantly from 4,004 during FY16 to 5,099 during FY19, reflecting a 25 percent increase, while enrollments in contract training courses increased 22.8 percent (from 8,917 to 10,951). Headcount and annual course enrollments in contract training exceeded expectation, even though a fluctuation in enrollment patterns for these two indicators is typically driven by workforce or business needs. Another area that is worth mentioning is the enrollment in continuing education workforce development courses (indicator 30). Individual student enrollment increased nearly 14 percent, (from 10,060 in FY 2016 to 11,455 in FY 2019), but did not grow as much as anticipated. Annual course enrollments increased more than 12 percent (from 19,264 to 21,633) during the same time period, in which students enrolled in more than one course during the fiscal year. The increase in this program area is indicative of interest in the courses WDCE offers and student interest in remaining competitive during a strong job market.

Strong enrollments in courses and training programs demonstrate the role that partnerships between the College, the needs of the community, and the business community play to improve workforce readiness in many key areas in the job market. WDCE will continue effective delivery of training and other services to the community and business entities.

There are several other initiatives that are designed to ensure the success of Montgomery College students. Two initiatives are highlighted: The College’s Achieving the Promise Academy’s (ATPA) and Future Link.

The College’s Achieving the Promise Academy’s (ATPA), a one-on-one coaching academic support program is a targeted intervention initially for Black or African-American and Hispanic

students, supports the tenets of Goal 3. Students in the Academy receive one-on-one individualized academic coaching and their progress is monitored through collaboration between faculty and coaches. Participants also receive counseling and advising, financial aid and registration support; get referrals to critical College and community resources; and assistance with the development of academic and life skills (such as time management, organization, study skills, test-taking skills, self-advocacy, and networking) through a series of workshops and targeted coaching sessions. Students also get: An assessment of strengths and areas for improvement, academic support in all courses, a personalized academic success plan each semester, weekly coaching sessions, two workshops per semester, access to laptop loaners, access to tuition assistance each semester – and receive coaching until graduation or transfer.

In partnership with Montgomery College Future Link assists students aged 18 to 25 who may lack access to resources. It is a local nonprofit that supports underserved youth and their educational pursuits. Participants receive individualized support, required to complete a 14-week seminar on self-advocacy, career development, and workforce skills. Afterwards, students connect with a mentor and receive continued support, such as scholarships, internships, and access to workshops. A number of Montgomery College staff, faculty, and administrators serve as volunteer mentors for Future Link and the College provides meeting space, mentors, and financial aid workshops to the participants. The overall goal is to support students to get to and through college and then into their initial careers.

In response to the pandemic, the move to remote learning did not come without challenges, which had the potential to negatively impact students' lives. The advent of the pandemic illuminated the inequity of access that students have to technology including hardware and stable access to the internet or WIFI, which threatened the success of many students enrolled in spring 2020. This situation challenged the College to respond to this concern.

In support of goals two and three, the College engaged in a full-blown effort to locate and provide additional support in cash and equipment to help students stay enrolled and be academically successful in their courses during the unexpected move to remote learning. Students expressed food and housing insecurity concerns and the lack of technological means to keep up with their classes. Montgomery College galvanized to identify and provide needed resources to many students in response to their concerns and necessities. The Montgomery College Foundation and other philanthropic endeavors responded by providing laptops to students who needed technology equipment and cash to assist students who had lost jobs and income to buy food, pay rent, and/or cover childcare expenses. The CARES Act also provided emergency funds for students in need.

In conclusion, the indicators of institutional effectiveness that have been examined, monitored, and analyzed over the past five years have provided a lot of insight into the areas in which Montgomery College excels and which areas need additional attention. The pandemic unveiled areas to which the College needs to pay attention, like the technology divide and insecurity concerns amongst students. There is still some uncertainty and apprehension about the future of higher education – and these past few months have been quite the learning experience. As the College moves towards the future, it is ready to effectively handle and navigate the challenges and opportunities ahead.

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Student Characteristics (not Benchmarked)

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

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
A. Credit students enrolled part time	64.5%	64.8%	65.1%	65.6%
B. Credit students with developmental education needs	54.4%	54.4%	55.9%	59.6%
	Spring 2014	Spring 2016	Spring 2018	Spring 2020
C. Credit students who are first-generation college students (neither parent attended college)	30.3%	24.0%	NA	NA
	FY 2016	FY 2017	FY 2018	FY 2019
D. Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	8,805	8,665	8,405	7,384
	FY 2016	FY 2017	FY 2018	FY 2019
E. Financial aid recipients				
a. Credit students receiving Pell grants	26.9%	26.5%	26.6%	25.3%
b. Credit students receiving loans, scholarships and/or need-based financial aid	51.4%	53.1%	53.9%	53.6%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019
F. Students 25 years old or older				
a. Credit students	32.4%	31.3%	30.6%	29.1%
	FY 2016	FY 2017	FY 2018	FY 2019
b. Continuing education students	72.6	71.6%	74.4%	73.6%
	Spring 2014	Spring 2016	Spring 2018	Spring 2020
G. Credit students employed more than 20 hours per week	49.0%	44.1%	NA	NA
	Fall 2016	Fall 2017	Fall 2018	Fall 2019
H. Credit student racial/ethnic distribution				
a. Hispanic/Latino	23.6%	24.6%	25.2%	25.8%
b. Black/African-American only	28.3%	27.4%	27.1%	26.5%
c. American Indian or Alaskan native only	0.2%	0.3%	0.2%	0.3%
d. Native Hawaiian or other Pacific Islander only	0.2%	0.3%	0.2%	0.3%
e. Asian only	11.2%	11.5%	11.5%	11.9%
f. White only	24.1%	22.9%	22.5%	22.1%
g. Multiple races	2.9%	3.0%	3.1%	3.3%
h. Foreign/Non-resident alien	9.3%	10.0%	9.9%	9.4%
i. Unknown/Unreported	0.1%	0.2%	0.2%	0.4%
	FY 2016	FY 2017	FY 2018	FY 2019
I. Wage growth of occupational program graduates				
a. Median income one year prior to graduation	\$14,560	\$14,888	\$15,206	\$21,849
b. Median income three years after graduation	\$39,529	\$36,937	\$43,194	\$41,813

Goal 1: Access

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2021
1. Annual unduplicated headcount					
a. Total	56,001	55,243	54,355	52,732	57,877
b. Credit students	34,410	32,752	31,342	29,961	36,367
c. Continuing education students	23,164	24,064	24,609	24,890	27,115
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2021
2. Market share of first-time, full-time freshmen	41.3%	39.5%	36.3%	37.8%	50.0%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2021
3. Market share of part-time undergraduates	74.7%	73.2%	72.1%	73.1%	80.0%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2021
4. Market share of recent, college-bound high school graduates	53.6%	50.5%	51.4%	47.8%	60.0%
Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.					

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5	High school student enrollment	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2021
		518	643	710	971	600
6	Enrollments in online courses	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2021
	a. Credit	22,602	22,929	24,036	24,368	25,125
	b. Continuing education	1,165	958	904	1,115	1,500
7	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2021
		54.2%	53.7%	54.7%	54.9%	55.0%
8	Enrollment in continuing education community service and lifelong learning courses	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
	a. Unduplicated annual headcount	7,790	8,139	8,493	8,311	10,000
	b. Annual course enrollments	12,156	12,600	14,228	14,092	14,000
9	Enrollment in continuing education basic skills and literacy courses	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
	a. Unduplicated annual headcount	6,619	7,009	6,500	6,580	7,000
	b. Annual course enrollments	11,726	11,797	10,866	10,895	13,000
10	Minority student enrollment compared to service area population	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
	a. Percent nonwhite credit enrollment	73.4%	74.6%	74.3%	75.5%	80.0%
	b. Percent nonwhite continuing education enrollment	Fall 2016	Fall 2017	FY 2018	FY 2019	Benchmark Fall 2020
		68.0%	71.6%	71.50%	72.1%	65.0%
	c. Percent nonwhite service area population, 18 or older	July 2016	July 2017	Jul-18	Jul-19	Benchmark July 2020
		52.8%	53.6%	53.9%	NA	Not Applicable
11	Percent minorities (nonwhite) of full-time faculty	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
		32.3%	34.5%	34.7%	37.1%	35.0%
12	Percent minorities (nonwhite) of full-time administrative and professional staff	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
		42.9%	43.7%	46.4%	47.2%	46.0%

Goal 2: Success

13	Fall-to-fall retention	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2019 Cohort
	a. Developmental students	66.6%	62.3%	64.2%	62.6%	85.0%
	b. College-ready students	67.9%	67.2%	67.5%	70.0%	85.0%
14	Fall-to-fall retention	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2019 Cohort
	a. Pell grant recipients	68.7%	68.5%	67.7%	68.9%	85.0%
	b. Non-recipients	66.1%	65.0%	63.8%	64.9%	Not Applicable

**MONTGOMERY COLLEGE
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	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2017 Cohort
15 Developmental completers after four years	44.4%	54.6%	61.1%	55.3%	60.0%
	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
16 Successful-persister rate after four years					
a. College-ready students	88.2%	86.4%	87.0%	86.1%	90.0%
b. Developmental completers	75.9%	85.9%	83.2%	83.6%	90.0%
c. Developmental non-completers	46.2%	49.8%	40.9%	32.5%	Not Applicable
d. All students in cohort	73.3%	75.5%	75.5%	74.3%	80.0%
	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
17 Successful-persister rate after four years					
a. Black/African-American only	71.6%	66.2%	69.3%	69.3%	80.0%
b. Asian only	84.4%	85.1%	85.6%	85.8%	80.0%
c. Hispanic/Latino	67.1%	67.4%	72.0%	70.7%	80.0%
Note: Not reported for groups with < 50 students in the cohort for analysis.					
	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	68.5%	68.5%	69.8%	70.3%	74.0%
b. Developmental completers	46.7%	44.0%	51.8%	52.7%	74.0%
c. Developmental non-completers	29.0%	18.5%	21.4%	21.6%	Not Applicable
d. All students in cohort	47.5%	45.6%	50.2%	50.7%	60.0%
	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
19 Graduation-transfer rate after four years					
a. Black/African-American only	39.7%	45.3%	46.2%	48.5%	60.0%
b. Asian only	55.7%	59.9%	63.3%	60.4%	60.0%
c. Hispanic/Latino	34.2%	38.0%	41.7%	43.7%	60.0%
Note: Not reported for groups with < 50 students in the cohort for analysis.					
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
20 Associate degrees and credit certificates awarded					
a. Career degrees	608	583	642	611	725
b. Transfer degrees	1,943	2,029	1,934	2,152	2,200
c. Certificates	287	212	303	312	305
d. Total awards	2,843	2,824	2,879	3,075	3,230
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
21 STEM programs					
a. Credit enrollment	5,646	5,487	5,885	5,997	5,875
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
b. Credit awards	786	822	812	904	1,225
	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey
22 Graduate satisfaction with educational goal achievement	97.0%	100.0%	84.9%	84.2%	90.0%

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	Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Spring 2019 Cohort	Benchmark Spring 2019 Cohort	
23 Non-returning student satisfaction with educational goal achievement	na	85.6%	54.8%	na	84.0%	
	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018	
24 Graduate satisfaction with preparation for transfer Note: Response categories changed starting in 2016.	82.7%	82.8%	85.7%	84.3%	90.0%	
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020	
25 Licensure/certification examination pass rates	100%	100%	100%	100%	90%	
a. Radiologic Technology	18	13	19	15	Not Applicable	
Number of Candidates	76.2%	87.0%	90.0%	87.2%	88.0%	
b. Nursing	143	131	120	125	Not Applicable	
Number of Candidates	100%	100%	90.9%	85.7%	80.0%	
c. Physical Therapy	13	11	11	14	Not Applicable	
Number of Candidates		AY 15-16	AY 16-17	AY 17-18	AY 18-19	Benchmark AY 2019-20
26 Performance at transfer institutions	85.5%	86.1%	85.7%	85.9%	85.0%	
a. Cumulative GPA after first year of 2.0 or above	2.81	2.85	2.85	2.85	2.80	
b. Mean GPA after first year	Methodology to calculate this indicator changed starting in AY 15-16					
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020	
27 Expenditures by function	34.2%	34.1%	33.3%	32.5%	36.0%	
a. Instruction	17.0%	17.7%	17.4%	17.2%	17.0%	
b. Academic support	12.2%	12.3%	12.2%	12.1%	12.0%	
c. Student services	36.6%	35.9%	37.1%	38.2%	35.0%	
d. Other						

Goal 3: Innovation

	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018	
28 Full-time employed career program graduates working in a related field	85.0%	60.0%	64.9%	87.0%	90.0%	
	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018	
29 Graduate satisfaction with job preparation Note: Response categories changed starting in 2016.	92	83.3%	62.0%	67.3%	90.0%	
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020	
30 Enrollment in continuing education workforce development courses	10,060	10,206	10,978	11,455	12,000	
a. Unduplicated annual headcount	19,264	19,566	21,298	21,633	19,000	
b. Annual course enrollments		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
31 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure	5,432	5,517	5,081	5,531	6,000	
a. Unduplicated annual headcount	11,348	10,974	10,627	11,548	11,000	
b. Annual course enrollments		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
32 Number of business organizations provided training and services under contract	67	68	71	67	80	

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	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
33 Enrollment in contract training courses					
a. Unduplicated annual headcount	4,004	3,902	5,047	5,099	4,000
b. Annual course enrollments	8,917	8,848	11,045	10,951	7,500
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
34 Employer satisfaction with contract training	98.0%	98.0%	98.0%	97.0%	95.0%

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers			
1	First-time full- and part-time fall headcount		3804		981		1694		1129	
2	Number attempting fewer than 18 hours over first 2 years		939		284		109		546	
3	Cohort for analysis (Line 1 – Line 2)		2865 100.0%		697 100.0%		1585 100.0%		583 100.0%	
4	Earned Associate degree from this community college		714 24.9%		252 36.2%		456 28.8%		6 1.0%	
5	Earned certificate, but no degree, from this community college		22 0.8%		12 1.7%		8 0.5%		2 0.3%	
6	Total associate and certificate graduates (Line 4 + Line 5)		736 25.7%		264 37.9%		464 29.3%		8 1.4%	
7	Transferred to Maryland two-year/technical college		66 2.3%		8 1.1%		27 1.7%		31 5.3%	
8	Transferred to Maryland public four-year college		916 32.0%		330 47.3%		558 35.2%		28 4.8%	
9	Transferred to Maryland private four-year college or university		24 0.8%		8 1.1%		13 0.8%		3 0.5%	
10	Transferred to out-of-state two-year/technical college		41 1.4%		9 1.3%		15 0.9%		17 2.9%	
11	Transferred to out-of-state four-year college or university		219 7.6%		73 10.5%		105 6.6%		41 7.0%	
12	Total transfers (sum of Lines 7 - 11)		1266 44.2%		428 61.4%		718 45.3%		120 20.6%	
13	Graduated from this college and transferred (Line 6 □ Line 12)		550 19.2%		202 29.0%		346 21.8%		2 0.3%	
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		1452 50.7%		490 70.3%		836 52.7%		126 21.6%	
15	No award or transfer, but 30 credits with GPA ≥ 2.00		471 16.4%		94 13.5%		343 21.6%		34 5.8%	
16	Successful transition to higher ed (Line 14 + Line 15)		1923 67.1%		584 83.8%		1179 74.4%		160 27.4%	
17	Enrolled at this community college last term of study period		207 7.2%		16 2.3%		146 9.2%		45 7.7%	
18	Successful or persisting (Line 16 + Line 17)		2130 74.3%		600 86.1%		1325 83.6%		205 35.2%	

	African American Students	Asian Students	Hispanic Students	White Students (optional data)
1 First-time full- and part-time fall headcount	1082	467	1268	875
2 Number attempting fewer than 18 hours over first 2 years	317	58	269	256
3 Cohort for analysis (Line 1 – Line 2)	765 100.0%	409 100.0%	999 100.0%	619 100.0%
4 Earned Associate degree from this community college	132 17.3%	128 31.3%	252 25.2%	188 30.4%
5 Earned certificate, but no degree, from this community college	6 0.8%	2 0.5%	2 0.2%	11 1.8%
6 Total associate and certificate graduates (Line 4 + Line 5)	138 18.0%	130 31.8%	254 25.4%	199 32.1%
7 Transferred to Maryland two-year/technical college	25 3.3%	4 1.0%	21 2.1%	14 2.3%
8 Transferred to Maryland public four-year college	222 29.0%	195 47.7%	281 28.1%	196 31.7%
9 Transferred to Maryland private four-year college or university	7 0.9%	1 0.2%	5 0.5%	11 1.8%
10 Transferred to out-of-state two-year/technical college	14 1.8%	4 1.0%	13 1.3%	8 1.3%
11 Transferred to out-of-state four-year college or university	64 8.4%	21 5.1%	50 5.0%	81 13.1%
12 Total transfers (sum of Lines 7 - 11)	332 43.4%	225 55.0%	370 37.0%	310 50.1%
13 Graduated from this college and transferred (Line 6 □ Line 12)	99 12.9%	108 26.4%	187 18.7%	144 23.3%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	371 48.5%	247 60.4%	437 43.7%	365 59.0%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	101 13.2%	83 20.3%	177 17.7%	103 16.6%
16 Successful transition to higher ed (Line 14 + Line 15)	472 61.7%	330 80.7%	614 61.5%	468 75.6%
17 Enrolled at this community college last term of study period	58 7.6%	21 5.1%	92 9.2%	26 4.2%
18 Successful or persisting (Line 16 + Line 17)	530 69.3%	351 85.8%	706 70.7%	494 79.8%

PRINCE GEORGE'S COMMUNITY COLLEGE 2020 PERFORMANCE ACCOUNTABILITY REPORT

MISSION

Prince George's Community College provides affordable, high-quality learning experiences that support personal, professional, and educational development for diverse populations contributing to the economic equity and cultural vibrancy of our community (effective July 1, 2018).

Prince George's Community College (PGCC) educates, trains, and serves diverse populations through accessible, affordable, and rigorous learning experiences. The College offers 91 credit certificates and degrees, and 146 workforce training certificate training programs. In FY 2019, 37,411 students took advantage of the College's educational offerings (PAR 1a). The College keeps its programs relevant by monitoring the region's workforce needs and partnering with business and community organizations in Prince George's County and beyond. With the opening of the Center for the Performing Arts in 2019, the College has also become a cultural hub for the County and the greater metropolitan area.

INSTITUTIONAL ASSESSMENT

Overview

The 2020 Performance Accountability Report (PAR) marks the fifth year of the fiscal year (FY) 2016-2020 cycle. The benchmarks established for PGCC for this cycle are set to promote maximum impact on those metrics that represent the greatest challenges for the College and its students. Achieving the benchmarks set for these key metrics has necessitated significant changes at the College (e.g. organization realignment efforts, involvement in the American Association of Community Colleges' Pathways Project, etc.). In FY2018, the College conducted the review and refresh of the Strategic Plan. The review process culminated on July 1, 2018, with the launch of the FY2019-2021 Strategic Plan, focused on three strategic goals:

- **Student Success:** Creating and sustaining optimal conditions for students to design and achieve academic, career, and personal goals.
- **Regional Impact:** Driving strategic partnerships to identify and respond to the region's present and future priorities.
- **Organizational Excellence:** Creating and sustaining agile, effective, and efficient institutional synergies.

Each of the strategic goals is advanced through carefully chosen implementation strategies and supporting projects. Some of the major, transformative projects already implemented to achieve the strategic goals include the launch of EAB Navigate, an online platform that shows students all the steps to enroll in a user-friendly, sequential display on a desktop or mobile app (Student

Success), the opening of the Center for the Performing Arts (Regional Impact), and the update and digitalization of the College Code of Policies and Procedures (Organizational Excellence). The impact of these and other “at scale” initiatives is being regularly monitored through a set of key performance indicators and established targets, which have allowed the College to determine gains and adjust the portfolio of implementation strategies and supporting projects as needed to achieve the Strategic Goals.

State Plan Goal 1: Access

As part of the initiatives included in the FY2019-2021 Strategic Plan, the College has focused on eliminating barriers to student enrollment, including streamlining new student recruitment, onboarding, and orientation. In spring 2019, the College audited and updated communication collateral to students, reduced student account generation from 4 hours to 15 minutes from the time of application, launched a New Student Orientation Platform, activated course wait-listing, and created a Frequently Asked Questions (FAQs) document and registration/payment confirmation letter for newly registered students. Boosted by these interventions, both credit and continuing education headcount experienced increases in FY2019. Credit enrollment rose by 1.1%, reaching 16,981 students, while continuing education enrollment jumped to 21, 274, up 4.3% from the prior year (PAR 1b and 1c). In spring 2019, the College took additional steps to improve the new student experience by launching a brand-new universal application for credit, non-credit, and international students.

The College continues to prioritize affordability (PAR 7) and increased access, particularly through investments aimed at expanding and enhancing online learning. Enrollment in online credit courses increased to 13,844 students in FY 2019, up almost 14% from the previous year’s count (PAR 6a). As online enrollment expanded, the College worked to improve the internal network infrastructure to support students and faculty using web-based technologies in the online and on-campus classrooms. These improvements helped facilitate the transition of all face-to-faces courses to remote learning in spring 2020 as a response to the COVID-19 pandemic.

In an effort to reduce the overall cost of attendance for students, the College continually seeks to develop, adapt, or adopt high quality and appropriate Open Educational Resources (OERs). In FY2020, OERs were used in 526 course sections resulting in 7,830 students saving approximately \$1,070,640 in textbook costs. OERs typically encompass free, online learning content, software tools, and digital curricula. Using OERs can help create equity among different student populations by ensuring that all students have the materials they need on the first day of class, regardless of their income or financial support. OERs can also help improve curriculum and pedagogy by allowing faculty to customize materials to meet student needs and address learning objectives at the appropriate level. The College is committed to encouraging, supporting, and sustaining the use of OERs and accessible formats for all courses, as appropriate, without compromising the quality and rigor of the content.

The College also continues to show improved access through a remarkable increase in high school students who are dually or concurrently enrolled, exceeding the fall 2020 benchmark (nearly 2.5-fold increase from fall 2015, PAR 5). The Dual Enrollment Program serves students from all Prince George’s County public high schools. As part of the program, students may take

courses during their junior and senior year as non-degree-seeking students. To qualify, students must be juniors or seniors, have a 2.5 cumulative high-school GPA or higher, and achieve placement into college-level courses. The program allows students to earn dual credit towards high school graduation, explore a major or career interest, and start to make progress towards their degree. Similarly, the Concurrent Enrollment Program, with approximately 50 students enrolled per term, serves private and home-school students meeting the same requirements.

The early/middle college (EMC) programs primarily serve first-generation minority students who are eligible for free and reduced meals (FARMS). Currently, the College offers five EMC programs: The Academy of Health Sciences at Prince George's Community College (AHS), the Information Technology Early College (ITEC), the Teacher Preparation Program, the Pathways in Technology Early College High School (P-TECH), and the Prince George's 3D Scholars Program. Through the ongoing collaboration of PGCC and the public-school system, additional EMC programs are planned to provide County students with opportunities for degree attainment in additional career areas.

PGCC has also initiated programs to support high-school student matriculation from Prince George's County Public Schools (PGCPS), such as Dual-to-Degree and Creating Opportunities of Academic Success and Transfer (COAST). These programs have likely contributed to the College's recent increase in its market share of first-time, full-time freshmen from 21.8% in fall 2018 to 26.2% in fall 2019 (PAR 2).

Dual to Degree (D2D) provides financial incentives by extending a portion of the tuition discount given to dually enrolled students if they continue their studies at PGCC upon high school graduation. D2D serves as a catalyst to engage former dual and concurrent enrollment students in finishing their academic journey at PGCC with an associate's degree within two years. In 2016, the program's inaugural year, the College recruited 31 students. Since then, the number of students recruited through this initiative experienced steady growth. In fall 2019 the program added 185 new students, bringing the total of students served by D2D to 407. Around 90% of students persist, graduate, or transfer to a four-year institution within one year of entry.

COAST is a high school to college pathway program that places dedicated PGCC academic coaches in targeted PGCPS high schools to ensure participants "coast seamlessly from high school to college completion." Coaches provide academic and student support, using an intrusive, case management approach. They assist students by offering guidance on personal management, test preparation, applying to college, financial aid, scholarship searching, college visits, and career exploration. There are currently 11 COAST coaches in 18 targeted schools, who serve as a point of contact for students to navigate successfully their transition from high school to college. The launch of COAST in January 2017 has been a crucial factor behind the significant increase in dual enrollment from FY2016 to FY2020 (PAR 5).

State Plan Goal 2: Success

The success of the institution is best demonstrated through the success of its students. Graduates report high rates of satisfaction with their educational achievement (97.1%, PAR 22) and their preparation for transfer (96%, PAR 24).

The College has dedicated significant resources toward improving fall-to-fall retention rates (PAR 13 and 14), successful-persister rates (PAR 16 and 17), and graduation-transfer rates (PAR 18 and 19). Since 2010, significant changes in curriculum, assessment, and student services have been implemented to target these areas. The graduation-transfer rate for all students in the fall 2015 cohort was 39.1%, almost three percentage points above the rate for the fall 2014 cohort and nearly six percentage points higher than the rate for the fall 2011 cohort. The gains were experienced by all three minority groups whose graduation-transfer rates are reported separately on the PAR: black/African-American students, Asian students, and Hispanic/Latino students (PAR 19a-c).

In addition, fall-to-fall retention for developmental students (PAR 13 a) increased from 52.2% for the fall 2017 cohort to 54.2% for the fall 2018 cohort. Increases were even larger for college-ready students (PAR 13b): 63% of the fall 2018 cohort was retained, up from 57.4% in the fall 2017 cohort. Improvements in fall-to-fall retention can also be seen when disaggregating first-time students between Pell grant recipients and non-recipients; in both cases, the retention rate for the fall 2018 cohort was more than 3 percentage points higher than the rate for the fall 2017 cohort (PAR 14a and b).

PGCC has focused on providing a clear direction for students in their first year through its involvement in the American Association of Community Colleges (AACC) Pathways Project. Pathways work has demonstrated that providing students with a solid foundation in their first year of college places them on a path that leads to continuous enrollment, completion of courses, and ultimately graduation. A combination of mutually reinforcing reforms has contributed to removing barriers and creating a solid foundation in the first year. Faculty from different disciplines collaborated to create clear sequences for every program of study. The College introduced new technology for students to be able to create and view their customized pathway of courses through the internet and mobile devices. The College has also redesigned the developmental English, reading, and mathematics courses to streamline the sequences, align them to programs, and accelerate student progress.

These set of reforms have had a positive impact on student progression as shown by the movement in early momentum indicators of student success, including credit accumulation and completion of the first college-level English and Math courses. The percentage of first-time-ever-in-college students who completed at least 15 college credits in their first year jumped from 19.5% for the fall 2017 cohort to 22.7% for the fall 2018 cohort. Meanwhile, the percentage of students who completed college-level English in their first year reached 46.1% for the fall 2018 cohort, up from 38.1% for the previous cohort. Similarly increases were seen in the percentage of students who completed college-level Math in their first year, which went up from 11% for the fall 2017 cohort to 14% for the fall 2018 cohort. As students in the fall 2018 cohort continue to make progress in their programs of study, it is likely that these early momentum successes will translate into improvements in longer-term outcomes such as graduation and transfer.

State Plan Goal 3: Innovation

In fostering innovation to improve access and student success, the College ensures that graduates are adequately prepared and their skills are aligned with workforce demands. According to the 2018 Alumni Survey, almost 85% of graduates were employed full time in related fields (PAR 28) and 97% reported satisfaction with job preparation, exceeding the College's benchmark (PAR 29).

In FY2019, 3,604 students benefitted from continuing professional education leading to government or industry-required certification or licensure (PAR 31), while 4,962 students participated in contract training courses (PAR 33). Most recently (FY2019), employers reported 100% satisfaction with contract training (PAR 34).

The College partners with employers to offer innovative training programs and customized training solutions leading to new employment opportunities and avenues for growth for incumbent workers. In partnership with Montgomery College and with funding from the Department of Labor's America's Promise Securing the Cloud grant, the College provided specialized training designed to integrate cloud computing and expand capabilities for local businesses. During FY2019, Washington Suburban Sanitation Commission and NGEN, a managed service provider, enrolled 9 employees in the training program.

Another example of College's critical role in addressing employers' workforce development needs is the ongoing partnership with University of Maryland Capital Regional Health (UNMCRH) as it prepares for the opening of the new regional medical center. To solve the need of promotion of current Certified Nursing Assistants to Patient Care Technicians, the College is collaborating with UNMCRH staff to develop a Patient Care Technician training program.

The College has also partnered with Prince George's County Police Department to deliver a Promotional Exam Preparation course for police department personnel. The first session was completed in spring 2020. In addition, the College has continued to strengthen its long-standing partnership with CASA, an organization that seeks to empower Latino and immigrant communities in Maryland, Pennsylvania, and Virginia. The College provides workforce development training for CASA's client base in Prince George's County. CASA's constituents receive customized skills-based training in a variety of trade-related disciplines, including Building Maintenance Engineer, HVAC/R, and a newly introduced 50-hour solar energy course. In FY2019, 317 students were trained through this partnership.

Initial effects of COVID-19

Driven by the goal of protecting the health and wellness of students, faculty, and staff, PGCC responded swiftly to national, State, and County guidelines for communities affected by the pandemic. In late March 2020, immediately following Spring Break, all face-to-face classes transitioned to virtual instruction, with two alternative delivery modes. In remote course sections (synchronous), instruction took place via scheduled "live" sessions using Blackboard Collaborate web conferencing. In online course sections (asynchronous), fully online course content was delivered to students on their own time via the Blackboard Learning Management System. In

order to facilitate the transition, faculty received training on remote instruction tools and technical support was available to faculty and students. In addition, the College reached out to students without computer devices in their homes to provide them with loaner laptops for use in the spring and/or summer semesters.

Services to students such as advising, financial aid, and tutoring were also delivered remotely. Similarly, business operations shifted almost entirely to remote work, with the exception of essential services that could only be performed on site, such as building maintenance, payroll, and campus security. Supervisors developed work plans to provide guidance to their teams for the transition to remote work, while the College deployed web conferencing tools and other technology solutions to support continuity of operations and services to students, faculty, and staff.

From May to June 2020, the College surveyed its students, faculty, and staff to inquire about their experiences with the transition to remote instruction/work and their preferences for the summer and fall semesters. Over 2,000 students, 332 faculty members, and 292 employees responded to the survey. The majority of respondents—58.7% of students, 71.5% of faculty, and 78.2 of staff—agreed or strongly agreed when asked if PGCC had done a good job helping them with the transition to remote learning/work.

At the same time, respondents pointed to existing challenges and potential solutions that could improve teaching, learning, and working in a remote environment. For example, when asked about persisting challenges, 35% of student respondents pointed to course lessons or activities that have not translated well to a remote environment. Confirming student perceptions, more than half of faculty respondents acknowledged that they would find very useful training on tips for adapting course materials to an online format. Survey results are being used to inform the College's plans for recovery from the COVID-19 crisis, the development of strategic priorities, and the allocation of resources in FY2021.

**Prince George's Community College
2020 ACCOUNTABILITY REPORT**

Student Characteristics (not Benchmarked)

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

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
A. Credit students enrolled part time	73.5%	72.1%	72.6%	72.7%	70.2%
B. Credit students with developmental education needs	81.2%	79.3%	71.2%	64.7%	60.0%
	Spring 2012	Spring 2014	Spring 2016	Spring 2018	Spring 2020
C. Credit students who are first-generation college students (neither parent attended college)	57.4%	55.6%	56.4%	51.7%	51.7%
	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
D. Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	5,656	5,599	6,067	5,854	5,715
	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
E. Financial aid recipients					
a. Credit students receiving Pell grants	35.2%	33.5%	31.9%	33.0%	31.4%
b. Credit students receiving loans, scholarships and/or need-based financial aid	43.8%	42.5%	47.3%	46.5%	43.9%
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
F. Students 25 years old or older	43.3%	41.2%	40.7%	38.6%	34.8%
a. Credit students					
	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
b. Continuing education students	74.6%	74.7%	73.9%	78.5%	72.2%
	Spring 2012	Spring 2014	Spring 2016	Spring 2018	Spring 2020
G. Credit students employed more than 20 hours per week	56.8%	47.7%	57.6%	49.2%	49.2%
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
H. Credit student racial/ethnic distribution					
a. Hispanic/Latino	10.5%	11.3%	11.7%	12.4%	13.5%
b. Black/African-American only	71.7%	70.9%	71.0%	70.7%	68.8%
c. American Indian or Alaskan native only	0.4%	0.4%	0.4%	0.3%	0.3%
d. Native Hawaiian or other Pacific Islander only	0.2%	0.0%	0.1%	0.1%	0.1%
e. Asian only	3.5%	4.2%	4.2%	4.1%	4.4%
f. White only	5.0%	4.6%	4.1%	3.9%	3.7%
g. Multiple races	2.8%	3.1%	3.2%	3.2%	3.4%
h. Foreign/Non-resident alien	2.4%	2.7%	3.0%	3.1%	3.8%
i. Unknown/Unreported	3.5%	2.7%	2.4%	2.2%	2.0%
	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
I. Wage growth of occupational program graduates					
a. Median income one year prior to graduation	\$19,515	\$23,224	\$19,622	\$18,655	\$20,048
b. Median income three years after graduation	\$50,340	\$53,840	\$48,028	\$47,717	\$47,085

Goal 1: Access

	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
1. Annual unduplicated headcount						
a. Total	41,013	39,323	39,182	35,670	37,411	43,000
b. Credit students	18,889	18,106	17,370	16,791	16,981	21,000
c. Continuing education students	23,779	22,862	23,060	20,404	21,274	22,000
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
2. Market share of first-time, full-time freshmen	23.5%	6.7%	23.1%	21.8%	26.2%	40.0%
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
3. Market share of part-time undergraduates	55.9%	0.3%	51.6%	51.7%	53.9%	70.0%
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
4. Market share of recent, college-bound high school graduates <i>Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.</i>	23.5%	6.7%	25.8%	25.4%	27.3%	50.0%
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
5. High school student enrollment	688	867	1,051	1,424	1,699	1,500
	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
6. Enrollments in online courses						
a. Credit	13,803	13,894	12,253	12,151	13,844	14,500
b. Continuing education	1,353	1,352	2,159	2,080	2,163	1,500
	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2021
7. Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions <i>Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.</i>	51.5%	50.3%	50.8%	49.7%	48.5%	50.0%
	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
8. Enrollment in continuing education community service and lifelong learning courses						
a. Unduplicated annual headcount	8,051	7,188	6,753	6,674	6,158	11,000
b. Annual course enrollments	37,740	40,740	34,263	36,367	34,512	40,000
	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
9. Enrollment in continuing education basic skills and literacy courses						
a. Unduplicated annual headcount	6,256	5,994	6,982	7,050	6,033	6,250
b. Annual course enrollments	9,455	9,010	10,339	10,604	9,462	9,500

**Prince George's Community College
2020 ACCOUNTABILITY REPORT**

10	Minority student enrollment compared to service area population					Benchmark Fall 2020	
	a. Percent nonwhite credit enrollment	Fall 2015 94.7%	Fall 2016 95.2%	Fall 2017 95.6%	Fall 2018 95.9%	Fall 2019 96.1%	92.0%
	b. Percent nonwhite continuing education enrollment	FY 2015 87.0%	FY 2016 87.5%	FY 2017 87.4%	FY 2018 87.8%	FY 2019 89.0%	Benchmark FY 2020 92.0%
	c. Percent nonwhite service area population, 18 or older	July 2015 85.1%	July 2016 85.5%	July 2017 86.0%	July 2018 86.3%	July 2019 N/A	Benchmark July 2020 Not Applicable
11	Percent minorities (nonwhite) of full-time faculty	Fall 2015 43.8%	Fall 2016 48.2%	Fall 2017 47.7%	Fall 2018 47.9%	Fall 2019 51.8%	Benchmark Fall 2020 48.0%
12	Percent minorities (nonwhite) of full-time administrative and professional staff	Fall 2015 73.6%	Fall 2016 75.9%	Fall 2017 75.9%	Fall 2018 78.9%	Fall 2019 79.3%	Benchmark Fall 2020 73.0%
Goal 2: Success							
13	Fall-to-fall retention	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2019 Cohort
	a. Developmental students	58.0%	54.3%	53.5%	52.2%	54.2%	55.0%
	b. College-ready students	55.0%	52.5%	56.3%	57.4%	63.0%	60.0%
14	Fall-to-fall retention	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2019 Cohort
	a. Pell grant recipients	57.6%	55.1%	55.0%	55.0%	58.8%	60.0%
	b. Non-recipients	57.4%	52.9%	53.2%	52.4%	55.8%	Not Applicable

**Prince George's Community College
2020 ACCOUNTABILITY REPORT**

15	Developmental completers after four years	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
		27.4%	26.3%	28.3%	29.4%	36.4%	40.0%
16	Successful-persister rate after four years a. College-ready students b. Developmental completers c. Developmental non-completers d. All students in cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
		73.7%	73.1%	74.9%	73.3%	78.8%	80.0%
		88.7%	92.6%	92.2%	89.8%	89.5%	85.0%
		48.6%	49.4%	44.8%	44.0%	42.8%	Not Applicable
		62.8%	62.5%	60.3%	60.1%	63.7%	70.0%
17	Successful-persister rate after four years a. Black/African-American only b. Asian only c. Hispanic/Latino Note: Not reported for groups with < 50 students in the cohort for analysis.	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
		60.7%	60.6%	59.8%	58.0%	61.9%	70.0%
		78.1%	71.0%	71.9%	81.0%	74.2%	82.0%
		65.0%	64.6%	59.1%	60.5%	63.0%	72.0%
18	Graduation-transfer rate after four years a. College-ready students b. Developmental completers c. Developmental non-completers d. All students in cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
		48.2%	48.2%	53.1%	54.1%	53.9%	65.0%
		42.4%	50.9%	47.9%	46.8%	50.3%	55.0%
		26.1%	29.1%	26.9%	26.8%	26.5%	Not Applicable
		33.4%	36.8%	35.4%	36.2%	39.1%	50.0%
19	Graduation-transfer rate after four years a. Black/African-American only b. Asian only c. Hispanic/Latino Note: Not reported for groups with < 50 students in the cohort for analysis.	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
		31.9%	35.8%	35.3%	35.5%	38.5%	50.0%
		42.2%	43.5%	43.8%	46.8%	50.0%	55.0%
		32.9%	31.4%	30.5%	31.2%	35.6%	48.0%
20	Associate degrees and credit certificates awarded a. Career degrees b. Transfer degrees c. Certificates d. Total awards	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
		332	315	355	422	334	498
		576	610	501	635	638	864
		212	209	205	117	92	318
		1,120	1,134	1,061	1,174	1,064	1,680
21	STEM programs a. Credit enrollment b. Credit awards	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
		4,723	4,498	4,478	4,478	2313+	5,500
		FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
		388	354	380	407	329	500
22	Graduate satisfaction with educational goal achievement	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
		97%	97%	97.3%	94.9%	97.1%	98.0%
23	Non-returning student satisfaction with educational goal achievement	Spring 2011 Cohort	Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Spring 2019 Cohort	Benchmark Spring 2019 Cohort
		77%	73%	70.3%	72.5%	81.4%	75.0%
24	Graduate satisfaction with preparation for transfer Note: Response categories changed starting in 2016.	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
		95.0%	93.5%	95.0%	93.3%	96.0%	90.0%
25	Licensure/certification examination pass rates a. Health Information Management Number of Candidates b. Nuclear Medicine Number of Candidates c. Nursing Number of Candidates d. Radiography Number of Candidates e. Respiratory Therapy Number of Candidates f. Paramedic Number of Candidates	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
		33%	92%	50%	.	100%	90%
		6	12	6		6	
		83%	90%
						6	
		66%	60%	74%	68%	78%	90%
		172	117	117	142	102	
		80%	92%	84%	91%	96%	90%
		25	23	31	23	26	
		100%	100%	100%	100%	100%	90%
		14	14	7	10	6	
		72%	66%	69%	78%	86%	90%
		42	65	55	18	7***	
26	Performance at transfer institutions a. Cumulative GPA after first year of 2.0 or above b. Mean GPA after first year Methodology to calculate this indicator changed starting in AY 15-16	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	Benchmark AY 2019-20
		Not Available	83.8%	82.3%	81.4%	81.9%	82.0%
		Not Available	2.71	2.69	2.67	2.70	2.75
27	Expenditures by function a. Instruction b. Academic support c. Student services d. Other	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
		34.2%	32.9%	34.0%	33.2%	31.3%	42.0%
		19.8%	18.6%	19.4%	21.7%	23.0%	12.0%
		8.5%	9.5%	8.5%	7.6%	7.4%	11.0%
		37.5%	39.0%	38.1%	37.4%	38.3%	35.0%

**Prince George's Community College
2020 ACCOUNTABILITY REPORT**

Goal 3: Innovation

	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
28 Full-time employed career program graduates working in a related field	95.0%	83.0%	80.8%	87.0%	84.8%	90.0%
	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
29 Graduate satisfaction with job preparation Note: Response categories changed starting in 2016.	95.0%	86.0%	84.1%	100%	97.0%	90.0%
	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
30 Enrollment in continuing education workforce development courses						
a. Unduplicated annual headcount	8,428	8,647	9,602	9,170	10,314	9,400
b. Annual course enrollments	18,832	16,575	18,261	15,180	16,126	19,000
	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
31 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure						
a. Unduplicated annual headcount	2,411	2,289	2,233	3,932	3,604	2,800
b. Annual course enrollments	5,923	4,625	4,552	5,850	5,693	6,200
	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
32 Number of business organizations provided training and services under contract	43	40	41	39	40	60
	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
33 Enrollment in contract training courses						
a. Unduplicated annual headcount	3,192	3,621	4,058	3,169	4,962	3,500
b. Annual course enrollments	8,845	7,588	7,671	8,981	10,629	9,000
	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
34 Employer satisfaction with contract training	87.0%	100.0%	81.8%	90.9%	100.0%	100.0%

*Fewer than 6 candidates, data not reported

**No candidates examined

***CoAEMS first-time pass rate allows for 3 attempts

+In Fall 2019 PGCC students previously designated as petitioners in nursing and other programs were recategorized as General Studies students.

Prince George's Community College Degree Progress Four Years after Initial Enrollment Fall 2015 Entering Cohort

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers			
1	First-time full- and part-time fall headcount		2200		466		453		1281	
2	Number attempting fewer than 18 hours over first 2 years		715		160		24		531	
3	Cohort for analysis (Line 1 – Line 2)		1485	100.0%	306	100.0%	429	100.0%	750	100.0%
4	Earned Associate degree from this community college		238	16.0%	116	37.9%	113	26.3%	9	1.2%
5	Earned certificate, but no degree, from this community college		18	1.2%	8	2.6%	2	0.5%	8	1.1%
6	Total associate and certificate graduates (Line 4 + Line 5)		256	17.2%	124	40.5%	115	26.8%	17	2.3%
7	Transferred to Maryland two-year/technical college		71	4.8%	17	5.6%	15	3.5%	39	5.2%
8	Transferred to Maryland public four-year college		309	20.8%	83	27.1%	129	30.1%	97	12.9%
9	Transferred to Maryland private four-year college or university		10	0.7%	4	1.3%	4	0.9%	2	0.3%
10	Transferred to out-of-state two-year/technical college		22	1.5%	1	0.3%	5	1.2%	16	2.1%
11	Transferred to out-of-state four-year college or university		95	6.4%	33	10.8%	24	5.6%	38	5.1%
12	Total transfers (sum of Lines 7 - 11)		507	34.1%	138	45.1%	177	41.3%	192	25.6%
13	Graduated from this college and transferred (Line 6 □ Line 12)		183	12.3%	97	31.7%	76	17.7%	10	1.3%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		580	39.1%	165	53.9%	216	50.3%	199	26.5%
15	No award or transfer, but 30 credits with GPA ≥ 2.00		265	17.8%	56	18.3%	146	34.0%	63	8.4%
16	Successful transition to higher ed (Line 14 + Line 15)		845	56.9%	221	72.2%	362	84.4%	262	34.9%
17	Enrolled at this communitiy college last term of study period		101	6.8%	20	6.5%	22	5.1%	59	7.9%
18	Successful or persisting (Line 16 + Line 17)		946	63.7%	241	78.8%	384	89.5%	321	42.8%

Prince George's Community College Degree Progress Four Years after Initial Enrollment Fall 2015 Entering Cohort

	African American Students	Asian Students	Hispanic Students	White Students (optional data)
1 First-time full- and part-time fall headcount	1499	82	316	76
2 Number attempting fewer than 18 hours over first 2 years	497	16	97	23
3 Cohort for analysis (Line 1 – Line 2)	1002 100.0%	66 100.0%	219 100.0%	53 100.0%
4 Earned Associate degree from this community college	139 13.9%	17 25.8%	39 17.8%	9 17.0%
5 Earned certificate, but no degree, from this community college	7 0.7%	2 3.0%	1 0.5%	5 9.4%
6 Total associate and certificate graduates (Line 4 + Line 5)	146 14.6%	19 28.8%	40 18.3%	14 26.4%
7 Transferred to Maryland two-year/technical college	42 4.2%	5 7.6%	14 6.4%	3 5.7%
8 Transferred to Maryland public four-year college	215 21.5%	16 24.2%	42 19.2%	8 15.1%
9 Transferred to Maryland private four-year college or university	8 0.8%	0.0%	2 0.9%	0.0%
10 Transferred to out-of-state two-year/technical college	16 1.6%	2 3.0%	1 0.5%	2 3.8%
11 Transferred to out-of-state four-year college or university	67 6.7%	5 7.6%	7 3.2%	4 7.5%
12 Total transfers (sum of Lines 7 - 11)	348 34.7%	28 42.4%	66 30.1%	17 32.1%
13 Graduated from this college and transferred (Line 6 □ Line 12)	108 10.8%	14 21.2%	28 12.8%	8 15.1%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	386 38.5%	33 50.0%	78 35.6%	23 43.4%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	158 15.8%	13 19.7%	49 22.4%	13 24.5%
16 Successful transition to higher ed (Line 14 + Line 15)	544 54.3%	46 69.7%	127 58.0%	36 67.9%
17 Enrolled at this community college last term of study period	76 7.6%	3 4.5%	11 5.0%	4 7.5%
18 Successful or persisting (Line 16 + Line 17)	620 61.9%	49 74.2%	138 63.0%	40 75.5%

WOR-WIC COMMUNITY COLLEGE

MISSION

Wor-Wic is a comprehensive community college that enhances local economic growth by addressing the educational, training and workforce development needs of Worcester, Wicomico and Somerset counties. The college serves a diverse student body through its high quality, affordable educational offerings and comprehensive support services designed to facilitate student goal completion.

INSTITUTIONAL ASSESSMENT

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

Wor-Wic strives to provide service area residents with access to a quality education at a reasonable cost. The college served 10,105 students in FY 2019 (Indicator 1a), an increase of almost 7% from the prior year, but below the college's benchmark of 11,000 students. Although the college has implemented programs and policies to attract and retain students, there has been a decline in full-time credit student enrollment for more than five years. Overall credit enrollment decreased 2% in FY 2019 to 4,052 students. This could have been influenced by the improved economy over the past several years and more service area students choosing to start at four-year institutions. Continuing education enrollments increased to 6,473 students in FY 2019 and exceeded the college's benchmark of 6,250 students. When the college's campus closed in late March 2020 due to the COVID-19 pandemic, off-campus class sites also closed, causing most of the college's continuing education classes to be postponed or canceled. Many continuing education courses either had not been designed in a distance learning format or required hands-on instruction. During the summer, several courses were moved to a distance learning format and others were safely offered on campus. Most summer credit classes were taught in a distance learning format.

Wor-Wic has been awarded various grants that focus on student access and retention. A TRIO Student Support Services Program grant through the U.S. Department of Education was approved for a second time in the summer of 2020. The grant, which spans a five-year period, is providing almost 130 students with individualized support services to increase persistence, retention, academic standing and graduation/transfer. Participants include at-risk students who are low income, first generation and/or students with disabilities. Support services include a needs assessment, intrusive advising, coaching, personal counseling, tutoring and supplemental instruction in the college's student development course. In FY 2019, the fall-to-fall retention rate for TRIO students was almost 30 percentage points higher than for non-TRIO students. Almost 95% of the TRIO students earned a cumulative GPA above 2.0 and almost 90% were in good standing at the end of the year.

In FY 2020, for the fourth year, the Maryland State Department of Education awarded Wor-Wic a Child Care Career and Professional Development Fund grant that provides scholarships to child care workers earning credentials through Wor-Wic's early childhood and elementary

education degree programs. The majority of the 24 students funded by the grant would not have been able to attend without assistance. Three students who received scholarships have graduated and 14 have been retained. In FY 2020, there were seven new recipients and a total of \$48,764 was awarded.

Reinforcing the state plan strategy 3 to provide support services to non-traditional students, the college's veterans center provides academic, career and other support services to Lower Eastern Shore veterans who are low income or potential first-generation college students and/or veterans who have a high risk for academic failure. The center receives funding from a TRIO Veterans Upward Bound grant and is run by a full-time director of veterans services, whose position is funded by the grant and the college. In FY 2020, the college was in its third year of the grant and 125 eligible veterans were assisted through the center. Wor-Wic was named as a 2020 silver-level Military Friendly School by VIQTORY, a national company that ranks colleges and universities in their support for veteran and military students.

Wor-Wic's strategic priority to provide flexible scheduling and diverse delivery methods also supports strategy 3 of the state plan to ensure equitable access for non-traditional students. Online offerings were expanded in FY 2019 and both credit and continuing education enrollments in online and hybrid (50% or more online) courses surpassed the college's benchmarks. Credit enrollments increased almost 50% over the past four years to 4,009 enrollments (Indicator 6a). Continuing education enrollments increased 70% during the same time frame to 376 enrollments (Indicator 6b).

Although challenging, the transition to fully distance instruction in the spring of 2020 due to the COVID-19 pandemic was less difficult than expected for some areas of the college. Because the development of courses in an online format had been a priority at the college over the past several years, many courses in the spring had been offered as an online course in the past. In addition, most of the instructors in certain programs had previous experience teaching in an online format. Courses that could not be changed to a distance learning format were more challenging. Some students were given alternative assignments to complete observational hours and field experience in the education program. Since the college was already more than halfway through the term when the campus closed, students in some of the health professions programs were able to complete their clinical and field experience hours, while others had to delay until their placement sites allowed the students to return.

Since FY 2020, the college's chemical dependency counseling degree and certificate, along with the general studies transfer degree, have been offered as online programs. The online option was implemented in order to increase access for students. These programs will continue to be offered in a face-to-face format as well. The college plans to offer additional online programs in the future.

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

The percentage of Wor-Wic's first-time students who require developmental coursework decreased from 79% in the fall of 2016 to 64% in the fall of 2019 (Characteristic B). This

decrease was influenced by policy changes two years ago that allowed recent high school graduates to start directly in college-level English and mathematics based on high school GPA criteria. An analysis of students taking entry-level college English and mathematics in the fall of 2019 shows that students who received the high school GPA waiver were more successful than those placed into college-level work using the college's placement test.

The fall-to-fall retention rate gap between developmental and college-ready students was less than 3 percentage points for the fall 2015 and 2016 cohorts and increased to more than 10 percentage points for the fall 2017 and 2018 cohorts. Fall-to-fall retention rates for the most recent cohort were 42.8% for developmental students and 56.3% for college-ready students (Indicator 13). Both measures are below the college's benchmarks of 53% and 62%, respectively. The decrease in developmental student retention might have been influenced by the increase in recent high school students being designated as college ready, leaving students with higher developmental needs in the developmental category.

The college has implemented several major initiatives designed to increase student retention and success. In the spring of 2020, new enrollment onboarding processes were launched as part of the college's Guided Pathways initiative. The new requirements were designed to assist students in enrolling in an educational program or training that aligns with their career goals and preparing them for their first day of class. Applicants now select one of seven learning pathways on the admission application instead of a specific academic program. Their next step is to complete a brief career assessment before meeting with an enrollment coach. Enrollment coaches then help prospective students choose an academic program or non-credit course of study, determine if placement testing is needed, and register students for placement testing and academic advising meetings. Enrollment coaches also assist students with the financial aid application process. In addition, students must complete a required online orientation before starting their coursework.

A new advising model was developed and launched in the spring of 2020 with support from the college's Title III grant from the U.S. Department of Education. Development of the model was based on academic advising research, community college visits to learn best practices and professional development sessions on advising. The new model was drafted and shared with college employees for input, and a final academic advising model was approved in the fall of 2020. The new model included moving academic advising to professional academic advisors who work closely with students to develop academic plans and monitor success. A new advising center was constructed in the spring of 2020 and opened to students when credit classes resumed on campus for the fall term. Prior to the fall, advising meetings were conducted via the telephone or using video conferencing software.

With additional support from the college's Title III grant, the college purchased student success technology in FY 2020 to assist with advising and retention efforts. The software module was implemented in the spring of 2020 and will be used by the advising center, student services staff and faculty. The college is now able to bring a case management approach to student success, including tracking retention interventions with students, managing early alerts from faculty about students who are having difficulties with their coursework, providing comprehensive communication with students and using predictive analytics to help student services use limited

resources more effectively. It was a challenge to continue with the implementation process after the campus closed in March 2020, but the team continued with trainings conducted via video conferencing software and stayed on schedule.

Another benefit of the Title III grant was the college's ability to purchase a tutoring service in order to provide 24/7 online tutoring in all credit courses offered by the college. In addition to tutoring for all subjects, students can access an online writing lab to assist with course writing assignments. The service was piloted in the summer of 2019 and implemented for FY 2020. Through April 2020, students utilized 851 online tutoring hours, supplementing in-person tutoring services in the college's on-campus Mathematics Lab, Reading & Writing Center and Tutoring Center. This service was invaluable as the campus transitioned to a fully remote environment in the spring of 2020 as a result of the COVID-19 pandemic.

Successful-persisters are students who transfer and/or graduate within four years after entry, or are still attending at the end of the four-year analysis. For the most recent cohort, the developmental student completer rate (85.3%) exceeded the college-ready rate (81.2%) and surpassed the college's benchmark (Indicator 16). The graduation-transfer rate for developmental completers (64.2%) also surpassed the college's benchmark (Indicator 18). However, since developmental non-completers account for one third of the college's degree progress analysis cohort, the successful-persister and graduation-transfer rates for the "all students" group are heavily impacted by the non-completer rates. It is anticipated that the college's student retention and success initiatives implemented in FY 2020 will decrease the number of students who do not complete their developmental coursework and help them to be successful.

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

In support of the state plan's strategy 8 to improve workforce readiness, Wor-Wic's practical and registered nursing programs are currently in pre-accreditation status with the National League for Nursing Commission for Nursing Education Accreditation. The nursing department's self-study is in progress and accreditation is expected in the spring of 2021.

In FY 2020, the college's culinary program was awarded an Innovative Grant to purchase equipment and redesign the curriculum in order to create a stand-alone culinary arts program. The program is currently part of the hotel-motel-restaurant management program. This change was recommended by the American Culinary Federation Education Foundation's Accrediting Commission during a reaccreditation visit in the fall of 2019.

For the most recent graduate follow-up survey, 95% of the FY 2018 graduates reported that they were satisfied with their preparation for employment (Indicator 29). Employment in a field related or somewhat related to their program of study was reported by 85% of career program graduates who were employed full-time (Indicator 28).

A new STEM (science, technology, engineering and mathematics) transfer associate of science degree program was implemented in FY 2020 with six STEM areas of concentration: biology, chemistry, chemistry: pre-pharmacy, engineering, mathematics and physics. To assist with

transferability, a program articulation agreement was developed with Salisbury University to articulate Wor-Wic's STEM associate degree in chemistry to the university's bachelor of science degree in chemistry. Additionally, a memorandum of understanding was signed with the University of Maryland Eastern Shore to designate a dual-degree pathway for Wor-Wic students pursuing a STEM associate degree in chemistry: pre-pharmacy and a doctor of pharmacy degree from the university. In the fall of 2019, a new STEM honors program was implemented to engage students in collaborative inquiry and prepare them for transfer to a four-year college or university.

The college also expanded its business program in FY 2020 to include a social media specialist concentration and implemented a concentration in communication studies in the general studies program.

In FY 2020, the college was the lead or a partner on several Maryland Department of Labor Employment Advancement Right Now (EARN) grants that support workforce development. Metal fabrication and welding training was offered in partnership with Arcon Welding, Crystal Steel, Quality Staffing Services and the Lower Shore Workforce Alliance, to meet the needs of local employers. Through EARN grant funding and in partnership with Quality Staffing Services and the Lower Shore Workforce Alliance, carpentry training was offered to prepare qualified students with the basic skills required to enter the construction industry. Roulette and blackjack table games training was offered in partnership with the Ocean Downs Casino. Almost 5,000 students enrolled in workforce development courses in FY 2019 (Indicator 30a) and almost 3,000 of those students were in courses that lead to government or industry-required certification or licensure (Indicator 31a).

**WOR-WIC COMMUNITY COLLEGE
2020 ACCOUNTABILITY REPORT**

Student Characteristics (not Benchmarked)

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

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
A. Credit students enrolled part time	73.1%	74.3%	74.0%	75.4%
B. Credit students with developmental education needs	79.2%	72.0%	65.4%	64.0%
	Spring 2014	Spring 2016	Spring 2018	Spring 2020
C. Credit students who are first-generation college students (neither parent attended college)	34.8%	34.4%	39.1%	NA
	FY 2016	FY 2017	FY 2018	FY 2019
D. Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	408	501	380	390
	FY 2016	FY 2017	FY 2018	FY 2019
E. Financial aid recipients				
a. Credit students receiving Pell grants	43.9%	43.3%	41.9%	39.2%
b. Credit students receiving loans, scholarships and/or need-based financial aid	57.8%	57.4%	55.2%	54.2%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019
F. Students 25 years old or older				
a. Credit students	37.5%	38.4%	36.1%	35.6%
	FY 2016	FY 2017	FY 2018	FY 2019
b. Continuing education students	75.3%	75.3%	75.0%	76.7%
	Spring 2014	Spring 2016	Spring 2018	Spring 2020
G. Credit students employed more than 20 hours per week	55.3%	57.6%	53.9%	NA
	Fall 2016	Fall 2017	Fall 2018	Fall 2019
H. Credit student racial/ethnic distribution				
a. Hispanic/Latino	4.4%	5.0%	5.8%	5.7%
b. Black/African-American only	24.4%	25.4%	25.2%	23.4%
c. American Indian or Alaskan native only	0.3%	0.2%	0.3%	0.1%
d. Native Hawaiian or other Pacific Islander only	0.1%	0.2%	0.1%	0.1%
e. Asian only	2.0%	1.9%	2.6%	2.3%
f. White only	62.8%	61.2%	59.1%	61.3%
g. Multiple races	4.1%	3.7%	4.4%	4.5%
h. Foreign/Non-resident alien	0.5%	0.7%	0.6%	0.6%
i. Unknown/Unreported	1.4%	1.7%	1.9%	2.0%
	FY 2016	FY 2017	FY 2018	FY 2019
I. Wage growth of occupational program graduates				
a. Median income one year prior to graduation	\$17,914	\$16,677	\$14,554	\$17,886
b. Median income three years after graduation	\$39,450	\$44,478	\$47,012	\$47,525

Goal 1: Access

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
1. Annual unduplicated headcount					
a. Total	10,067	10,183	9,485	10,105	11,000
b. Credit students	4,277	4,109	4,135	4,052	5,100
c. Continuing education students	6,156	6,433	5,701	6,473	6,250
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
2. Market share of first-time, full-time freshmen	44.2%	38.1%	43.8%	30.7%	56.0%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
3. Market share of part-time undergraduates	80.3%	81.2%	80.9%	78.7%	80.0%
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
4. Market share of recent, college-bound high school graduates	50.4%	59.3%	55.3%	51.3%	67.0%
Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.					

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5	High school student enrollment	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
		311	325	446	490	300
6	Enrollments in online courses	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
	a. Credit	2,729	2,927	3,653	4,009	3,200
	b. Continuing education	221	224	264	376	275
7	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2021
		40.8%	40.5%	42.8%	43.1%	40.0%
8	Enrollment in continuing education community service and lifelong learning courses	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
	a. Unduplicated annual headcount	854	780	701	689	675
	b. Annual course enrollments	1,476	1,373	1,227	1,247	1,100
9	Enrollment in continuing education basic skills and literacy courses	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
	a. Unduplicated annual headcount	1,193	1,188	987	1,081	1,100
	b. Annual course enrollments	2,140	2,227	1,786	1,852	2,000
10	Minority student enrollment compared to service area population	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
	a. Percent nonwhite credit enrollment	35.9%	37.3%	39.4%	37.0%	33.0%
	b. Percent nonwhite continuing education enrollment	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
		35.6%	37.9%	37.8%	37.9%	33.0%
	c. Percent nonwhite service area population, 18 or older	July 2016	July 2017	July 2018	July 2019	Benchmark July 2020
		30.3%	30.5%	30.8%	NA	Not Applicable
11	Percent minorities (nonwhite) of full-time faculty	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
		8.5%	10.1%	9.2%	8.5%	12.0%
12	Percent minorities (nonwhite) of full-time administrative and professional staff	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
		14.5%	18.3%	17.5%	20.7%	14.0%

Goal 2: Success

13	Fall-to-fall retention	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2019 Cohort
	a. Developmental students	51.5%	47.4%	46.7%	42.8%	53.0%
	b. College-ready students	54.0%	48.2%	57.8%	56.3%	62.0%
	Note: Students in the fall fusion/bridges programs with Salisbury University have been excluded.					
14	Fall-to-fall retention	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2019 Cohort
	a. Pell grant recipients	50.6%	45.8%	48.6%	45.0%	48.0%
	b. Non-recipients	53.9%	50.5%	50.2%	48.9%	Not Applicable
	Note: Students in the fall fusion/bridges programs with Salisbury University have been excluded.					

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		Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
15	Developmental completers after four years	39.8%	36.7%	42.4%	40.2%	45.0%
		Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
16	Successful-persister rate after four years					
	a. College-ready students	85.5%	83.7%	90.2%	81.2%	85.0%
	b. Developmental completers	83.4%	82.4%	79.4%	85.3%	85.0%
	c. Developmental non-completers	31.6%	38.1%	35.4%	28.4%	Not Applicable
	d. All students in cohort	65.5%	66.6%	67.1%	64.5%	67.0%
		Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
17	Successful-persister rate after four years					
	a. Black/African-American only	52.8%	51.7%	50.0%	47.9%	63.0%
	b. Asian only	*	*	*	*	0.0%
	c. Hispanic/Latino	*	*	*	*	0.0%
	Note: Not reported for groups with < 50 students in the cohort for analysis.					
		Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
18	Graduation-transfer rate after four years					
	a. College-ready students	68.7%	74.4%	84.1%	65.2%	71.0%
	b. Developmental completers	55.6%	59.9%	59.2%	64.2%	58.0%
	c. Developmental non-completers	24.3%	27.1%	25.0%	18.4%	Not Applicable
	d. All students in cohort	46.7%	50.9%	52.7%	48.3%	51.0%
		Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
19	Graduation-transfer rate after four years					
	a. Black/African-American only	41.5%	37.9%	36.7%	33.0%	40.0%
	b. Asian only	*	*	*	*	0.0%
	c. Hispanic/Latino	*	*	*	*	0.0%
	Note: Not reported for groups with < 50 students in the cohort for analysis.					
		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
20	Associate degrees and credit certificates awarded					
	a. Career degrees	217	243	210	169	220
	b. Transfer degrees	187	154	153	150	210
	c. Certificates	175	158	136	141	170
	d. Total awards	579	555	499	460	600
		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
21	STEM programs					
	a. Credit enrollment	1,090	1,045	957	936	1,290
		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
	b. Credit awards	244	244	214	177	260
		Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
22	Graduate satisfaction with educational goal achievement	97.7%	96.9%	100.0%	97.1%	98.0%
		Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Spring 2019 Cohort	Benchmark Spring 2019 Cohort
23	Non-returning student satisfaction with educational goal achievement	60.3%	62.2%	63.9%	61.6%	72.0%

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	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
24 Graduate satisfaction with preparation for transfer Note: Response categories changed starting in 2016.	78.1%	68.4%	82.4%	78.4%	80.0%
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
25 Licensure/certification examination pass rates					
a. LPN	100.0%	100.0%	97.2%	100.0%	100.0%
Number of Candidates	22	30	36	38	Not Applicable
b. RN	82.7%	77.2%	79.4%	81.5%	90.0%
Number of Candidates	81	79	68	65	Not Applicable
c. Radiologic Technology	100.0%	100.0%	100.0%	100.0%	100.0%
Number of Candidates	6	12	9	6	Not Applicable
d. EMT-Basic	81.8%	67.0%	72.2%	80.0%	92.0%
Number of Candidates	11	18	18	20	Not Applicable
e. EMT-Intermediate	80.0%	100.0%	100.0%	83.3%	85.0%
Number of Candidates	10	6	4	6	Not Applicable
f. EMT-Paramedic	89.5%	88.0%	88.9%	71.4%	90.0%
Number of Candidates	19	8	9	7	Not Applicable
	AY 15-16	AY 16-17	AY 17-18	AY 18-19	Benchmark AY 2019-20
26 Performance at transfer institutions					
a. Cumulative GPA after first year of 2.0 or above	80.5%	78.3%	83.4%	80.2%	85.0%
b. Mean GPA after first year	2.73	2.69	2.81	2.83	2.80
Methodology to calculate this indicator changed starting in AY 15-16					
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
27 Expenditures by function					
a. Instruction	38.3%	37.5%	40.3%	37.3%	41.0%
b. Academic support	18.7%	18.9%	20.5%	19.5%	16.0%
c. Student services	7.2%	7.5%	7.5%	8.0%	7.0%
d. Other	35.8%	36.1%	31.7%	35.2%	36.0%

Goal 3: Innovation

	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
28 Full-time employed career program graduates working in a related field	90.9%	87.1%	90.3%	84.6%	90.0%
	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
29 Graduate satisfaction with job preparation Note: Response categories changed starting in 2016.	88.6%	91.9%	96.4%	94.5%	95.0%
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
30 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	4,373	4,726	4,248	4,934	5,000
b. Annual course enrollments	7,033	7,820	6,986	7,865	7,700
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
31 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	2,393	2,676	2,541	2,974	2,500
b. Annual course enrollments	3,950	4,669	4,511	5,103	4,000
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
32 Number of business organizations provided training and services under contract	132	123	99	104	140

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	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
33 Enrollment in contract training courses					
a. Unduplicated annual headcount	1,883	2,388	2,096	2,766	2,250
b. Annual course enrollments	3,534	4,651	4,359	5,352	3,700
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
34 Employer satisfaction with contract training	100.0%	100.0%	92.8%	98.7%	98.0%

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers			
1	First-time full- and part-time fall headcount		641		139		202		300	
2	Number attempting fewer than 18 hours over first 2 years		241		70		12		159	
3	Cohort for analysis (Line 1 – Line 2)		400 100.0%		69 100.0%		190 100.0%		141 100.0%	
4	Earned Associate degree from this community college		96 24.0%		22 31.9%		74 38.9%		0 0.0%	
5	Earned certificate, but no degree, from this community college		14 3.5%		5 7.2%		3 1.6%		6 4.3%	
6	Total associate and certificate graduates (Line 4 + Line 5)		110 27.5%		27 39.1%		77 40.5%		6 4.3%	
7	Transferred to Maryland two-year/technical college		2 0.5%		0 0.0%		0 0.0%		2 1.4%	
8	Transferred to Maryland public four-year college		110 27.5%		24 34.8%		76 40.0%		10 7.1%	
9	Transferred to Maryland private four-year college or university		0 0.0%		0 0.0%		0 0.0%		0 0.0%	
10	Transferred to out-of-state two-year/technical college		10 2.5%		3 4.3%		5 2.6%		2 1.4%	
11	Transferred to out-of-state four-year college or university		26 6.5%		7 10.1%		11 5.8%		8 5.7%	
12	Total transfers (sum of Lines 7 - 11)		148 37.0%		34 49.3%		92 48.4%		22 15.6%	
13	Graduated from this college and transferred (Line 6 □ Line 12)		65 16.3%		16 23.2%		47 24.7%		2 1.4%	
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		193 48.3%		45 65.2%		122 64.2%		26 18.4%	
15	No award or transfer, but 30 credits with GPA ≥ 2.00		44 11.0%		9 13.0%		32 16.8%		3 2.1%	
16	Successful transition to higher ed (Line 14 + Line 15)		237 59.3%		54 78.3%		154 81.1%		29 20.6%	
17	Enrolled at this community college last term of study period		21 5.3%		2 2.9%		8 4.2%		11 7.8%	
18	Successful or persisting (Line 16 + Line 17)		258 64.5%		56 81.2%		162 85.3%		40 28.4%	

	African American Students	Asian Students	Hispanic Students	White Students (optional data)
1 First-time full- and part-time fall headcount	164	17	35	374
2 Number attempting fewer than 18 hours over first 2 years	70	7	14	131
3 Cohort for analysis (Line 1 – Line 2)	94 100.0%	10 100.0%	21 100.0%	243 100.0%
4 Earned Associate degree from this community college	11 11.7%	4 40.0%	9 42.9%	64 26.3%
5 Earned certificate, but no degree, from this community college	2 2.1%	0 0.0%	1 4.8%	11 4.5%
6 Total associate and certificate graduates (Line 4 + Line 5)	13 13.8%	4 40.0%	10 47.6%	75 30.9%
7 Transferred to Maryland two-year/technical college	1 1.1%	0 0.0%	0 0.0%	1 0.4%
8 Transferred to Maryland public four-year college	16 17.0%	6 60.0%	9 42.9%	70 28.8%
9 Transferred to Maryland private four-year college or university	0 0.0%	0 0.0%	0 0.0%	0 0.0%
10 Transferred to out-of-state two-year/technical college	1 1.1%	0 0.0%	1 4.8%	8 3.3%
11 Transferred to out-of-state four-year college or university	9 9.6%	0 0.0%	0 0.0%	16 6.6%
12 Total transfers (sum of Lines 7 - 11)	27 28.7%	6 60.0%	10 47.6%	95 39.1%
13 Graduated from this college and transferred (Line 6 □ Line 12)	9 9.6%	4 40.0%	7 33.3%	40 16.5%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	31 33.0%	6 60.0%	13 61.9%	130 53.5%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	9 9.6%	2 20.0%	1 4.8%	30 12.3%
16 Successful transition to higher ed (Line 14 + Line 15)	40 42.6%	8 80.0%	14 66.7%	160 65.8%
17 Enrolled at this community college last term of study period	5 5.3%	1 10.0%	1 4.8%	13 5.3%
18 Successful or persisting (Line 16 + Line 17)	45 47.9%	9 90.0%	15 71.4%	173 71.2%

BOWIE STATE UNIVERSITY

MISSION

As Maryland's first historically black public university, Bowie State University empowers a diverse population of students to reach their potential by providing innovative academic programs and transformational experiences as they prepare for careers, lifelong learning, and civic responsibility. Bowie State University supports Maryland's workforce and economy by engaging in strategic partnerships, research and public service to benefit our local, state, national, and global communities (2019).

INSTITUTIONAL ASSESSMENT

Overview

Bowie State University has a rich and vibrant history as the State's oldest historically black institution. Many of the founding values continue to resonate through the University's mission statement (approved in 2019) and the FY 2019-FY 2024 *Racing to Excellence* Strategic Plan. The five goals in Bowie's strategic plan align with the State of Maryland's 55% completion goal and many strategies in the Maryland Higher Education Commission's *Maryland State Plan for Postsecondary Education – Increasing Student Success with Less Debt* as illustrated below.

- Goal 1. Achieve academic excellence supported by curricular as well as co-curricular experiences
- Goal 2. Promote a holistic and coordinated approach to student success
- Goal 3. Encourage academic and administrative innovation to meet student needs
- Goal 4. Enhance our campus culture of diversity, inclusion and civic engagement
- Goal 5. Ensure long-term viability of BSU

During the FY 2022 MFR cycle, the University in conjunction with USM and the Department of Management and Budget updated its MFR indicators to align with the University's FY 2019- FY 2024 Strategic Plan. This report summarizes the progress Bowie State University has made in achieving the benchmarks set in 2020 that align with the current strategic plan.

Bowie State University's Continued Commitment to Access

Bowie State University's mission statement continues its rich history of providing access to diverse student populations and empowering these students to reach their full potential through innovative programming and transformational experiences. The University has enrolled over 5,100 undergraduate students since fall 2017. Of the 6,171 students enrolled in fall 2019, 20 percent were a race or ethnicity other than African-American – an increase of one percentage point over fall 2018. Average freshmen SATs and high school GPAs are improving also. In both fall 2018 and 2019 the average combined SAT exceeded 950 and in fall 2019, 48% of freshmen had high school GPAs greater than or equal to 3.0.

Bowie maintained its commitment to access and adjusted admission's practices and placement approaches in response to COVID-19. Due to the spring and summer cancellations of SAT and ACT testing dates, Bowie State University requested a temporary exemption to the USM Board

of Regent's Policy on Undergraduate Admissions for the fall 2020, spring 2021 and fall 2021 semesters. The exemption allowed the Admission's office flexibility in evaluating undergraduate applications.

COVID-19 also prevented summer 2020 placement testing for new undergraduate students. Both the Mathematics and the Language, Literature and Cultural Studies departments piloted innovative practices to place students in college-level work. The Mathematics department piloted the use of college and career readiness and assessment standards outlined in the Maryland Association Community of Colleges and Public-School Superintendents Association of Maryland. The department examined high school GPA and Math SAT scores to place most students. For students majoring in STEM fields, the department reviewed high school math grades in addition to high school GPA and Math SAT to determine placement. The department also provided two eight-week courses using ALEKS software so that students with developmental needs could complete both the developmental course and their first credit Math course in their first semester. The Language, Literature and Cultural Studies department piloted having all new freshmen placed directly into ENGL 101. Class sizes were reduced from 22 to 15 to allow faculty more time to work with students individually. The Writing Center is providing additional support for students through on-line tutoring sessions. Both departments will be assessing these changes in AY 2020-2021.

Goal 1: Deliver high quality academic programs and relevant co-curricular experiences.

Bowie State University is committed to continuous improvement of its academic programs and providing a high-quality liberal arts educational experience for students through the creation of a learning environment that combines up-to-date, evolving curricula and co-curricular learning opportunities.

During FY 2020, Bowie received Maryland Higher Education Commission (MHEC) approval for two new academic programs – the Bachelor of Science in Chemistry and the Masters in Education in Culturally Responsive Teacher Leadership. The College of Business also submitted a proposal to MHEC for a new concentration in Data Analytics within the undergraduate Business Administration program that is currently pending.

The University continued the use of indicators related to faculty quality and workload. All new faculty are expected to have terminal degrees in their field (**MFR Objective 1.1**) and are expected to balance teaching, scholarship and service while maintaining a 7-8 course unit load (**MFR Objective 1.4**).

The number of professionally-accredited programs (**MFR Objective 1.2**) remained the same during FY 2020. The College of Business Masters in Public Administration program was re-accredited by the Network of Schools of Public Policy, Affairs and Administration (NASPAA). The College of Education completed its Council for the Accreditation of Educator Preparation (CAEP) self-study and will have a delayed virtual visit in fall 2020. The graduate nursing program submitted its self-study to the Accreditation Commission for Education in Nursing (ACEN) and had a successful virtual visit in September 2020. The University continues to refine its Middle States Commission on Higher Education self-study report in preparation for a fall 2021 visit.

Graduate satisfaction levels with academic preparation for employment and lifelong learning (**MFR Objective 1.3**) are indirect measures of quality. As reported last year, the number of 2016 graduates responding to the one-year graduate follow-up survey was not representative of the graduating population and should be used cautiously. The University will be collecting and reporting these data in the future.

MFR indicators 1.5 – 1.7 also align with the programmatic efforts listed below and are consistent with MHEC's 2017 Plan for Postsecondary Education Goal 3 – Foster innovation in all aspects of Maryland higher education to improve access and student success, Strategy 8 - to enhance workforce development and workforce readiness.

Bowie State University continues to see increased STEM enrollment and STEM degree production (**MFR Objective 1.5**). Undergraduate STEM enrollment grew for a fourth year in a row from 653 to 935 (+43%) between fall 2015 and 2019. The number of STEM undergraduate degrees awarded continues to exceed 100 degrees for the past three fiscal years. Bowie State has undergraduate STEM programs in biology, bioinformatics, chemistry, computer science, computer technology, and mathematics.

Enrollment in the undergraduate and graduate initial teacher certification programs (**MFR Objective 1.6**) increased in fall 2019 to 248. Initial teacher certification degrees also increased to 36 in FY 2020. The College of Education has collaborated with local public school systems to offer initial certification training to teacher aids.

The Nursing Department has made progress on its Maryland Board of Nursing approved improvement plan (**MFR Objective 1.7**). Licensure pass rates increased from 68% (FY 2018) to 75% (FY 2018). The Maryland Board of Nursing approved BSU Department of Nursing's Action Plan in June 2020, including many of the action steps begun in spring 2020.

Goal 2: Promote a holistic and coordinated approach to student success.

Core performance indicators for student success are improvements in retention and graduation rates. The accumulated impact of all efforts to improve student success is demonstrated in these measures. The second-year retention rate (**MFR Objective 2.1**) for the fall 2018 cohort mirrored previous levels (71%). The six-year graduation rate from BSU or another public university in Maryland (**MFR Objective 2.2**) was 47 percent for the 2013 MHEC cohort. The stabilization of institutional academic and financial support systems contributed to this achievement. The six-year graduation rate of Pell Grant recipients (**MFR Objective 2.4**) exceeded that of the entire 2013 cohort graduating from BSU (44% vs. 43%). Affordability is another component that is monitored. Bowie's undergraduate in-state tuition and fees remains at 10 percent of the Prince George's County median income (**MFR Objective 2.3**).

Bowie State University pre-college experiences and academic support services transitioned to on-line beginning in mid-March. To further support students, the Division of Academic Affairs established a virtual Remote Learning Academic Help Desk to triage student challenges. During the first week of remote learning, approximately 100 students reached out to covid19academics@bowiestate.edu with challenges related to lack of technology and/or Wi-Fi access, contacting professors, academic advising and other administrative issues. These services continue to monitor student satisfaction and engagement with services during the predominately-

on-line fall 2020 semester. These services directly support Goal 2 of MHEC's 2017 State Plan.

Goal 3: Encourage academic and administrative innovation to meet student needs.

Bowie State is committed to a student-centered learning experiences using innovative delivery methods from technology-enhanced traditional courses through fully on-line courses and programs. This commitment aligns with MHEC's 2017 State Plan Goal 3 – Innovation.

The pivot to distance education beginning in March 2020 was the primary academic innovation in FY 2020. To meet the emergency shift to remote learning right before spring break, the four colleges held emergency training sessions for all faculty. In addition, faculty-to-faculty support and Academic Computing resources were directed to assisting faculty with instruction materials and virtual labs in order to maintain continuity of instruction and to meet course expected learning outcomes.

This past summer, the Director of Academic Transformation was hired to coordinate fall predominately-on-line instruction readiness. The Center for Excellence in Teaching and Learning (CETL), CETL faculty fellows, Academic Computing and the Director of Academic Transformation collaborated to provide intensive and just-in-time faculty training including synchronous and asynchronous workshops, the launch of a “Faculty Training Hub,” the first ever virtual Faculty Institute, and a “Blackboard Daily Digest” newsletter. Systems were refined to determine Blackboard course shell readiness and the University instituted a comprehensive system of course coordinators across all high-enrollment courses to better facilitate department/faculty interaction and engagement and curriculum consensus for on-line content and delivery.

A “Student Training Hub” was created to assist students with the transition to predominately-on-line instruction. To address student technical challenges from the spring semester, the University created the Bulldog Loaner Laptop program. Approximately 350 students have taken advantage of loaner laptops, hotspots and webcams this fall.

Late in the fall semester, Bowie State University will be submitting proposals to USM, MHEC and the Middle States Commission on Higher Education for selected programs to be offered on-line. (MFR Objective 3.1).

Goal 4: Ensure the long term viability of BSU - Advance the overall effectiveness and efficient use of resources and identify new revenue sources

Bowie State is committed to expanding the breadth and depth of resource acquisition to generate revenue through grants, contracts, fundraising, and auxiliary enterprises for continuous infrastructure, academic program and resource improvement, while redirecting resources as needed to remain solvent, competitive, and relevant.

Bowie's alumni giving was \$234,377 and total gift dollars exceeded \$1.2M in FY 2019 (MFR Objective 4.1). Bowie State has consistently received over \$8 million in external grant funding. In FY 2019, the University received a total of \$8.9M in external grants and contracts (MFR Objective 4.2).

MFR Objective 4.3 *Increase classroom utilization rates* measures the percentage of general use

classrooms, meeting the standard of 45 scheduled hours per week (between 8:00a.m. and 5:00 p.m.). Prior to the pandemic, Bowie State has been deliberate in its class scheduling to address increases in course sections due to continued enrollment growth. The classroom utilization rate was 65 percent in fall 2019.

MFR Objective 4.4 *Increase the funds allocated to facilities renewal* measures achievement against the Board of Regents goal of 2%. The percentage has fluctuated over the past 5 years from 1.3% to a high of 2.7%.

MFR Objective 4.5 *Increase the percentage of expenditures for instruction* - This objective, which is included in the USM Dashboard Indicators, demonstrates the University's commitment to supporting teaching. The University maintained its commitment to instruction by apportioning over 51 percent of its funds for instruction in FY 2019.

Bowie State University's *Return to Campus Plan* and subsequent actions in response to the COVID-19 pandemic highlight the University's commitment to student success and innovation. The Fall 2020 Planning Group included members of the Cabinet, deans, administrators and representatives from Faculty Senate, Staff Council, and student government shared governance groups. Commitment to protecting health and safety, an emphasis on shared governance, a commitment to excellence, and adherence to a standard of care guided the Planning Group's work.

The result of the *Return to Campus Plan* is the current Phase Two – Low-Density Campus Operations. To achieve this status has been a heavy lift. To prepare for limited staff and student presence on campus, health and safety protocols had to be devised, personal protective equipment had to be purchased and deployed, business processes had to transition to a predominately on-line, and technology was upgraded for telework and remote learning.

Student Affairs staff developed a low-density student housing strategy that allowed approximately 800 students to live on campus in fall 2020. A full semester of thematic student programming was developed to engage residential students. The Wellness Center is continuously adjusting its health protocols to meet safety expectations. The Counseling Center offers virtual one-on-one support and group sessions.

Each enrollment management and academic support unit established on-line information and set up group and one-on-one support using ZOOM, Microsoft Teams or Blackboard Collaborate. Communication strategies are continuously being reviewed and improved to best address student needs. Campus-wide messaging, Town Hall virtual meetings, and shared governance group messaging keep faculty, staff and students up-to-date on the evolving pandemic response. Overall, the pandemic has altered the ways in which students are engaged, including traditions such as commencement that was held virtually; however, the metrics indicate that the strategic goals continue to be consistently met.

MISSION

As Maryland's first historically black public university, Bowie State University (BSU) empowers a diverse population of students to reach their potential by providing innovative academic programs and transformational experiences as they prepare for careers, lifelong learning, and civic responsibility. Bowie State University supports Maryland's workforce and economy by engaging in strategic partnerships, research, and public service to benefit our local, state, national, and global communities.

VISION

Bowie State University will be widely recognized as one of the nation's best public comprehensive universities that is a model for academic excellence, innovation, and student success.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. Achieve academic excellence supported by curricular as well as co-curricular experiences

- Obj. 1.1** Maintain the percentage of new tenure-track faculty with terminal degrees.
- Obj. 1.2** Increase the number of professionally-accredited programs from six in 2019.
- Obj. 1.3** Maintain the satisfaction level of bachelor's degree graduates with academic preparation for employment and lifelong learning.
- Obj. 1.4** Maintain Bowie State University's institution goal of seven to eight course units taught by full-time equivalent (FTE) core faculty.
- Obj. 1.5** Increase the number of science, technology, engineering and math (STEM) program students from 894 in 2019 and graduates from 116 in 2019.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Percent of new core faculty with terminal degrees	100%	100%	100%	100%	100%	100%	100%
Number of professionally-accredited programs	5	6	6	6	6	6	6
Course units taught by FTE core faculty (per academic year)	8.0	7.6	7.6	7.5	7.7	7.5	7.5
Students satisfied with education received for employment (triennial measure)	N/A	86%	N/A	N/A	N/A	88%	N/A
Students satisfied with education for graduate/professional school (triennial measure)	N/A	80%	N/A	N/A	N/A	85%	N/A
Number of undergraduates in STEM programs	653	740	871	894	935	1002	1020
Number of degrees awarded in undergraduate STEM programs	100	93	114	116	114	115	120

- Obj. 1.6** Increase the number of teacher education students and graduates from 25 in 2019.

Obj. 1.7 Increase the number of Bachelor of Science in Nursing (BSN) students and graduates from 40 in 2019 and increase licensure pass rates to at least the statewide BSN average.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Number of undergraduates and Masters of Arts in Teaching (MAT) post-baccalaureate in teacher education	238	227	231	235	248	339	300
Number of undergraduates and MAT post-baccalaureate completing teacher training	39	18	33	25	36	45	47
Number of undergraduates enrolled in nursing	530	546	610	610	488	536	550
Number of qualified applicants admitted into nursing program	70	92	56	40	24	30	40
Number of qualified applicants not admitted into nursing program	119	5	3	8	6	5	5
Number of BSN graduates	112	50	58	55	47	50	55
Percent of nursing graduates passing the licensure exam	41%	72%	59%	68%	75%	57%	70%

Goal 2. Promote a holistic and coordinated approach to student success.

Obj. 2.1 Maintain or exceed the undergraduate second-year retention rate of 72 percent.

Obj. 2.2 Increase the undergraduate six-year graduation rate to over 50 percent.

Obj. 2.3 Maintain the proportion of in-state undergraduate tuition and mandatory fees as a percent of Prince George’s County median income to less than 12 percent.

Obj. 2.4 Increase the six-year graduation rate of Pell Grant recipients from BSU to over 50 percent.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Second-year undergraduate retention rate at BSU or another public university in Maryland	72%	75%	72%	68%	71%	76%	75%
Six-year undergraduate graduation rate from BSU or another public university in Maryland	41%	41%	43%	48%	47%	49%	50%
BSU tuition and fees as a percentage of Prince George’s County median income	10%	10%	10%	10%	10%	10%	10%
Six-year graduation rate of Pell Grant recipients	N/A	N/A	48.0%	56.0%	44.0%	38.0%	45.0%

Goal 3. Encourage academic and administrative innovation to meet student needs.

Obj. 3.1 Increase the number of on-line and hybrid courses annually and offer at least 2 predominantly or fully online program(s).

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Number of online programs	0	0	0	0	0	0	3
Number of online and hybrid courses running in academic year	235	241	310	368	397	NA	NA

Goal 4. Advance the overall effective and efficient use of resources and identify new revenue sources.

Obj. 4.1 Increase alumni giving from \$251,000 in 2019 and increase the gift dollars received from \$1.2 million in 2019.

Obj. 4.2 Increase the amount of grant funding from \$8.8 million in 2019.

Obj. 4.3 Increase classroom utilization rate from 65 percent in 2019.

Obj. 4.4 Maintain or exceed the funds allocated to facilities renewal as a percent of replacement value of 2.0 percent.

Obj. 4.5 Sustain or increase the percentage of expenditures for instruction from 40 percent.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Dollars of alumni giving	\$275,294	\$232,370	\$201,615	\$251,184	\$234,377	\$275,988	\$280,000
Number of alumni donors	1,242	1,245	1,283	1,199	1,098	1,516	1,000
Total gift dollars received (\$ millions)	\$1.09	\$1.56	\$1.22	\$1.26	\$1.21	\$1.63	\$1.70
Total external grant and contract revenue (\$ millions)	\$8.70	\$8.90	\$8.70	\$8.80	\$8.90	\$12.20	\$9.00
Classroom utilization rate	64%	67%	67%	65%	65%	NA	65%
Facilities renewal funding as a percentage of replacement value	1.6%	1.5%	1.5%	2.7%	1.3%	2.0%	2.0%
Percentage of education and general (E&G) funds spent on instruction	44%	41%	43%	46%	51%	51%	51%

2020 Institutional Performance Accountability Report Coppin State University

MISSION

Founded in 1900, Coppin State University (CSU) is a comprehensive Historically Black Institution (HBI) originally founded for teacher education. Named in honor of Fanny Jackson Coppin, an outstanding African-American educator, Coppin has reaffirmed its dedication to excellence in teaching and student success. The institution offers 53 academic programs: 32 baccalaureate, 11 masters, and 9 certificates programs, and one doctorate degree. Approval of new academic programs as well as innovative instructional modalities are in progress.

Summary Mission Statement

Coppin State University, a Historically Black Institution located in a dynamic urban setting, serves a multi-generational student population and provides education opportunities while promoting lifelong learning. The university fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development.

INSTITUTIONAL ASSESSMENT

Selected Progress Related to Institutional and State Goals

Goal 1: Provide access to higher education for diverse citizens of Maryland

Central to the university's goals is maintaining affordable tuition for the Maryland citizenry, especially, minorities and African Americans.

- Undergraduate, in-state tuition for Coppin State University (CSU) is \$8,700 annually, which includes the optional cost of student health insurance.
- Increased diversity also remains a goal of the university. The university currently has a population of 82 percent African American with 18 percent Caucasian, Hispanic, international students, and other races and ethnicities.
- In FY 2020, 448 degrees were conferred, a slight decrease over last year's 479 degrees awarded. On average, over 460 degrees are awarded annually to a large of number of minorities within the state from Coppin. This is a significant accomplishment and remains central to the university's mission.

The university continues to expand its efforts towards diversity by continuing to build partnerships with community colleges, but also will expand collaboration with USM institutions. Plans for the community colleges include but are not limited to, additional 2+2 partnerships and additional articulation agreements. Other collaborations to be expanded are with local sister institutions. The university continues to expand dual enrollment and dual credit agreements with local high schools, such as the Coppin Academy.

Goal 2: Promote economic development in Maryland's areas of critical need in particular and in the inner city in general.

STEM and Related Programs

The number of undergraduates enrolled in STEM programs increased from 200 in FY 2019 to 248 in FY 2020 and the actual number of baccalaureate degrees slightly increased from 27 to 40. The university anticipates that this trend would continue in a positive direction as market-driven content is provided within the STEM programs.

- STEM efforts at the university are the institution's priority, and activities and initiatives toward programming efforts have been increasing. The university submitted to the University System of Maryland and to the Maryland Higher Education Commission, two new master's degree programs in Microbiology and Biochemistry, and Polymer and Material Sciences. Certificate programs within these program areas are in progress.
- The College of Arts & Sciences and Education (CASE), which houses the Department of Natural Sciences has three STEM centers, which provide research opportunities and development for students and faculty in the areas of bioscience and nanotechnology. The centers are located within the state-of-the art Science and Technology Building on campus.
- CASE is exploring collaborative partnerships with sister institutions to support student and faculty research and the development of joint degree offerings.
- Academic programs within the Department of Natural Sciences are exploring affirmation from specialized accrediting agencies to improve marketability of program offerings.
- The College of Health Professions' Nursing program had an NCLEX pass rate of 86 percent in FY 2020, a 6.9 percent increase over last year's rate of 79.1 percent.
- The total number of bachelor's degrees awarded in Nursing increased in FY 2020 to 70 degrees awarded, an increase over the previous year total of sixty-seven. Since the School has been reorganized into the College of Health Professions, the capacity of the program has changed and it is able to admit and graduate a larger share of students. Also, measures taken to increase licensure pass rates of nursing students have been successful. Such measures include additional tutorial services and the use of predictive analytics to determine and assess student learning at various levels throughout the nursing career pathway. These strategies will continue to be used since they have proven successful.
- The College of Health Professions offers the Doctor of Nursing Practice (DNP) program, which is also adding to the State's total workforce of health sciences and healthcare industry professionals. Existing programs within the health professions are planned for online delivery.

Goal 3: Improve retention and graduation rates of undergraduate students.

The university maintains its level of commitment to its mission and the State's goal by continuously improving retention and graduation rates. The challenge has been to balance the appropriate number of best practice intervention programs and funding them at levels that sustain certain programs consistently over the years. In spite of those challenges, the commitment of the university's faculty, staff, and administrators have led to an increase in the six-year graduation rate to 25 percent for all students in FY 2020 from 24 percent in FY 2019 (Objective 3.1). The six-year graduation rate for all minority students remained stable at 25.9 percent. Due to

structural changes and enhancements such as the availability of data dashboards and other initiatives, projected data show a continued increase in overall retention and graduation rates. The next fiscal year six-year graduation rate is projected to be 27 percent based on current enrollments and projected degrees awarded. However, the projections may be reconsidered due to the impact of COVID19 on campus services and the personal lives of our students and faculty. The institution continues to monitor the impacts of COVID19 by conducting regular surveys and by monitoring other vital data.

- The institution's graduation rate for African Americans remained stable at 25 percent in FY 2020.
- The 2nd year retention rate decreased from 70 percent in FY 2019 to 69 percent in FY 2020. The retention rate is expected to increase next year as the strategies are enhanced and data monitoring occurs to ensure the institution is postured to manage unexpected outcomes related to the COVID19 pandemic.

Partnering with Community Colleges to Increase Graduation Rates

Annually, CSU welcomes approximately 250 new transfer students from Maryland's Community Colleges as well as other colleges and universities. In general, students who transfer to CSU perform significantly better than new freshman. The data suggests that students who transfer to CSU with 60 credits or more are more likely to graduate in four years than those who transfer to CSU with less than 60 credits or who began their career at CSU.

- CSU will continue to solidify articulation agreements with community colleges such as BCCC, where "Finish for Free," remains a viable option for student degree attainment. The partnership will be enhanced this year as plans are in place to strengthen the collaboration and the memoranda of understanding.

Selected Strategies to Improve Retention and Graduation

The university continues to implement strategies to improve retention and graduation rates. Collectively, the following list below has been instrumental in facilitating student success.

- **University Academic Advising Center** - The Coppin State University Academic Advising Center (UAAC) is a centralized academic advising center available to students during the weekday with extended hours. The Center is designed to meet the academic advising needs of students and to support the institution's student retention and enrollment goals. The Center provides a centralized location for Coppin students to seek academic advising services and serves as a center-point for all the advising outlets on the campus, i.e. departmental faculty advisors, First Year Experience, athletics, honors programs, and the mentoring initiatives. In addition to academic advisors being available in the Center to work directly with students, faculty with strong expertise also work directly with students to provide advising.
- **Reenergizing Individual Student Excellence (RISE)** – This newly established program supports academic coaching and advising that will enable students to develop the academic skills and study habits necessary to graduate from Coppin. The three targeted subpopulations of students include those who a) have been either on academic alert and/or probation, b) first full-time freshmen whose Cum GPA falls below 2.0, and c) those students who are suspended and dismissed but eligible to return.

- **Project Hope 2.0** – This program provides proactive, targeted, and collaborative efforts to improve graduation rates among the near completers enrolled at Coppin State University. The three selected objectives are to 1) enhance and improve existing outreach strategies to encourage near completers to re-enroll in college; 2) increase re-enrollment rates of near completers by offering an individualized plan of study to facilitate completion; and 3) increase re-enrollment rates of near completers by offering financial aid resources. This project is funded through MHEC’s *One Step Away* grant awarded to Coppin for Fall 2020 implementation.
- **Campus Management CampusNexus Engage (now Anthology) System** – Fall 2019 marked the launch of the implementation phase of the new student engagement system (CRM) through Campus Management (now Anthology). The system enhances engagement with our students by beginning to track them from first interaction through the enrollment lifecycle. This CRM allows the institution to automatically assign success teams to provide personalized interactions with each student. Through robust workflows and individualized communications, we anticipate that we will be able enhance the student experience resulting in increased enrollment, retention, and graduation rates. The *Applied* platform has been launched. We will now turn our attention to the implementation of *Succeed*.
- **Academic Success Centers (ASC)** - Housed within each of the four colleges, the Academic Success Centers include a staff retention specialist who monitors student progression, perform registration outreach, and direct students to support services needed for success. Qualitative evidence supports the need for a process for student outreach and monitoring.
- **First-Year Experience** - The First Year Experience Program (FYE) at Coppin State University is designed to help students successfully transition into the Coppin community by introducing support services, skills, and experiences. FYE staff assist freshmen with their academic plans of study, direct students to tutorial services, and help navigate the classroom experience.
- **Child Development Center** – (*The Center is currently closed for renovations and is expected to reopen spring 2021*) Childcare services are offered through the James E. McDonald Child Development Center and support students, employees of the University, and people in the community. Charged with the purpose of providing a safe, nurturing, and educational program that focuses on developmentally appropriate experiences for children, the James McDonald Child Development Center addresses the needs of the campus community as well as the surrounding community. Students who major in Early Childhood Education complete experiential learning at the James McDonald Child Care Center, contributing to their academic preparation.

MISSION

Coppin State University (CSU) is an urban, comprehensive, and Historically Black Institution. Building on a legacy of excellence in teacher preparation in the metropolitan community, the university offers quality undergraduate and graduate programs in teacher education, liberal arts, health professions, technology and STEM (science, technology, engineering and mathematics) disciplines. Coppin, as an anchor institution, is committed to providing educational access and diverse opportunities for all students while emphasizing its unique role in educating residents of Metropolitan Baltimore and first-generation college students. Coppin is committed to community engagement and partnering with businesses, governmental and non-governmental agencies to meet workforce demands; preparing globally competent students; strengthening the economic development of Baltimore, Maryland and developing stronger strategic partnerships.

VISION

Coppin State University's goal, over the next decade, is to apply the highest levels of academic excellence and creativity for its students. While serving all students in the state of Maryland, Coppin State University will continue to enhance its special connections to first generation college students and to the City of Baltimore. Coppin State University will embody excellence in urban education, in the use of technology to make learning more effective and its administration more productive, and in liberal arts teaching that contributes models for inner city academic achievement to the city, the State and the nation.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. Provide access to higher education for diverse citizens of Maryland.

- Obj. 1.1** Increase the percentage of non-African-American students to 24 percent.
- Obj. 1.2** Increase the number of students enrolled in programs delivered off-campus or through distance education to 1,219.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Percentage of non-African-American students enrolled	14%	23%	23%	21%	17%	19%	19%
Number of students enrolled in off-campus or distance education courses	1,169	1,260	1,191	1,178	1,230	1,130	1,224

Goal 2. Promote economic development in Maryland's areas of critical need in particular, and the inner city in general.

- Obj. 2.1** Increase the number of students completing CSU's teacher training program and eligible for state licenses to 42.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Undergraduates who intend to get a teacher education degree	155	150	156	180	148	132	140
Number of undergraduate students completing teacher training program and eligible for state licenses	12	25	36	20	22	17	20
Percent of undergraduate students who completed teacher training program and passed Praxis II exam	100%	100%	100%	100%	100%	100%	100%

Obj. 2.2 Increase student enrollment in STEM programs to 230, and increase the number of baccalaureate degrees awarded in STEM programs to 45.

Obj. 2.3 Increase the NCLEX (nursing licensure) examination pass rate to 79 percent.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Number undergraduates enrolled in STEM programs	206	241	206	200	248	228	238
Number of baccalaureate degrees awarded in STEM programs	19	25	33	27	40	28	38
Number of baccalaureate degrees awarded in nursing	85	85	69	67	70	55	67
NCLEX (Nursing licensure) exam passing rate	76%	79%	77%	79%	86%	86%	87%

Goal 3. Improve the retention and graduation rates of undergraduate students.

Obj. 3.1 Increase the six-year graduation rate for all students to 24 percent.

Obj. 3.2 Increase the six-year graduation rate for all African-American students to 23 percent.

Obj. 3.3 Maintain a second-year retention rate of 69 percent or greater for all undergraduate students.

Obj. 3.4 Maintain a second-year retention rate of 59 percent or greater for African-American students.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Six-year graduation rate of all students from CSU	17.7%	21.0%	25.0%	24.2%	25.5%	30.0%	25.4%
Six-year graduation rate of all minority students from CSU	17.1%	21.0%	24.0%	25.9%	25.9%	28.2%	26.1%
Six-year graduation rate of African-American students from CSU	16.6%	19.0%	20.0%	25.0%	25.0%	28.0%	25.8%
Second-year retention rate at CSU of all students	69%	66%	63%	70%	70%	62%	65%
Second-year retention rate at CSU of all minority students	69%	62%	66%	71%	70%	63%	65%
Second-year retention rate at CSU of African-American students	69%	62%	68%	70%	69%	62%	64%

Goal 4. Achieve and sustain national eminence in providing quality liberal arts and sciences education.

Obj. 4.1 Maintain the percentage of graduates satisfied with education received in preparation for graduate and professional study at 90 percent or greater.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Percent of alumni satisfied with education received for graduate or professional school one year after graduation (triennial survey)	≥90%	≥90%	N/A	N/A	N/A	N/A	N/A

Obj. 4.2 Maintain percent of CSU graduates employed in Maryland at 85 percent or greater.

Obj. 4.3 Maintain the number of students enrolled in urban teacher education, natural sciences, nursing and health sciences, criminal justice, management science, and information technology programs at 1,905 (fiscal year 2014).

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
¹ Percent of graduates employed in Maryland (triennial survey)	N/A	10%	N/A	N/A	N/A	N/A	N/A
Employment rate of graduates in Maryland (triennial survey)	≥92%	≥59%	N/A	N/A	N/A	N/A	N/A
Percent of alumni satisfied with education received for employment one year after graduation (triennial survey)	75%	76%	N/A	N/A	N/A	N/A	N/A
Total number of students enrolled in urban teacher education, natural sciences, nursing and health sciences, criminal justice, and Information Technology academic programs	1,824	1,692	1,718	1,582	1,553	1,443	1,443

Goal 5. Increase revenue from alternative sources to State appropriations.

Obj. 5.1 Increase the percent of alumni giving to ten percent or greater.

Obj. 5.2 Save at least three percent of operating budget through cost containment measures.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Percent of alumni giving	9%	9%	9%	9%	9%	9%	9%
Percentage of operational budget savings achieved	2%	2%	3%	3%	3%	3%	3%

Goal 6. Maximize the efficient and effective use of State resources.

Obj. 6.1 Expend at least 0.3 percent of replacement cost for facility renewal and renovation.

Obj. 6.2 Increase total philanthropic funding on the basis of a moving three-year average to \$2.2 million.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Percentage of replacement cost expended in facility renewal and renovation	0.4%	0.4%	0.3%	0.3%	0.3%	0.3%	0.3%
Total philanthropic funding (millions)	\$1.8	\$1.8	\$1.7	\$1.7	\$1.7	\$1.7	\$1.7

NOTES

¹ Based on number of responses, not on total number of students who graduated.

FROSTBURG STATE UNIVERSITY
2020 Institutional Performance Accountability Report
September 2020

MISSION

Frostburg State University is a student-centered teaching and learning institution featuring experiential opportunities. The University offers students a distinctive and distinguished baccalaureate education along with a select set of applied master's and doctoral programs. Frostburg serves regional and statewide economic and workforce development; promotes cultural enrichment, civic responsibility, and sustainability; and prepares future leaders to meet the challenges of a complex and changing global society.

INSTITUTIONAL ASSESSMENT

Goal 1: Address State-wide and regional workforce needs by preparing a changing student population for an era of complexity and globalization.

The *2017-2021 Maryland State Plan for Postsecondary Education (MSP)*, notes that “employers (have) become increasingly dependent upon a highly skilled workforce” (**MSP Strategy 7**) and that “Maryland’s economy depends on high-skill jobs requiring experience and advanced education” (**MSP Strategy 8**). Frostburg’s initiatives and programs in STEM disciplines, teacher education, and regional engagement serve as a means to reinforce statewide strategies.

STEM Initiatives and Programs

The number of FSU undergraduates enrolled in STEM programs decreased by 5.7% over the reporting period (from 759 in 2019 to 716 in 2020), as did the number of STEM-program graduates (from 169 in 2019 to 151 in 2020). Frostburg expects these performance measures to increase as a result of new program enrollments, including the Life-Cycle Facilities Management major.

In December 2019, a letter of intent for the proposed new Bachelor of Science in Life-Cycle Facilities Management was submitted to USM. In January 2020, the university proceeded with curriculum development with a team of faculty from the departments involved in planning: Geography, Physics and Engineering, Chemistry, and Business, and with the help of a consultant specializing in construction management.

Recently, the Department of Labor, Licensing, and Regulation identified a critical shortage of new or replacement pharmacists in Maryland. To meet this need, Frostburg is developing a proposal for a concentration within the Chemistry major as a pathway to prepare students for admission to professional schools of pharmacy and for graduate studies in pharmaceutical sciences, medicinal chemistry, and related fields. This program, which is primarily being developed in anticipation of articulation agreements and/or dual-degree programs with professional schools of pharmacy in the state and region, provides a solid core-chemistry

experience, while optimizing the other courses in the program to closely match pharmacy program pre-requisites. Students who complete the program and do not matriculate into PharmD programs will still be well-prepared for employment or graduate studies in chemistry, biochemistry, medicinal chemistry, pharmacology, toxicology, and other related fields.

Although the RN to BSN program experienced a 9.3% decline in enrollment (from 483 students in 2019 to 438 in 2020) and an 11.2% decrease in the number of nursing program graduates (from 160 in 2019 to 142 in 2020 - **MFR Objective 1.3**), enrollment in the Master of Science in Nursing program continues to grow significantly (by 60%; from 2019 to 2020).

In July 2020, Frostburg's Department of Nursing received two grants from the Maryland Higher Education Commission: 1) the "Nurse Educator Cohen Scholars" proposal was awarded more than \$490,000 over five years, to be used to develop and implement a cohort model program to support current and future clinical and academic nurse educators through a structured mentoring model, and 2) the "Planning for the Future: Expanding Pre-licensure Capacity" proposal was awarded more than \$220,000 over two years. Funds will be used to develop a strategic plan and curriculum and course development for a proposed new, traditional nursing program that will allow students to earn a BSN degree within four years, which is designed to increase the capacity of initial BSN graduates within the state of Maryland (**MSP Strategies 4 and 6**).

Education

Also in response to evolving workforce demands, Frostburg embraces its responsibility to strengthen public schools through the preparation of certified teacher education graduates and pre-K to 20 partnerships (**MSP Strategy 1**). For 2020, 245 students enrolled in undergraduate teacher education and Master of Arts in Teaching (MAT) post-baccalaureate programs. Enrollments in these programs have declined since 2018, as has the number of candidates who successfully completed their teacher training: from 105 in 2019 to 83 in 2020 (**MFR Objective 1.2**). The pass rates for undergraduate and MAT post-baccalaureate students on the PRAXIS II remained steady at 98% in 2020.

Beginning in the fall of 2019, a combined B.S. in Exercise and Sport Science/M.S. in Athletic Training and a stand-alone M.S. in Athletic Training were launched to expedite time to degree for students pursuing these degrees. The Exercise and Sports Science program experienced a modest increase in enrollments between fall 2018 and fall 2019 (from 141 to 152).

The College of Education was awarded a grant of more than \$4 million in January 2020 to support its efforts in teacher education. Frostburg will be partnering with school districts in Garrett and Frederick counties and reaching out to students interested in the MAT program to address teaching needs in Maryland.

Regional Engagement

In addition to strategic delivery of existing programs that engage external communities with the University, Frostburg continues to create new opportunities for its resources and intellectual capital to benefit the region and better promote campus facilities that help spark innovation. An

example of this work is the creation and launch of a new regional economic development effort, the I-68 Regional Alliance. This partnership includes representatives from Allegany, Garrett, Mineral, Bedford, and Somerset counties, who work together to focus on various industry sectors, including lifestyle manufacturing, IT cyber security service, and supply chains.

Goal 2: Promote an institutional image of academic distinction and ensure stable institutional enrollment through admission of students prepared to succeed in college and persist to graduation.

Frostburg State University critically reviews and strengthens its efforts to attract quality students to the campus and increase student retention and graduation rates. Over the reporting period, the university experienced declines in the percentage of African-American and minority undergraduates enrolled: 29.6% of the total undergraduate population for African Americans (**MFR Objective 2.2**) and 40.7% for minorities (**MFR Objective 2.3**).

Frostburg's second-year retention rate for undergraduates also decreased (from 76.7% in 2019 to 73.3% in 2020, **MFR Objective 2.1**), as did the second-year retention rates for African-American students (from 76.4% in 2019 to 71.2% in 2020, **MFR Objective 2.4**) and for all minorities (from 73.9% to 71.3%, **MFR Objective 2.6**). Conversely, the six-year graduation rate of undergraduates rose from 58.1% for 2019 to 59.2% for 2020, **MFR Objective 2.1**, as did both the six-year graduation rates for African-Americans (from 55.6% to 58.8%, **MFR Objective 2.5**) and for all minorities (from 55.7% to 57.6%, **MFR Objective 2.7**) over the same time period.

Recent Hires

In June 2020, the university hired an Assistant to the President, whose primary responsibilities include assisting the Interim Provost and other Academic Affairs leadership on various academic initiatives. Additionally, this position will assume a larger role with regard to adult learning and graduate studies, will focus on identifying additional sources of revenue through academic programming involving international students and working adults, and will identify opportunities to develop agreements within the state and region to attract working adults to further their education.

In August 2020, the university appointed an Assistant Vice President for Student Affairs, whose responsibilities include planning training in recognizing and addressing bias, working with the University Council of Diversity, Equity, and Inclusion to plan related programs for the larger campus community that continue to foster respect and dignity for all diverse communities at Frostburg.

Persistence Efforts

Over the reporting period, the Portfolium social networking platform was piloted with all students and instructors in Introduction to Higher Education courses. Additionally, a student in the President's Leadership Circle joined a small group of juniors and seniors, who also participated in this pilot, and a webinar was hosted by Portfolium in October 2019. Frostburg has

also purchased 500 hours of NetTutor, an on-line tutoring system with live support available to student 24/7, when needed.

Established in the fall of 2018, the Excellence in Academic Advising (EAA) project's taskforce completed a comprehensive advising self-study in 2019 following a process designed by the Global Community for Academic Advising and the Gardner Institute for Excellence in Undergraduate Education. Final recommendations from the self-study were presented to the campus in November 2019, and an action plan for improving academic advising was developed in the spring of 2020. The following action plan items have been completed as of September 2020: approval of institutional mission and goals for academic advising, identifying a new model for academic advising at FSU, reactivating the Academic Advising Council, and returning the Center for Academic Advising and Retention to the Academic Affairs Division.

Goal 3: Recruit and retain diverse and talented faculty and staff committed to student learning and University goals.

Cultural Diversity of Faculty and Staff

One of FSU's fundamental goals is to increase the diversity of its faculty and staff through the initiatives and strategies contained in its Cultural Diversity Program (**MSP Strategies 9 and 11**). Over the reporting period, Frostburg experienced a slight decline in the percentage of African-American faculty (from 4.6% in 2019 to 4.2% in 2020), while the percentage of female faculty increased from 42.4% for 2019 to 43.7% in 2020, continuing to meet the benchmarked goal (**MFR Objective 3.1**).

In January 2020, the university hired a new Vice President for Student Affairs, who has established several new initiatives, including assembling an informal group of African-American faculty and staff to discuss ways to bring more African-American faculty and staff to FSU and how the university can better support new minority hires.

Goal 4: Enhance facilities and the campus environment in order to support and reinforce student learning.

Frostburg recognizes its responsibility to provide the infrastructure necessary for modern modalities of instruction and applied learning experiences (**MSP Strategy 6**) in order to promote an environment for high quality teaching, learning, scholarship, and co-curricular programming. The amount of funding spent on facilities decreased over the reporting period, from 2.6% in 2019 to 1.8% in 2020 (**MFR Objective 4.1**). The university also expects to meet its goal in FY 2020 of maintaining a 2% rate of operating budget reallocation (**MFR Objective 4.1**), but cannot confirm these data until the USM Effectiveness and Efficiency reporting is completed in late October 2020.

Construction of the new 320-bed new residence hall began in spring 2020, and the building is on schedule to open for the fall 2020 semester. Also over the reporting period, the Education and Health Sciences Building held a groundbreaking in August 2020 and is on schedule for completion by the fall of 2022 (**MSP Strategy 6**).

Goal 5: Promote economic development in Western Maryland and the region.

Expanding outreach and engagement into the surrounding region has historically been a key goal for Frostburg. Under the direction of the Vice President for Regional Development and Engagement (RDE), the number of economic development initiatives at FSU (**MFR Objective 5.3**) are expected to increase from seven (2020), as the Office of RDE works toward integrating university resources with regional partners to help communities and companies remain competitive and meet the challenges of economic and community development.

One prospective initiative is the Western Maryland Advanced Technology Center, which will help to create several partnerships and attract multiple private-sector companies and organizations to the region. A feasibility and operations plan that was recently completed in response to an Allegany County Request for Proposal outlines numerous opportunities available to FSU and the region. One opportunity in the green industry and waste-to-value sectors of the economy is a burgeoning FSU partnership with an ultra-low carbon, green cement manufacturer to establish an on-campus global center of excellence. Another engagement initiative involves several cutting-edge sustainability companies, including clean and renewable energy companies, as well as a waste to high-value sustainable recycling company (**MSP Strategies 8, 10, and 11**).

Goal 6: Promote activities that demonstrate FSU's educational distinction.

Division II

In February 2020, FSU completed an NCAA onsite visit as part of its process in moving to Division II. The team of three NCAA visitors were very complimentary regarding the university's progress in this transition. Regardless of its student-athletes' spring 2020 season being cut short due to COVID-19, Frostburg was approved for its second year of provision NCAA Division II membership. As the university continues to review plans with its conference and act according to guidelines from the state and USM, it has decided to delay announcements on season plans.

Other Activities

In September 2019, a faculty committee held an information session regarding progress toward reviewing and re-envisioning the university's General Education Program, including continued emphases on knowledge acquisition and learning critical skills in oral and written communication, as well as different types of critical thinking and reasoning.

In October 2019, Frostburg joined the International Center for Academic Integrity and began working toward obtaining certification from that organization. The International Center for Academic Integrity (ICAI) was founded to combat cheating, plagiarism, and academic dishonesty in higher education.

In February 2020, Frostburg became part of a comprehensive coalition established by USM whose goal is collaborating to improve and commonize business processes. The coalition

consists of FSU, Bowie, Salisbury, Coppin, University of Baltimore (UB) and University of Maryland Eastern Shore (UMES). USM-sponsored initial meetings of the Vice Presidents of Administration and Finance and the Chief Information Officers of each institution were held to explore opportunities for collaboration. In February 2020, each institution hosted the Tambellini Group, who provides assistance in the assessment of finance and human resource areas.

In the spring of 2020, the Institutional Priorities and Resources Committee was charged with articulating a plan of action to increase enrollment and degree production for programs that meet the MHEC Definition of Low-Degree Productivity. This process will provide a mechanism for program coordinators to work in a collaborative and productive manner with faculty colleagues and university administrators via shared governance to explore how low-enrollment/low-degree programs may be revised and/or assisted to attract more students.

MISSION

Frostburg State University (FSU) is a student-centered teaching and learning institution featuring experiential opportunities. The University offers students a distinctive and distinguished baccalaureate education along with a select set of applied master’s and doctoral programs. Frostburg serves regional and statewide economic and workforce development; promotes cultural enrichment, civic responsibility, and sustainability; and prepares future leaders to meet the challenges of a complex and changing global society.

VISION

Frostburg State University will be recognized as a student-centered teaching and learning institution. The University will be known nationally for its emphasis on experiential education, its commitment to sustainability, and for the quality of its graduates as critical thinkers, life-long learners, and technologically competent global citizens.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. Address Statewide and regional workforce needs by preparing a changing student population for an era of complexity and globalization.

- Obj. 1.1** Increase the number of STEM (science, technology, engineering, mathematics) program graduates from 169 in 2019 to 190 in 2024.
- Obj. 1.2** Increase the number of teacher education graduates above the 2019 level of 105 by 2024.
- Obj. 1.3** Increase the number of baccalaureate-level nursing graduates from 160 in 2019 to above 180 by 2024.
- Obj. 1.4** Through 2024, maintain the number of students enrolled in courses delivered off campus at a level equal to or greater than the 2019 level of 10,157.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Number of undergraduates enrolled in STEM programs	949	925	804	759	716	730	740
Number of graduates of STEM programs (annually)	128	150	169	169	151	155	160
Number of undergraduates and Master of Arts (MAT) post-bachelor’s enrolled in teacher education	414	322	274	265	245	260	280
Number of undergraduates and MAT post-bachelor’s completing teacher training	113	95	96	105	83	90	100
Pass rates for undergraduates and MAT post-bachelor’s on Praxis II exam	98%	96%	98%	98%	98%	98%	99%
Number of undergraduates enrolled in Nursing (RN to BSN) program	457	445	468	483	438	445	460
Number of graduates of the Nursing (RN to BSN) program	139	155	147	160	142	140	145
Number of Nursing (RN to BSN) program graduates employed in Maryland	97	124	127	136	128	126	130
Number of annual off-campus course enrollments	8,268	8,419	8,562	10,157	11,799	12,000	12,500

Goal 2. Promote an institutional image of academic distinction and ensure stable institutional enrollment through admission of students prepared to succeed in college and persist to graduation.

- Obj. 2.1** Increase the second-year retention rate of all undergraduates from 76.7 percent in 2019 to 78.0 percent in 2024 and the six-year graduation rate from 58.1 percent in 2019 to 60.0 percent in 2024.
- Obj. 2.2** By 2024, maintain the percentage of African-American undergraduates at a level equal to or greater than the 2019 level of 31.2 percent.
- Obj. 2.3** By 2024, sustain the percentage of minority undergraduates at a level equal to or greater than the 2019 level of 42.5 percent.
- Obj. 2.4** Maintain the second-year retention rate of African-American students at a level equal to or greater than the 2019 level of 80 percent.
- Obj. 2.5** Attain and preserve a six-year graduation rate of African-American students at 55.6 percent through 2024.
- Obj. 2.6** Increase the second-year retention rate of minority students from 73.9 percent in 2019 to 75.0 percent in 2024.
- Obj. 2.7** Realize and maintain a six-year graduation rate for minority students of 58 percent through 2024.
- Obj. 2.8** Maintain the approximate percentage of economically disadvantaged students at 61 percent through 2024.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Second-year retention rate at FSU all students	76.8%	76.7%	73.7%	76.7%	73.3%	74.0%	75.0%
Six-year graduation rate from FSU (or another public university in Maryland) for all students	61.7%	55.2%	57.3%	58.1%	59.2%	60.0%	61.0%
Percent African-American (Fall undergraduate in fiscal year)	30.8%	31.4%	31.4%	31.2%	29.6%	30.0%	31.0%
Percent minority (Fall undergraduate in fiscal year)	42.0%	43.8%	43.7%	42.5%	40.7%	41.0%	42.0%
Second year retention rate at FSU for African-American students	83.2%	78.2%	71.3%	76.4%	71.2%	72.0%	73.0%
Six-year graduation rate from FSU (or another public university in Maryland) for African-American students	62.0%	48.8%	59.2%	55.6%	58.8%	59.0%	60.0%
Second-year retention rate at FSU for minority students	82.3%	76.8%	69.4%	73.9%	71.3%	72.0%	73.0%
Six-year graduation rate from FSU (or another public university in Maryland) for minority students	61.9%	51.3%	56.2%	55.7%	57.6%	58.0%	59.0%
Percent of economically disadvantaged students	60.7%	61.6%	61.9%	61.2%	61.4%	61.6%	62.0%

Goal 3. Recruit and retain diverse and talented faculty and staff committed to student learning and University goals.

- Obj. 3.1** Attain greater faculty diversity: women from 42 percent in 2019 to 44 percent in 2024; African-Americans from 4.6 percent in 2019 to 5.0 percent in 2024.
- Obj. 3.2** Increase the number of programs awarded professional accreditation (e.g., the National Council for Accreditation of Teacher Education and the Association to Advance Collegiate Schools of Business) from 11 in 2019 to 12 by 2024.
- Obj. 3.3** By the 2024 survey year, maintain or surpass the satisfaction of graduates with education received for work at the 2017 level of 91 percent.
- Obj. 3.4** By the 2024 survey year, maintain the percentage of satisfaction with education for graduate/professional school at the 2017 level of 100 percent.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Faculty diversity: Women (full-time faculty)	41.1%	42.1%	43.8%	42.4%	43.7%	44.0%	44.5%
African-American (full-time faculty)	4.8%	3.9%	4.0%	4.6%	4.2%	4.5%	5.0%
Achievement of professional accreditation by program	9	10	10	11	11	12	12
Satisfaction with education for work (triennial survey)	N/A	91%	N/A	N/A	88%	N/A	N/A
Satisfaction with education for graduate or professional school (triennial survey)	N/A	100%	N/A	N/A	93%	N/A	N/A

Goal 4. Enhance facilities and the campus environment in order to support and reinforce student learning.

- Obj. 4.1** Maintain effective use of resources through 2024 by allocating at least two percent of replacement costs to facilities renewal and achieve at least two percent of operating budget for reallocation to priorities.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Percent of replacement cost expended in facility renewal	1.2%	1.6%	2.3%	2.6%	1.8%	0.9%	1.2%
Rate of operating budget reallocation	3%	3%	3%	4%	4%	3%	3%

Goal 5. Promote economic development in Western Maryland and in the region.

- Obj. 5.1** Increase the percentage of graduates employed one year out from 96 percent in survey year 2017 to 97 percent in survey year 2024.
- Obj. 5.2** Prepare graduates to obtain higher initial median salaries from \$41,241 in 2017 to \$42,500 in 2024.
- Obj. 5.3** Sustain or increase the number of economic development initiatives established in 2019 (7) through 2024.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Headcount enrollment (Fall total in fiscal year)	5,756	5,676	5,396	5,294	5,178	5,235	5,335
Number of graduates with a bachelor's degree	963	1,061	1,026	1,077	967	970	975
Number of graduates working in Maryland (triennial survey)	N/A	467	N/A	N/A	674	N/A	N/A
Percent of graduates employed one year out (triennial survey)	N/A	96%	N/A	N/A	87%	N/A	N/A
Median salary of graduates (triennial survey)	N/A	\$41,241	N/A	N/A	\$40,750	N/A	N/A
Number of initiatives	11	10	8	7	7	10	11

Goal 6. Promote activities that demonstrate the University’s educational distinction.

Obj. 6.1 Through 2024, continue participation in the system campaign goal.

Obj. 6.2 Increase student’s involvement in community outreach from 4,506 in 2019 to 4,600 in 2024.

Obj. 6.3 Increase the number of faculty awards from 19 in 2019 to 20 in 2024.

Obj. 6.4 Sustain the Regents’ goal of 7 to 8 course units taught by full-time equivalent (FTE) Core Faculty through 2024.

Obj. 6.5 Through fiscal year 2024, sustain the number of days spent in public service per FTE Faculty to at least 10.2 as recorded in fiscal year 2019.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Funds raised in annual giving (\$ millions)	\$2.1	\$3.1	\$3.2	\$3.6	\$1.8	\$2.8	\$3.0
Number of students involved in community outreach	4,566	4,610	3,801	4,506	1,923	2,500	4,600
Number faculty awards	17	14	19	19	16	18	20
Course units taught by FTE core faculty	7.3	7.3	7.3	7.1	7.4	7.7	8
Days of public service per FTE faculty	9.6	9.0	8.1	10.2	9.4	9.8	10.2

SALISBURY UNIVERSITY

MISSION

Salisbury University is a premier comprehensive Maryland public university offering excellent, affordable education in undergraduate liberal arts, sciences, business, nursing, health sciences, social work and education and applied master's and doctoral programs. We empower students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning.

INSTITUTIONAL ASSESSMENT

Overview

During 2019-20, Salisbury University (SU) achieved many significant accomplishments despite the monumental challenges posed by the COVID-19 pandemic. The success of our students continues to be a SU's hallmark. During spring 2020, we announced our first ever Goldwater winners with two students winning scholarships. In addition, fifteen students were semifinalists for the prestigious U.S. Fulbright award, with six students earning these coveted scholarships. It is not surprising that the U.S. Department of State spotlighted SU as one of the nation's top producers of Fulbright students for each of the last three years. This work would not be possible without the expertise and continued support of SU's Nationally Competitive Fellowships Office, Office of Undergraduate Student Research, and our dedicated faculty.

In January, SU received the Carnegie Foundation's prestigious Community Engagement designation. Salisbury is one of only 359 campuses nationwide to hold this distinction which recognizes SU's commitment to community-engaged learning and the alignment of our campus mission, culture, and practices supporting noteworthy community engagement.

One other significant accomplishment of the University this year was the completion of our *2020-2025 Strategic Plan*. The plan is the result of more than a year of campus-wide feedback and collaboration. The plan is closely aligned with the six themes identified in the *University System of Maryland (USM) through 2020: A Renewed Vision for Powering Maryland Forward* plan. Additionally, the table below demonstrates the linkage between SU's plan and Maryland Higher Education Commission's (MHEC's) *2017-2021 State Plan for Postsecondary Education: Student Success with Less Debt*. The University looks forward to continuing to assist the State meet its access, success and innovation goals. SU's *2020-2025 Strategic Plan* includes goals that complement the key goals and objectives identified in the *Managing for Results (MFR)* document and the three goals for postsecondary education identified in the 2017-2021 State plan.

To determine how effectively SU is progressing towards meeting the 2020 MFR key goals and objectives, data relevant to each objective will be described in subsequent sections of this report. Below, SU's strategic plan goals are linked to the State plan goals.

<i>2017-2021 State Plan for Postsecondary Education</i>	<i>SU Strategic Plan: 2020-2025</i>
Goal 1: Access: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.	Goal 2: Inspire a Campus Culture of Inclusive Excellence, Support, and Collaboration
	Goal 3: Educate students for success in academics, Support Access, Affordability and Academic Excellence
	Goal 4: Deepen Engagement with Our Community
Goal 2: Success: Promote and implement practices and policies that will ensure student success.	Goal 1: Enrich Academic Success and Student Development
	Goal 2: Inspire a Campus Culture of Inclusive Excellence, Support, and Collaboration
	Goal 3: Support Access, Affordability and Academic Excellence
Goal 3: Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success.	Goal 1: Enrich Academic Success and Student Development
	Goal 3: Support Access, Affordability and Academic Excellence
	Goal 4: Deepen Engagement with Our Community
	Goal 5: Enhance Environmental, Social and Economic Sustainability

Despite these successes, SU faced tremendous challenges beginning in March 2020 as a result of the growing COVID-19 pandemic. The University has worked tirelessly to maintain the academic quality of our programs and courses while protecting the health and safety of our campus community. Much of the data shared in this report was collected prior to the COVID-19 pandemic. As such, the impact COVID-19 has had on our enrollment and other metrics of success has not yet been fully revealed. We anticipate that over the next several years, we will see both the short- and long-term impacts that this virus will have on our campus. As a result of the resiliency and commitment of SU’s faculty, staff and students, we will continue to face these challenges together and focus our efforts on maintaining SU as a premier public comprehensive university.

Access

2017-2021 Maryland State Plan for Postsecondary Education Goal:

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

PAR/MFR Objectives: 1.1-1.4; 3.1-3.3; Additional Indicators 1- 2

SU is committed to cultivating and sustaining a superior learning community where students, faculty, and staff are viewed as learners, teachers/scholars, and facilitators, and where a commitment to excellence and openness to a broad array of ideas and perspectives are central to all aspects of university life. Supporting access, affordability and academic excellence is a major

goal in the University's Strategic Plan and supported by the following MFR objectives:

- diversity of the student body (Objectives 3.1-3.3)
- pass rates on national licensure and certification exams (Objectives 1.1 & 1.2),
- self-reports of student satisfaction with the quality of education and preparation they received (Objectives 1.3 & 1.4),
- salaries of recent graduates (Additional Indicators 1 & 2)

Diversity

MFR Objectives: 3.1- 3.3

The changing demographics in the State and Nation are also reflected on SU's ever-increasing diverse population of students. In fall 2019, the University accepted 74% of its first-time degree-seeking applicants and enrolled its largest cohort of first-time students. Of the 1,470 first-time degree-seeking students enrolled, just over 27% were from ethnically diverse backgrounds. SU enrolled a total of 7,686 undergraduate students; 89% of SU's student population is at the undergraduate level. As recommended in the *2017-2021 Maryland State Plan for Postsecondary Education*, graduate student representation on campus grew 20% over the past five years. Approximately, 931 graduate students were enrolled in fall 2019.

While continuing to increase accessibility, SU values both affordability (e.g., tuition, fees, need-based and non-need-based aid and grants, etc.) and quality (e.g., academic credentials of the first-year class, admission, retention, and graduation rates, etc.). During fall 2019, enrollment of economically disadvantaged students increased slightly from 52.1% to 52.7% (Objective 3.3). The changing demographics of high school graduates across both the State and Nation make it increasingly important to provide affordable access for all students.

The University has increasingly emphasized its desire to maintain a diverse campus—which is readily affirmed in the University's trends and benchmarks. Fall 2019 marked the most ethnically diverse student population in SU's history (Objectives 3.1 and 3.2). During fall 2019, SU increased its enrollment of minority undergraduate students for the fourteenth consecutive year. African American students made up 14.7% of SU's undergraduate students (Objective 3.1). Similarly, 26.8% of SU's fall 2019 undergraduate enrollment was composed of minority students (Objective 3.2). Despite a slight decrease in undergraduate enrollment since 2014 (3.9%) undergraduate minority student enrollment has increased more than 7% (from 1,861 in fall 2014 to 1,997 in fall 2019).

Licensure

MFR Objectives: 1.1 & 1.2

MFR Objectives 1.1 and 1.2 were established as performance goals to help determine the effectiveness of the nursing and teacher education programs at SU. Effectiveness for these goals is measured by examining the pass rates for the nursing licensure exam (NCLEX) and the teaching licensure exam (PRAXIS). At 92%, SU remains well above the average Maryland NCLEX pass rate (86%) for BSN programs (Objective 1.1). In fact, SU has the highest NCLEX pass rate in the State of all BSN programs. The Nursing Department continues its concentrated efforts (e.g., tutoring, NCLEX review course, etc.) to increase its pass rates and maintain an academically rigorous curriculum.

During the 2008-09, the Professional Education Unit of the Seidel School of Education implemented a new graduation requirement for students seeking their degree in a Professional Education area. Beginning with students graduating from the Professional Education program in spring 2010 and after, students were required to pass the PRAXIS II in order to graduate with recommendation for certification. In spring 2019, this program requirement was modified such that all students in the program must take the PRAXIS II in order to graduate. The current pass rate is 99% (Objective 1.2).

Alumni Satisfaction and Salary

MFR Objectives: 1.3 & 1.4

Two measures of success used by SU are alumni satisfaction and earning potential. Data are collected on an annual basis using an alumni survey to address Objectives 1.3 and 1.4 and Additional Indicators 1 and 2. The most recent survey results are based on students that graduated in August/December 2017 and January/May 2018. It should be noted that the response rate for the alumni survey was 21%. Results revealed that 100% and 97% of SU graduates are satisfied with their level of preparation for graduate school (Objective 1.3) and employment (Objective 1.4), respectively.

When examining the median salary of recent graduates, alums saw a 16% increase in salary when compared to 2015-16 graduates. Recent graduates earned a median salary of \$48,000 (Additional Indicator 1) which represents the 76th percentile of the median salary for workers 25 years old and over with a bachelor's degree (Additional Indicator 2).

Accreditations

An indicator of the quality and effectiveness of SU is its ability to achieve and maintain national accreditations. Several academic programs and administrative offices are accredited:

- SU is accredited by the Middle States Commission on Higher Education (**MSCHE**);
- Teacher Education programs- accredited by the National Council for Accreditation of Teacher Education (**NCATE**) and MD State Department of Education;
- Social Work programs- accredited by the Council on Social Work Education (**CSWE**);
- Music program- accredited by the National Association of Schools of Music (**NASM**);
- Franklin P. Perdue School of Business- accredited by the Association to Advance Collegiate Schools of Business (**AACSB**);
- Exercise Science- accredited by the Commission on Accreditation of Allied Health Education Programs (**CAAHEP**);
- Medical Laboratory Science- accredited with the National Accrediting Agency for Clinical Laboratory Sciences (**NAACLS**);
- Nursing programs- accredited by the Commission on Collegiate Nursing Education (**CCNE**);
- Community Health- accredited by the Council on Education for Public Health;
- Programs in the Department of Chemistry- approved by the American Chemical Society Committee on Professional Training (**ACS-CPT**);
- Athletic Training- accredited by the Commission on Accreditation of Athletic Training Education (**CAATE**);
- Respiratory Therapy program- accredited by the Commission on Accreditation for Respiratory Care (**CoARC**);
- Applied Health Physiology program – accredited by the Committee on Accreditation for the

- Exercise Sciences (**CoAES**) through **CAAHEP**;
- Student Health Services- accredited by the Accreditation Association for Ambulatory Health Care (**AAAHHC**);
- Student Counseling Services- accredited by the International Association of Counseling Services (**IACS**); and
- University Police- accredited by the Commission on Accreditation for Law Enforcement Agencies, Inc. (**CALEA**).

Rankings

In addition, this has been a year in which SU has garnered much national recognition of its reputation as an exceptional comprehensive University.

- In January, Salisbury University received the Carnegie Foundation’s prestigious Community Engagement designation making us one of only 359 campuses nationwide to hold this distinction.
- For the 3rd consecutive year, SU was highlighted by the *Chronicle of Higher Education* as one of the nation’s top producers of Fulbright students for 2019-20.
- *U.S. News & World Report’s Best Colleges for 2020-2021* selected SU as a best regional university among public and private institutions in the North. This is the 24th consecutive year SU received this honor. SU was also included on lists for the Top Public Schools, Best Values Schools, Best Colleges for Veterans and A-plus Schools for B Students.
- For the 23rd consecutive year, SU was designated by *The Princeton Review* as one of the nation’s best institutions in *The Best 386 Colleges: 2021 Edition* and *The Best Northeastern Colleges for 2019-20*. In 2020, SU’s Guerrieri Academic Commons was named one of the top 20 college and university libraries in the U.S. according to the *Princeton Review*.
- For the 11th consecutive year, *Kiplinger’s Personal Finance* magazine named SU as one of the magazines “Best Public College Values.”
- *Washington Monthly* magazine named SU as one of “America’s Best Bang-for-the-Buck Colleges” in 2020 for the 8th consecutive year.
- *The Princeton Review* in partnership with the *U.S. Green Building Council* named SU as one of the top 416 Green Colleges for the 10th consecutive year.
- *Forbes* magazine named SU one of Americas Top Colleges for 2019, for the 6th consecutive year. *Forbes* also lists Salisbury University as one of “America’s Best Value Colleges.”
- SU was identified by *Money* magazine’s as one of “America’s Best Colleges for 2020” for the 7th consecutive year.

Success

2017-2021 Maryland State Plan for Postsecondary Education Goal:

Success: Promote and implement practices and policies that will ensure student success.

PAR/MFR Objectives: 4.1-4.6

Retention and Graduation

80.5%, the second-year retention rate for the 2018 entering cohort of first-year students is 80.5% (Objective 4.1). The 2018 cohort included students that started at SU in fall 2018 and returned to SU or transferred to another Maryland school for the fall 2019 semester. SU’s second-year retention rate is the 2nd highest among the USM Master’s colleges and universities and above the

average across all USM schools, 79.4%.

Objectives 4.2 and 4.3 provide additional information regarding second-year retention rates with a special focus on African American and all minority students. SU increased its second-year retention rate to 86.5% for African American students compared to 84.4% last year. The second-year retention rate of minority students was 78.1%.

Currently, SU's overall six-year graduation rate is 75.4% (Objective 4.4). SU's six-year graduation rate is the highest among the USM Master's colleges and universities and is 2.0 percentage points above the USM average. The six-year graduation rate for African American students increased nearly three percentage points this year to a rate of 69.1% (Objective 4.5). SU has the highest African American student six-year graduation rate among the USM Master's colleges and universities. In fact, SU's rate is 10.3 percentage points higher than the USM average. The six-year graduation rate for minority students at SU, 71.5%, are the highest among the USM Master's colleges and universities and 3.4 percentage point above the USM average (Objective 4.6).

Innovation

2017-2021 Maryland State Plan for Postsecondary Education Goal:

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

PAR/MFR Objectives: 2.1-2.5; Additional Indicators 3-7

SU measures its impact on economic growth by successfully producing graduates with the skills necessary to compete in high-demand occupations. To determine our success, the University triennially tracks the percentage of graduates employed one year after graduation.

Remote Learning

After the quick pivot to remote learning in March 2020, many of our faculty expressed interest in enhancing their online teaching skills and more than 200 engaged in substantial development work to prepare for the 2020-2021 academic year, taking advantage of hundreds of training activities aligned with best practices for online learning and many developing remote learning experiences for laboratory, performance, clinical, simulation, and other engaged learning experiences.

Nursing

Data for this year indicates that applications and enrollment into the program have remained relatively stable (Additional Indicators 3-6). The number of undergraduate and graduate nursing majors enrolled for fall 2019 were up this year. A robust number of SU undergraduate students are pursuing nursing with 561 undergraduate majors in fall 2019. An additional 38 students were pursuing a graduate nursing degree during the same time period. The number of nursing baccalaureate and graduate degree recipients has held steady at 96 (Objective 2.5).

Teacher Education

The overall number of teacher education enrollments increased by 6 students to a total of 1,196 this year. The number of teacher education graduates from SU (Objective 2.3) decreased this

year to 219. To assist with the continued recruitment of teacher education majors, SU has dedicated resources to establish a Holmes Scholar program designed to recruit underrepresented populations in education careers. Additionally, SU participates in the [Teacher Academies of Maryland](#) (TAM) program by providing \$500/semester scholarships to TAM graduates when they attend SU. Finally, admissions has partnered with SU's Seidel School of Education to recruit high promise education majors into a new mentorship program, the Higher Opportunities and Possibilities in Education Program (HOPE). HOPE allows aspiring teachers to be considered for admission based on alternative evidence of their commitment to the field of education, including completion of a TAM program or recommendations of their school administration. These students are mentored by staff and faculty from SU's Seidel School of Education and upper-class education students. They may also live in one of three education-focused living learning communities.

STEM

STEM enrollments decreased slightly this year to 1,397. STEM graduates remained relatively stable during 2018-19 with 321 graduates (Objective 2.4). In addition to several other scholarships used to attract students, the Henson School Science and Technology offers 16 renewable \$5,000 merit scholarships for entering first year STEM students. A new high-performance computer lab opened last spring which supports students in several STEM majors. The University was also approved to offer Data Science major (B.S. degree), the only program of its kind at the undergraduate level in Maryland.

Employment

As mentioned previously, alumni data are collected by the University annually. Based on responses from graduates in 2017-18, 97% of those responding to an alumni survey were employed one year after graduation (Objective 2.2), with 63% employed in Maryland (Objective 2.1). Additionally, SU estimates that, of the 87 Bachelor of Science in nursing graduates in 2017-18, approximately 70 are working in Maryland (Additional Indicator 7). SU provides a quality education, making SU graduates readily employable and prepared to be successful in their future careers and life while addressing the workforce needs of the state.

MISSION

Salisbury University (SU) is a premier comprehensive Maryland public university, with four privately endowed schools, offering excellent, affordable education in undergraduate liberal arts, sciences, business, nursing, education, social work, and applied master’s and doctoral programs. Our highest purpose is to empower students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life long learning in a democratic society and interdependent world.

VISION

Salisbury University, a Maryland university of national distinction, will be acknowledged by its peers as a globally oriented, widely recognized comprehensive university for excellence in education both in and out of the classroom and for its commitment to model programs in civic engagement. Undergraduate research, international experiences, and a broad range of internships and community outreach activities will be the hallmark of the institution, enriching the traditional academic curriculum and enabling students to connect research to practice and theory to action. Salisbury University will grow to meet the education and workforce needs of the State by providing nationally distinguished undergraduate programs as well as specialized master and doctoral programs that uniquely serve the region. We will attract superior students who are academically exceptional and who embrace their role as involved citizens. We will empower students for a life of leadership and cultural appreciation through their participation in campus artistic and athletic activities and in campus clubs and organizations. We will graduate students who are recruited by the best employers and graduate schools and who will contribute to the economic and social vitality of the State and the nation.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. Provide a quality undergraduate and graduate academic and learning environment that promotes intellectual growth and success.

- Obj. 1.1** Maintain the percentage of nursing graduates who pass the nursing licensure exam on their first attempt within 5 percentage points of the fiscal year (FY) 2019 rate of 99 percent into FY 2024.
- Obj. 1.2** Maintain the percentage of teacher education graduates who pass the teacher licensure exam at the FY 2019 rate of 100 percent into FY 2024.
- Obj. 1.3** Maintain the percentage of SU graduates who are satisfied with their level of preparation for graduate or professional school at 99 percent into FY 2024.
- Obj. 1.4** Increase the percentage of SU graduates who are satisfied with their level of preparation for employment from 94% in FY 2017 to 95 percent in FY 2024.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Nursing National Council Licensure Exam (NCLEX) pass rate	90%	93%	91%	99%	92%	99%	99%
Teaching (Praxis II) pass rate	100%	100%	100%	99%	99%	100%	100%
Satisfaction with preparation for graduate school (triennial measure)	N/A	99%	N/A	N/A	100%	99%	99%
Satisfaction with preparation for employment (triennial measure)	N/A	94%	N/A	N/A	97%	95%	95%

Goal 2. Utilize strategic collaborations and targeted community outreach to benefit the University, Maryland, and the region.

Obj. 2.1 Increase the estimated percentage of graduates employed in Maryland from 65.5 percent in FY 2017 to 66 percent in FY 2024.

Obj. 2.2 Maintain the percentage of graduates employed one-year after graduation at the FY 2017 rate of 94 percent into FY 2024.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Percentage of bachelor's degree graduates employed in Maryland one year after graduation (triennial)	N/A	65.5%	N/A	N/A	63.0%	67.0%	67.0%
Percentage of bachelor's degree graduates employed one year after graduation (triennial)	N/A	94.2%	N/A	N/A	97.0%	95.0%	95.0%

Obj. 2.3 Increase the number of teacher education graduates from 254 in FY 2019 to 260 in FY 2024.

Obj. 2.4 The number of graduates in science, technology, engineering and math (STEM) related fields will increase from 326 in FY 2019 to 340 in FY 2024.

Obj. 2.5 Maintain the number of nursing degree recipients at the FY 2019 of 96 into FY 2024.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Number of teacher education enrollments	1,229	1,163	1,131	1,190	1,196	1,205	1,247
Number of teacher education graduates	282	290	302	254	219	256	259
Number of STEM enrollments	1,393	1,455	1,418	1,453	1,397	1,295	1,378
Number of STEM graduates	346	312	316	326	321	313	321
Number of undergraduate nursing majors	538	547	563	542	561	565	575
Number of baccalaureate degree recipients in nursing	94	90	97	87	89	88	90
Number of graduate nursing majors	29	34	42	39	38	30	20
Number of graduate degree recipients in nursing	14	3	2	9	7	11	6
Total number of nursing degree recipients	108	93	99	96	96	99	96

Goal 3. The University will foster inclusiveness as well as cultural and intellectual pluralism.

Obj. 3.1 Increase the percentage of African-American undergraduates from 14.4 percent in FY 2019 to 15.4 percent in FY 2024.

Obj. 3.2 Increase the percentage of minority undergraduates from 26.3 percent in FY 2019 to 26.8 percent in FY 2024.

Obj. 3.3 Increase the percentage of economically disadvantaged students attending SU from 52.1 percent in FY 2019 to 54.1 percent in FY 2024.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Percentage of African-American undergraduates	13.9%	14.3%	14.5%	14.4%	14.7%	14.7%	14.8%
Percentage of minority undergraduates	25.6%	26.0%	26.2%	26.3%	26.8%	26.6%	26.8%
Percentage of economically disadvantaged students	53.4%	53.3%	54.4%	52.1%	52.7%	53.7%	53.8%

Goal 4. Improve retention and graduation rates while advancing a student-centered environment.

Obj. 4.1 The second-year retention rates of SU first-time, full-time freshmen will increase from 84.2 percent in FY 2019 to 85.3 percent in FY 2024.

Obj. 4.2 The second-year retention rates of SU first-time, full-time African-American freshmen will increase from 84.4 percent in FY 2019 to 85.5 percent in FY 2024.

Obj. 4.3 The second-year retention rates of SU first-time, full-time minority freshmen will increase from 83.7 percent in FY 2019 to 84.8 percent in FY 2024.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Second-year first-time, full-time retention rate at SU (or another public university in Maryland): All students	84.0%	84.7%	84.9%	84.2%	80.5%	84.6%	84.8%
African-American students	81.4%	83.8%	83.8%	84.4%	86.5%	84.6%	84.8%
Minority students	80.1%	84.0%	83.0%	83.7%	78.1%	84.0%	84.2%

Obj. 4.4 The six-year graduation rates of SU first-time, full-time freshmen will increase from 72.0 percent in FY 2019 to 73.5 percent in FY 2024.

Obj. 4.5 The six-year graduation rates of SU first-time, full-time African-American freshmen will increase from 66.4 percent in FY 2019 to 67.9 percent in FY 2024.

Obj. 4.6 The six-year graduation rates of SU first-time, full-time minority freshmen will increase from 65.6 percent in FY 2019 to 67.1 percent in FY 2024.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Six-year graduation rate of first-time, full-time freshmen from SU (or another public university in Maryland): All students	75.1%	74.6%	76.6%	72.0%	75.4%	73.0%	74.0%
African-American students	71.2%	70.5%	74.7%	66.4%	69.1%	68.0%	69.0%
Minority students	70.6%	68.9%	73.5%	65.6%	71.5%	67.2%	68.2%

ADDITIONAL MEASURES

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Median salary of SU graduates (one year after graduation) (triennial)	N/A	\$41,227	N/A	N/A	\$48,000	\$48,000	\$480
Ratio of median salary of SU graduates (one year after graduation) to the median salary of the civilian workforce with a bachelor's degree (triennial)	N/A	79%	N/A	N/A	76%	76%	76%
Estimated number of nursing graduates employed in Maryland as nurses (triennial)	N/A	75	N/A	N/A	70	70	1
Number of applicants to the professional nursing program	177	177	171	190	149	165	175
Applicants accepted into the professional nursing program	103	103	98	99	109	107	97
Applicants not accepted into the professional nursing program	74	74	73	91	40	58	78
Number of applicants enrolled in the professional nursing program	94	94	97	97	97	97	97

Towson University

2020 Institutional Performance Accountability Report

Mission

Towson University fosters intellectual inquiry and critical thinking preparing graduates who will serve as effective, ethical leaders and engaged citizens. Through a foundation in the liberal arts, an emphasis on rigorous academic standards, and the creation of small learning environments, we are committed to providing a collaborative, interdisciplinary and inter-professional atmosphere, excellence in teaching, leadership development, civic engagement, and applied and sponsored research opportunities at the undergraduate and graduate levels. Our graduates leave Towson University with the vision, creativity and adaptability to craft solutions that enrich the culture, society, economy, and environment of Maryland, the region, and beyond.

Institutional Assessment

The TU 2020 strategic plan expands on TU's earlier TU 2010 and TU 2016 strategic plans. TU 2020 focuses on academic quality, diversity and inclusion, student success, STEM and other critical state workforce needs, and other areas that mirror and contribute to the goals of both the 2017-2021 Maryland State Plan for Postsecondary Education and to the 2010 strategic plan of the University System of Maryland.

After a listening tour, focus groups and extensive fact-finding, President Kim Schatzel outlined eight Presidential Priorities for building an even stronger foundation for Towson University. The priorities include (1) TU Matters to Maryland, (2) BTU: Partnerships at Work for Greater Baltimore, (3) Lifelong Career Center, (4) Diverse and Inclusive Campus, (5) Culture of Philanthropy, (6) World-Class Faculty Development Center, (7) Strategic Plan Alignment, and (8) TIGER Way - Transfer, International, Graduate Enrollment Resource Initiative.

The following document reviews progress on the goals and objectives contained in TU's PAR/MFR report. We have included a crosswalk under each of the goal statements to further demonstrate connections between the goals and objectives of TU's PAR/MFR, TU 2020, the 2017-2021 Maryland State Plan for Postsecondary Education, and TU's Presidential Priorities.

Performance Accountability/Managing for Results Goal 1: Create and Maintain a Well-Educated Workforce. (Access, Success, and Innovation Goals of the Maryland State Plan; Institutional Priorities A, B & C of TU 2020; TU Presidential Priorities 1, 2, 3, & 8)

TU contributes by:

- 1) generating substantial numbers of high-quality bachelor's degrees, to help reach the goal of 55% of Marylanders having a higher education degree by 2025
- 2) preparing the most graduates with teaching credentials of any Maryland institution
- 3) increasing STEM enrollments and degrees to address Maryland's STEM workforce needs
- 4) producing highly-prepared nurses to address Maryland's nurse shortage and to improve the quality of health care to Maryland residents

Initial COVID-19 Impact, Overall Student Enrollment, & Degrees Awarded.

The gravity of the COVID-19 situation became abundantly clear during the spring 2020 semester, and TU, in alignment with USM, rapidly implemented measures to protect students, faculty, staff, and the surrounding community. The first major step occurred when TU effectively

began spring break three days early, cancelling classes on March 11th, 12th, and 13th. Classes resumed on March 23rd, in a distance-learning format, for the remainder of the term. TU's faculty and students demonstrated tremendous resilience as they quickly pivoted to remote instruction and learning, many of them for the first time, with the support of TU's staff. Other major COVID-related decisions included postponing spring 2020 commencement ceremonies, recalling study-abroad students, moving out most residential students, and telework for most employees.

The summer term was successfully conducted in a distance-learning format. TU enrolled 7,196 students, the institution's highest headcount for a summer term and 12% higher than TU's summer 2019 headcount.

The ReTUrn to TU Taskforce's initial framework called for a fall 2020 phased reopening of campus, with its first commitment being health and safety. Classes were scheduled to begin a week earlier than normal and switch to a distance format after the Thanksgiving break. TU planned for 85% online instruction, less than 50% occupancy in residence halls, and continuation of employee telework so that less than 20% of employees would be on campus at any time.

In the week prior to the semester's start, 55 TU individuals, including 52 students, tested positive for COVID-19, and TU responsively adjusted the fall 2020 plans. With exceptions, such as some science, fine arts, healthcare, and specific graduate programs, TU transitioned to a remote format for fall 2020. TU also reduced residence hall occupancy to approximately 20% of capacity.

TU's fall 2020 headcount enrollment was 21,917, a decrease of 792 or 3.5% from the fall 2019 headcount of 22,709. While TU's undergraduate headcount decreased by about 4.5%, the graduate headcount increased for the first time since fall 2012.

Undergraduate headcounts were down by 889 or 4.5% from 19,619 in fall 2019 to 18,730 in fall 2020. This dip was largely attributable to fewer incoming (first-time and transfer) students, with their headcount down by 685, from 4,998 in fall 2019 to 4,313 in fall 2020. Of particular note was the 31% decrease in the headcount of out-of-state first-time students. COVID-19 issues likely influenced the lower first-time numbers, as this cohort melted (i.e. paid enrollment deposits but did not enroll) at a rate of 15%, more than double the fall 2019 melt rate of 6%. Preliminary figures show that 75% of melted first-time students enrolled at a community college in their state of residence, a group which TU is actively targeting for future enrollment.

TU's fall graduate headcount experienced its first year-to-year increase since fall 2012, as fall 2020 enrollments were up by 3% from fall 2019. Headcounts increased at both the masters and doctoral levels.

TU awarded 5,558 degrees in 2019-2020, the second most in TU history and a 1% increase from five years earlier. TU conferred 4,701 bachelor's degrees in 2019-2020, the most in TU's history and an increase of 7% from five years earlier. The number of graduate degrees conferred in 2019-2020 (857) was down by 53 or 6% from the prior academic year (910 in 2018-2019).

Enrollment in K-12 Teacher Training & Degrees Awarded with Teaching Credentials.

TU continues to develop a robust pipeline of well-prepared educators to meet Maryland's needs for teachers. TU is Maryland's largest producer of teacher candidates, and enrollments in fall 2020 increased after six years of declining enrollments.

Enrollment in undergraduate teacher preparation/training programs at TU increased from 1,117 in fall 2019 to 1,190 in fall 2020. Specific efforts in TU's College of Education have helped TU's teacher preparation programs maintain enrollment. Notable efforts include scholarship funds aimed at recruiting transfer and MAT candidates in critical shortage areas, continuing work by the recruitment team, and targeted recruitment efforts in surrounding counties, specifically at the high school level. The share of incoming undergraduate students who enroll in an education major has averaged approximately 6% - 7% for the six most recent fall semesters.

The number of teacher-preparation completers remained relatively steady, decreasing by approximately 2%, from 522 in 2018-2019 to 509 in 2019-2020. The PRAXIS II passing rate remained high, at 98%.

Enrollment & Degrees Awarded in STEM.

TU continues to help the state address STEM workforce needs, with a variety of science and mathematics programs that combine the latest theory with real-world experience. The number of undergraduate and graduate STEM degrees and certificates increased from the prior academic year, while enrollments dipped slightly.

TU enrolled 3,906 undergraduate STEM majors in fall 2020. This decrease of about 3% from fall 2019 (4,015) is smaller than TU's 4.5% dip in undergraduate headcounts. TU's recent STEM undergraduate enrollment trend is positive and has increased by 18% from fall 2015 (3,320).

Undergraduate STEM degree production reached its highest level in 2019-2020 as TU conferred 797 STEM bachelor's degrees, up by 41% from the 565 degrees conferred in 2014-2015. The largest undergraduate degree growth was seen in Computer Science (increased by 116%) and Information Technology (increased by 99%) from five years earlier.

Graduate STEM enrollments decreased by about 9% from 730 in fall 2019 to 666 in fall 2020. The majority of the losses are attributable to the Master's in Applied Information Technology and its related post-baccalaureate certificates. Graduate STEM enrollments are approximately 2% higher than their fall 2015 level of 655.

Total STEM graduate degrees and certificates awarded in 2019-2020 was 260, up by 11% from the 235 degrees and certificates conferred in 2018-2019. Graduate degrees and certificates are down by about 9% from their five-year average of 287 and by about 29% from their recent high of 368 in 2014-2015.

Construction is on schedule for TU's new Science Complex to replace the aging Smith Hall, which went online when Towson University enrolled only 3,537 students. With an anticipated opening in spring 2021, the new Science Complex will greatly expand and improve the physical spaces for student learning.

TU has also secured numerous grants that support student enrollment, inclusiveness, and success in STEM disciplines. Grantors include the National Science Foundation, Howard Hughes Medical Institute, National Institutes of Health, and the National Security Agency.

Enrollment & Degrees Awarded in Nursing.

TU's nursing programs continue to rise to meet the state's need for nursing professionals. Undergraduate enrollments and degree production have risen to record highs, while the graduate programs plan to transition to a model that will produce more entry-level nursing professionals.

TU's undergraduate nursing enrollments have been increasing, rising by over 42% from 575 students in fall 2015 to 818 students in fall 2020. At the same time, undergraduate degree production rose to an all-time high of 313 bachelor's degrees conferred in 2019-2020, up by 56% from the 201 bachelor's degrees conferred in 2014-2015. TU nursing graduates achieved an 89% passing rate NCLEX-RN during the 2019-2020 administration period.

TU's Department of Nursing plans to transition its graduate offering to an entry level masters in nursing program (ELMS), which is designed to train students who hold a bachelor's degree in a non-nursing discipline. Pending MHEC approval, the program is expected to launch with a cohort of 24 students in either fall 2021 or fall 2022. TU is teaching out the existing master's nursing program, which enrolled 11 students in fall 2020 and conferred 3 degrees in 2019-2020.

Performance Accountability/Managing for Results Goal 2: Promote Economic Development (Innovation Goal of the Maryland State Plan; Institutional Priorities A, C, D and E of TU 2020; TU Presidential Priorities 1, 2, & 3)

TU's commitment to economic development is exemplified by TU's resilient headcount enrollment and record-level of bachelor's degrees awarded (4,701) in 2019-2020. TU's doctoral degree activity led to TU's first-ever recognition as a Doctoral/Professional University in the 2018 Carnegie Classification of Institutions of Higher Education.

TU's increasing geographic pull also exemplifies the university's commitment to economic development. While Maryland's Central Region (Anne Arundel, Baltimore, Baltimore City, Carroll, Harford, and Howard) remains the university's largest source of undergraduate students, TU is enrolling increasing numbers of students from the Capital Region (Frederick, Montgomery, and Prince George's counties). In fall 2020, 31% of TU's incoming first-time students and 23% of incoming transfer students hailed from the Capital Region of MD.

A thriving and competitive economy is one of five impact areas of Baltimore Towson University (BTU), one of TU's Eight Presidential Priorities, that leverages partnerships to support TU's commitment to positive impacts, making a difference, and transforming lives. Through BTU, TU has partnered with 531 organizations in Greater Baltimore and throughout Maryland to create positive impacts. As of fall 2020, TU faculty, staff, and students have 333 active engagements with BTU networking partners. Additionally, TU is Maryland's only four-year, public institution recognized with the Carnegie Foundation's Community Engagement Classification.

Performance Accountability/Managing for Results Goal 3: Increase Access for and Success of Minority, Disadvantaged Students (Access Goal of the Maryland State Plan; Institutional Priorities A & H of TU 2020; TU Presidential Priorities 1, 2, 4, & 8)

Racial and ethnic minority students accounted for 48% of the fall 2020 undergraduate student body, a 14% share increase from five years earlier. Similarly, the percent of TU's entire undergraduate body who are African-American (26%) has continued to grow. The number of low-income students declined by 4% from 3,677 in fall 2019 to 3,534 in fall 2020, a change which is commensurate with the dip in TU's undergraduate enrollment during the same period.

TU's ethnic minority and African-American students excel in their progression and degree completion, exceeding the 87% target retention rate and ranking second highest in the USM and well above national averages. The 2018 to 2019 retention rate was 89% for TU's ethnic minority students and 91% for TU's African-American students. Six-year graduation rates of TU's ethnic minority undergraduate and of TU's African-American students remain high, both reaching 75% for the fall 2013 cohort. The six-year graduation rate of TU's first-generation undergraduates was 67% for the fall 2013 cohort, holding steady with the preceding five-year average of 67%. Similarly, the six-year graduation rates of TU's low income undergraduates was 65% for the fall 2013 cohort, rising steadily from a low of 48% for the fall 2005 cohort.

TU continues to expand on previously initiated programs including: tracking at-risk students, enhanced transfer student advising, enhanced tutoring and study skills workshops, increased resources for low-income and first-generation academic support programs, and analytics software to facilitate student advising and course scheduling.

Performance Accountability/Managing for Results Goal 4: Achieve and Sustain National Eminence in Providing Quality Education, Research, and Public Service (Innovation Goal of the Maryland State Plan; Institutional Priorities A, B & C of TU 2020; TU Presidential Priorities 1, 3, & 8)

TU's retention rate of 88% for first-time, full-time undergraduates ranked second highest among USM institutions. TU continues to demonstrate excellent six-year undergraduate graduation rates, with a 75% six-year graduation rate in 2019-2020 (fall 2013 cohort).

TU continues to receive numerous institutional rankings and recognitions, including:

- *U.S. News & World Report's 2021 America's Best Colleges*. TU among the top 100 National Public Universities
- *Money* magazine ranked TU 103rd on its 2020 Best Colleges for Your Money list
- *Washington Monthly* ranked TU 30th among national public universities and 55th among all national universities in its 2020 College Rankings.
- *Princeton Review* included TU in the 2021 Best Regional Colleges (Northeastern).
- TU's College of Business and Economics is one of less than 1% of business schools worldwide with AACSB accreditation for both business and accounting programs.
- TU is one of only 19 institutions in the nation to receive the Cyber Operations designation from the National Security Agency / Department of Homeland Security.
- TU's College of Education is Maryland's earliest and preeminent producer of teachers.
- Towson University's College of Health Professions is the largest producer of undergraduate health professions graduates in Maryland.

MISSION

Towson University fosters intellectual inquiry and critical thinking preparing graduates who will serve as effective, ethical leaders and engaged citizens. Through a foundation in the liberal arts, an emphasis on rigorous academic standards, and the creation of small learning environments, we are committed to providing a collaborative, interdisciplinary and inter-professional atmosphere, excellence in teaching, leadership development, civic engagement, and applied and sponsored research opportunities at the undergraduate and graduate levels. Our graduates leave Towson University with the vision, creativity and adaptability to craft solutions that enrich the culture, society, economy, and environment of Maryland, the region, and beyond.

VISION

With nearly 23,000 students, Towson University, a regionally and nationally ranked large comprehensive university, will continue to foster intellectual inquiry and critical thinking preparing graduates who will serve as effective, ethical leaders and engaged citizens. Through a foundation in the liberal arts, an emphasis on rigorous academic standards, and the creation of small learning environments, we are committed to providing a collaborative, interdisciplinary and inter-professional atmosphere, excellence in teaching, leadership development, civic engagement, and applied and sponsored research opportunities at both the undergraduate and graduate levels. Our graduates will leave Towson University with the vision, creativity and adaptability to craft innovative, evidence-based solutions that enrich the culture, society, economy, and environment of Maryland, the region, and beyond.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. Create and maintain a well-educated work force.

- Obj. 1.1** Increase the estimated number of TU graduates employed in Maryland to 3,540 or above by survey year 2020, from 3,413 in survey year 2017.
- Obj. 1.2** Increase the number of TU students receiving degrees or certificates in teacher training programs to 550 by fiscal year 2024, from 521 in fiscal year 2019.
- Obj. 1.3** Increase the number of TU students receiving degrees or certificates in STEM (science, technology, engineering, mathematics) programs to 1,050 by fiscal year 2024, from 993 in fiscal year 2019.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Total enrollment	22,284	22,343	22,705	22,923	22,709	21,917	21,673
Total degree recipients	5,432	5,584	5,543	5,529	5,558	5,525	5,500
Employment rate of graduates (triennial survey)	N/A	84.4%	N/A	N/A	83.2%	N/A	N/A
Estimated number of graduates employed in Maryland (triennial survey)	N/A	3,413	N/A	N/A	3,494	N/A	N/A
Number of students in teacher training programs	1,479	1,382	1,228	1,189	1,117	1,190	1,215
Number of students receiving degrees or certificates in teacher training programs	600	620	537	521	509	560	563
Percent of students who completed a degree or certificate in a teacher training program and passed Praxis II	98%	98%	98%	98%	98%	98%	98%
Number of undergraduate students enrolled in STEM programs	3,320	3,530	3,771	3,955	4,015	3,906	3,910
Number of graduate students enrolled in STEM programs	655	811	805	786	730	666	660
Number of students graduating from STEM programs	861	934	926	993	1,057	1,025	1,020

Obj. 1.4 Increase the number of degrees awarded in nursing to 292 by fiscal year 2024, from 279 in fiscal year 2019.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Number of qualified applicants who applied to nursing programs	334	461	450	373	361	429	400
Number accepted into nursing programs	213	325	276	270	262	280	280
Number of undergraduates enrolled in nursing programs	575	730	789	779	796	818	800
Number of graduate students enrolled in nursing programs	57	43	32	19	16	11	24
Number of students graduating from nursing programs	262	291	288	279	316	340	319
Percent of nursing program graduates passing the licensing examination	83%	87%	90%	90%	89%	88%	88%

Goal 2. Promote economic development.

Obj. 2.1 Maintain the ratio of median TU graduates' salary to the median annual salary of civilian work force with a bachelor's degree at 80 percent or above by survey year

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Median salary of TU graduates employed full-time (triennial survey)	N/A	\$42,539	N/A	N/A	\$47,554	N/A	N/A
Ratio of median salary of TU graduates to civilian work force with bachelor's degree (triennial survey)	N/A	80.6%	N/A	N/A	80.4%	N/A	N/A

Goal 3. Increase access for and success of minority, disadvantaged and veteran students.

Obj. 3.1 Increase and maintain the percent of minority undergraduate students to 50 percent or above by fiscal year 2024, from 43 percent in fiscal year 2019.

Obj. 3.2 Increase and maintain the percent of African-American undergraduate students to 27 percent or above by fiscal year 2024, from 23 percent in fiscal year 2019.

Obj. 3.3 Maintain the ethnic minority undergraduate second-year retention rate at 87 percent or above through fiscal year 2024.

Obj. 3.4 Maintain the African-American undergraduate second-year retention rate at 87 percent or above through fiscal year 2024.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Percent of minority undergraduate students enrolled	33.9%	36.7%	39.5%	42.7%	45.4%	47.9%	50.0%
Percent of African-American undergraduate students enrolled	17.6%	19.0%	20.8%	22.8%	24.4%	26.2%	27.0%
Second-year retention rate of minority students at TU (or another public university in Maryland)	89.4%	88.2%	90.0%	89.9%	89.3%	89.0%	89.0%
Second-year retention rate of African-American students at TU (or another public university in Maryland)	93.8%	89.7%	90.8%	91.8%	90.7%	90.0%	90.0%

- Obj. 3.5** Maintain the ethnic minority undergraduate graduation rate at 75 percent or above by fiscal year 2024.
- Obj. 3.6** Maintain the African-American undergraduate graduation rate at 75 percent or above by fiscal year 2024.
- Obj. 3.7** Maintain the number of enrolled first-generation undergraduate students at 3,200 or above by fiscal year 2024, compared with 3,344 in fiscal year 2019.
- Obj. 3.8** Increase the number of enrolled low-income undergraduate students to 3,700 or above by fiscal year 2024, from 3,681 in fiscal year 2019.
- Obj. 3.9** Increase the number of incoming undergraduate veterans and service members to 76 by fiscal year 2024, from 66 in fiscal year 2019.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Six-year graduation rate of minority students from TU (or another public university in Maryland)	72.9%	72.3%	75.8%	77.8%	75.4%	75.0%	75.0%
Six-year graduation rate of African-American students from TU (or another public university in Maryland)	69.6%	69.0%	76.4%	79.4%	74.9%	76.0%	76.0%
First-generation undergraduate students enrolled	3,332	3,183	3,282	3,344	3,173	3,010	3,000
Six-year graduation rate from TU of first-generation students	66.2%	67.2%	68.0%	70.1%	66.7%	70.4%	69.0%
Low-income undergraduate students enrolled	3,120	3,205	3,576	3,681	3,677	3,534	3,500
Six-year graduation rate from TU of low-income students	62.8%	61.9%	63.9%	67.4%	64.6%	69.8%	67.0%
Number of incoming undergraduate veterans and service members	60	68	99	66	72	60	75
Second-year retention rate at TU of veterans and service members	81.7%	75.0%	71.7%	75.8%	70.8%	72.0%	72.0%

Goal 4. Achieve and sustain national eminence in providing quality education, research and public service.

- Obj. 4.1** Maintain the second-year retention rate of TU undergraduates at 87 percent or above through fiscal year 2024.
- Obj. 4.2** Maintain the six-year graduation rate of TU undergraduates at 75 percent or above through fiscal year 2024.
- Obj. 4.3** Maintain the level of student satisfaction with education received for employment at or above 90 percent through survey year 2020, from 87 percent in survey year 2017.
- Obj. 4.4** Maintain the level of student satisfaction with education received for graduate/professional school at or above 98 percent through Survey Year 2020, from 95 percent in survey year 2017.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Second-year retention rate of students at TU (or another public university in Maryland)	87.4%	87.3%	86.8%	86.8%	87.7%	86.0%	87.0%
Six-year graduation rate of students from TU (or another public university in Maryland)	74.8%	74.2%	75.9%	77.2%	75.0%	76.0%	76.0%
Percent of students satisfied with education received for employment (triennial survey)	N/A	86.7%	N/A	N/A	80.8%	N/A	N/A
Percent of students satisfied with education received for graduate/professional school (triennial survey)	N/A	95.3%	N/A	N/A	94.3%	N/A	N/A

Goal 5. Maximize the efficient and effective use of State resources.

Obj. 5.1 Maintain or increase expenditures on facility renewal at 2 percent by fiscal year 2024, from 2 percent in fiscal year 2019.

Obj. 5.2 Increase the number of full-time equivalent students enrolled in TU courses delivered off campus or through distance education to 2,500 or above by fiscal year 2024, from 1,830 in fiscal year 2019.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Percent of replacement cost expended in facility renewal and renovation	2.69%	2.65%	2.10%	2.18%	1.71%	2.14%	2.02%
Full-time equivalent students enrolled in distance education and off campus courses	1,568	1,542	1,641	1,830	2,105	18,109	2,300

UNIVERSITY OF BALTIMORE
Managing for Results
Academic Year 2019-2020
MISSION

The University of Baltimore (UB) offers career-focused education for aspiring and current professionals, providing the region with highly educated leaders who make distinctive contributions to the broader community. We have a long history of providing quality, professional undergraduate and graduate education for working adults who aspire to advance in their careers.

INSTITUTIONAL ASSESSMENT

UB’s strategic plan supports our mission and six strategic priorities guide our direction.

- Goal 1:** Position UB as the region’s premier professional, career-focused university
- Goal 2:** Strengthen student success
- Goal 3:** Solidify UB’s commitment to community engagement and service
- Goal 4:** Organize for long-term financial stability
- Goal 5:** Achieve excellence in research, scholarship, and creative activity
- Goal 6:** Strengthen UB’s commitment to diversity, equity, and inclusion.

UB’s mission and implementation of the strategic plan is consistent with the 2017-2021 State Plan for Postsecondary Education: Student Success with Less Debt, and the goals are listed below. Specifically, Goals 2, 4, and 5 of UB’s Strategic Plan align with the Maryland State Plan. UB assess impact and aligns and revises strategies as appropriate.

State Plan	UB Strategic Plan (SP) – Initiatives Aligned with State Plan
<p>Access: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.</p>	<p>Goal 2: Enhance affordability and student financial literacy.</p> <p>Goal 2: Evaluate the tuition structure for all programs to ensure market competitiveness.</p> <p>Goal 2: Increase need-based financial aid.</p> <p>Goal 2: Revise financial aid processes to ensure clarity, consistency, and ease for students.</p> <p>Goal 2: Enhance strategic use of funds for improving student outcomes and reducing negative financial impacts on students and the institution.</p> <p>Goal 3: Expand engagement with public-school systems to ensure more students are prepared for college (e.g., dual enrollments, community college pipelines).</p>
<p>Success: Promote and implement practices and policies that will ensure student success.</p>	<p>Goal 2: Increase degree completion rates and shorten time to degree.</p> <p>Goal 2: Mine academic performance data to identify and support student success.</p> <p>Goal 2: Close gap in educational achievement among all undergraduates.</p> <p>Goal 2: Maximize flexible course delivery, enhance winter and summer offerings, and develop multi-semester course schedules.</p> <p>Goal 2: Enhance opportunities for awarding credit via transfer institutions, early college admittance, dual enrollment and military credit; create a campus-wide structure and institute policies and procedures for</p>

State Plan	UB Strategic Plan (SP) – Initiatives Aligned with State Plan
	awarding Prior Learning credit. Goal 2: Develop a strong and proactive approach to academic advising that focuses on academic pathways and timely student completion. Goal 2: Develop a University-wide initiative to assist students in making prudent financial decisions.
Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success.	Goal 2: Strengthen excellence in teaching and learning. Goal 2: Grow student participation in high-impact practices. Goal 4: Reorganize academic structures to better support academic excellence and student success. Goal 5: Expand RSCA partnerships and sponsored research with industry, government and community organizations, and other academic institutions.

Performance Accountability Metrics Supporting Access, Success, Innovation, Financial Resources, and Institutional Capabilities

After enhancement of many initiatives and implementation of several new initiatives, key metrics monitor our annual progress which demonstrate positive momentum.

- FTFT (first-time full-time students) retention has increased from 76.6% to 86.8%
- FTFT (first-time full-time students) retention for African-American students has increased from 76.9% to 85.0%
- The six-year graduation rate for African-American students has increased by 1.1 percentage points in one year and is the highest recorded since the lower division was reinstated in 2007.
- The six-year graduation rate for African American Students, exceeding that of all students in the prior fall, is now commensurate at 39.9% in comparison to all students at 41.1%
- 100% online due to COVID-19.
- Law graduates who pass the bar exam on first attempt has increased from 65.8% to 73.2%.
- Percentage of African American undergraduates is 46.8% which is the same as last year.
- Percentage of economically disadvantaged students is relatively stable from 73.9 % to 75.0%.
- Entrepreneurial revenues have decline from \$255,362 to \$105,483, largely owing to COVID-19
- Federal grants awarded have decreased from 7 to 6, yet the percentage of research dollars from federal sources has increased from 56.0% to 60.0%.

The University of Baltimore is pleased with these results, especially during the COVID-19 pandemic. A primary goal is to keep students on track, on time. Broad strategies included specific curricular programming, enhanced advising, and co-curricular integration of High Impact Practices including First-Year Learning Communities, career coaching, collaborative learning in General Education courses, and support for online learning, and targeted financial aid.

Supporting Access

Affordability: 75.0% of UB students are economically disadvantaged. There is a growing priority in securing need-based assistance for a diverse student body. UB continues to revise financial aid processes to support recruitment and retention, and ensure clarity, consistency, and ease for students. New strategies support more first-time, full-time freshmen with higher academic credentials (3.0 GPA or higher) than in prior years. UB has developed a new, need-based aid strategy to support recruitment and

retention efforts for undergraduate students. These include merit-based Transfer Scholarships for both full- and part-time students. Students with the required cumulative GPAs and a minimum 30 transferable credits are awarded scholarships. Students who have completed an associate's degree are eligible for an additional scholarship. Through The Bob Parsons Scholarship Fund, UB is investing in Pell Grant eligible transfer and military/veteran students. This scholarship covers eligible undergraduate students who maintain full-time enrollment, a 2.0 cumulative GPA, and Pell Grant eligibility, covering remaining tuition and fees after their Pell Grant is applied thus completing their degree debt free. In addition, UB continues to offer a Near Completers Grant: Micro-grants awarded to undergraduates within 30 credits of graduation whose ability to graduate is affected by either no remaining financial aid or hardship. Finally, merit scholarships are incremental to need-based aid

Financial Literacy: UB continues to develop a more purposeful strategy of linking financial aid to student payment of tuition. This occurs through more integrated operations, coordinated student communications and synchronized operating calendars. Financial literacy continues to be a priority to assist students in understanding the best ways to cover expenses and remain in control of their financial health. Financial Literacy: TV [<https://ubalt.financialaidtv.com>] is an online library of video clips which address popular financial aid questions. The Financial Clearance Initiative to ensure students can cover their tuition (via direct payment, financial aid, or third-party support) each semester has led to earlier financial aid communication, processing, and increased awareness of on-time payment of tuition and fees. The COVID-19 pandemic has heightened the need for counseling students on how to address emergency needs while staying enrolled and on track for degree completion.

Dual Enrollment and the USM B (Baltimore)-Power effort: B-Power is an initiative to work with Baltimore City-serving organizations to increase education and career opportunities for the city's students. In its commitment to this goal, the USM Chancellor's Office invested \$130,000 in UB's Early College Initiatives for fiscal year 2020. UB used this investment for infrastructure support, including salary for the Director and partial salary for the Program Specialist.

The program continues to grow. In the 2019-2020 academic year, UB partnered with 23 high schools and 1 middle school, with 297 students enrolling in 3-credit dual enrollment courses. 86% of enrolled students earned college credit, and 72% complete a General Education requirement in either Math, Writing, or both. According to the Baltimore Education Research Consortium's "College Fact Book 2020, Baltimore City Schools" the Class of 2018 attended college the fall semester after graduation at a rate of 45%, with 57% attending a 4-year and 43% attending a two-year institution. For comparison, 68% of our dual enrollment students attend college the fall semester after high school graduation, with 65% attending a 4-year and 35% attending a two-year institution.

Supporting Student Success

Expanded of Mandatory Milestone Advising Initiative: Students are required to see an advisor at distinct times in their academic careers. Specific advising syllabi are used at each touch point and include topics as academic progression, support services, career and internship opportunities, financial aid, and graduate school preparation. This initiative began in 2017 and now includes all undergraduate students.

Success with refocused Math Support Center: Fall 2019 saw Math Support Center traffic almost double with a 95% increase in usage. Peer tutors provide support for General Education math and challenging upper-division quantitative literacy courses. COVID-19 decreased spring usage but provided opportunity to focus on improving online delivery.

Contracted with the Community College of Baltimore County (CCBC) to adopt The Accelerated Mathematics Program (AMP) Method for Foundational Math. This model was adopted to increase success of students in developmental mathematics courses and allows students to complete a developmental and credit course in one semester. Early results based on midterm grades are positive.

Continued Embedded Peer-Support Programs: Peer-based embedded programs provide scalable support from a staff of trained peer tutors, coaches, and writing consultants entering classes and bringing support to individual sections of challenging courses. COVID-19 decreased spring usage but provided opportunity to focus on improving online delivery.

Expanded Early Alert: Early Alert has been in place at the freshmen level (i.e., in 100-level courses and in learning communities) for many years, and it was successfully scaled to now include all undergraduate courses as of this semester. Faculty use Early Alert to report attendance and alert advisors about absences, late or missed assignments, poor performance, or other difficulties. An additional initiative for fall 2019 was the opportunity for faculty to recognize and report out on student successes; this part of the platform is being piloted in 100-level courses.

Launch of a new Student Assistance Program (SAP): This program provides students with an easily accessible, safe and confidential means to assist with issues that may interfere with school, work, or family responsibilities 24/7, 365 days a year. UB's Clinical Case Manager provides on-campus threat monitoring, assessment and response when needed, and serves as the on-campus triage resource.

Launch of a new Student Mentoring Program: In fall 2019, UB launched a mentoring program – UB Connects – focused on lower-division transfer students. A pilot group of 40 mentees were assigned a mentor who meets with them throughout the academic year to complement intrusive academic advising and that ensure that students are on track for timely degree completion. The mentors are mostly staff in the Division of Student Success & Support Services as well as deans, staff in Admissions, and the Provost.

Strengthened Admissions Standards: After reviewing data on student entering data and graduation rates, recommendations were made to increase SAT scores. A sub-score of 400 on the SAT was determined to be the cutoff for admission. As a result, the University experienced an unprecedented increase in the average freshmen SAT, 1064, with a 985 – 1115 mid-50 percentile score range. This will most likely raise the academic ranking of UB within USM institutions. This is also the highest freshmen academic profile since inception of the freshmen program in 2007. In addition, UB successfully reduced its SAT interquartile range from an average of about 200 [197.5] over the last eight (8) years (the highest in USM), to 145 in fall 2019 (the USM median). While this year's entering class is smaller, the positive impact on student retention and graduation should be significant.

Supporting Innovation

In spring of 2020 and because of a university reorganization, the Center for Excellence in Learning, Teaching and Technology (CELTT) moved from directly reporting to the Vice Provost to the library, combining multiple avenues of support. We continue to revitalize (CELTT) including expanding Online Learning and the development of innovative programming with particular focus on the impact of moving all courses to online for the remainder of spring, summer, fall 2020, and now spring 2021.

High Impact Practices (HIP): CELTT and the Library received a new \$20K University System of Maryland Grant to develop Open Educational Resources (OER); in combination with a new Communities of Practice (Cop) model, innovative technologies and practices have a structured path to

faculty and the classroom. CoPs includes efforts to explore virtual experiential learning and internships, among other HIPs which have a record of directly improving student success.

Support for Online Teaching and Learning: Investments in technology include new availability of online rubrics in our Learning Management System (LMS) and the selection of a new Online Exam Proctoring solution. CELTT developed solutions to the fast COVID-19 pivot including “boot-camp”-style pedagogy and educational technology training for faculty and students on both synchronous and asynchronous forms of online learning. New hires include a new associate director, two full-time instructional designers, and three part-time student positions for technology and administrative support.

Challenging Courses: Continued focus on courses with high D (C for graduate programs) grades and failure rates. Using six-year course by level data, worked with colleges to develop ways to increase success in targeted courses. The new organizational structure moving CELTT into the library included new opportunity for two-tiered solutions by combining faculty and student support together to address problem courses that persistently challenge instructional and student success.

Worked with deans to develop college specific retention plans: Using five-year longitudinal data to set baselines, each college set goals and developed strategies to increase student success. A renewed focus on retention is now happening at the highest levels to include the President as well as leadership in the Provost Office, Student Support and Support Services, and Enrollment Management.

Expanded Prior Learning Opportunities. Efforts are underway to enhance prior learning opportunities for students, including awarding credit for professional certifications and a portfolio course to help prepare students to create one or more portfolios to demonstrate learning outcomes from work and other relevant experiences.

Supporting Financial Resources and Institutional Capabilities

UB is maximizing its institutional capabilities, building efficiencies, strategizing ways to grow revenue, and increasing the University’s endowment. We have expanded our Research Scholarship and Creative Activity (RSCA) partnerships and sponsored research with industry, government and community organizations, and other academic institutions. UB’s entrepreneurial revenue decreased from \$255,362 in 2019 to \$105,483, largely due to COVID-19 effects. Sponsored Research federal awards also decreased from 7 to 6 during the same period. However, the percentage of research dollars from federal sources increased by 4% in the same time frame, as current grants are of higher value.

UB continues to evaluate opportunities to improve efficiencies and support student achievement. We have continued to implement a shared services model for business practices and aligned our first-year academic structures around pathways to provide students with focused, early course work, and streamlined General Education while providing targeted support for student success.

Metrics

The University of Baltimore is pleased to report that we have met both Objective 1.4 and Objective 1.6. FTFT (first-time full-time students) retention has increased from 76.6% to 86.8% in 2017 for all students and 85.0% for African-American students. The six-year graduation rate for African American students has increased by 13.5 percentage points in one year and is at among the highest recorded since the lower division was reinstated in 2007.

MISSION

The University of Baltimore (UB) provides innovative education in business, public affairs, the applied liberal arts and sciences, and law to serve the needs of a diverse population in an urban setting. A public university, UB offers excellent teaching and a supportive community for undergraduate, graduate and professional students in an environment distinguished by academic research and public service. The University makes excellence accessible to traditional and nontraditional students motivated by professional advancement and civic awareness; establishes a foundation for lifelong learning, personal development, and social responsibility; combines theory and practice to create meaningful, real-world solutions to 21st-century urban challenges; and is an anchor institution, regional steward and integral partner in the culture, commerce, and future development of Baltimore and the region.

VISION

The University of Baltimore is a leader in the development and dissemination of knowledge in the applied disciplines that form the core of its academic programs. Any qualified Marylander has access to UB's academic programs and services without regard to geographic location, economic means, or other limiting circumstances. UB's students are highly satisfied with their preparation for productive professional lives. The University maintains a lifelong relationship with its graduates and continues to meet their educational needs in a rapidly changing world. Maryland's businesses, governments, and not-for-profit organizations value UB's talents. UB is a major contributor to sustaining mid-town Baltimore as a flourishing urban environment.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. The University of Baltimore will enhance the quality of learning, teaching, and research.

- Obj. 1.1** Through 2020, maintain the percentage of UB graduates employed in their field one year after graduation at a level equal to or greater than 90 percent.
- Obj. 1.2** Through 2020, maintain a 75 percent or greater first-time attempt passage rate on the Maryland Bar examination.
- Obj. 1.3** Increase the percentage of students earning credits in at least one learning activity outside the traditional classroom to 55 percent or greater by 2020.
- Obj. 1.4** Increase the second-year retention rate of all students and African-American students to 76 percent or greater by 2020.
- Obj. 1.5** Increase the percentage of students satisfied with educational preparation for employment to 90 percent, and maintain the percentage of students satisfied with educational preparation for graduate or professional school at least at 95 percent through 2020.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Percentage of graduates employed one year after graduation (triennial survey)	N/A	85.9%	N/A	N/A	N/A	N/A	N/A
UB law graduates who pass the Bar exam on first attempt	66.0%	67.0%	67.0%	65.8%	73.2%	75.0%	75.0%
Students earning credits outside of traditional classroom	49.0%	52.7%	55.6%	62.8%	100.0%	67.0%	67.0%
Second-year retention rate at UB (or another public university in Maryland): All students	70.8%	72.3%	68.1%	76.6%	86.8%	80.0%	85.0%
Second-year retention rate at UB (or another public university in Maryland): African-American students	73.4%	70.0%	66.7%	76.9%	85.0%	80.0%	85.0%
Student satisfaction with education received for employment (triennial survey)	N/A	88.7%	N/A	N/A	N/A	N/A	N/A
Student satisfaction with education received for graduate or professional school (triennial survey)	N/A	97.5%	N/A	N/A	N/A	N/A	N/A

Obj. 1.6 Annually, UB will exceed the national benchmark six-year graduation rate for similar selective institutions of first-time, full-time degree seeking for all undergraduate students and African-American students.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Six-year graduation rate from UB (or another public university in Maryland): All students	32.2%	36.1%	32.9%	37.2%	41.1%	40.0%	42.0%
Six-year graduation rate from UB (or another public university in Maryland): African-American students	26.9%	30.9%	25.3%	38.8%	39.9%	40.0%	42.0%

Goal 2. The University of Baltimore will increase student enrollment in response to State and regional demand.

Obj. 2.1 By fiscal year 2020, maintain the current number of minority students at 700 or higher, including 225 African American graduates. Maintain the percentage of African-American undergraduates at approximately 40 to 50 percent, and maintain the percentage of economically disadvantaged students at 75 percent or greater.

Obj. 2.2 Through 2020, maintain the percentage of UB STEM (science, technology, engineering, mathematics) graduates employed in Maryland at 91.4 percent or greater.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Number of minority students, including African Americans, who graduate from UB	716	789	754	645	674	650	635
Percentage of African-American undergraduates	48.0%	47.1%	45.9%	46.8%	46.8%	48.0%	50.0%
Percentage of economically disadvantaged students	66.4%	74.4%	87.9%	73.9%	75.0%	75.0%	75.0%
Percentage of STEM graduates employed in Maryland (triennial survey)	N/A	85.7%	N/A	N/A	N/A	N/A	N/A

Goal 3. The University of Baltimore meets community, businesses, government, and not-for-profit needs in the Baltimore metropolitan area and Maryland.

Obj. 3.1 Increase UB's entrepreneurial revenues by 5 percent a year or greater through 2020 (from \$194,192 in 2016) and increase the percentage of research dollars coming from federal sources to 10 percent or greater by 2020.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Entrepreneurial revenues per year	\$194,192	\$220,634	\$269,273	\$255,362	\$105,483	\$3,035	\$100,000
Number of federal awards	4	6	8	7	6	4	4
Percentage of research dollars from federal sources	4.4%	14.0%	47.7%	56.0%	60.0%	50.0%	50.0%

UNIVERSITY OF MARYLAND, BALTIMORE

MISSION

To improve the human condition and serve the public good of Maryland and society at-large through education, research, clinical care and service.

INSTITUTIONAL ASSESSMENT

INSTITUTIONAL IDENTITY:

The University of Maryland, Baltimore (UMB) is the State's public academic health and law university devoted to professional and graduate education, research, patient care, and public service. UMB is largely funded by entrepreneurial activity, particularly sponsored research and patient care. Because of its mission and funding sources UMB faces unique challenges and opportunities, especially due to disruptions in clinical practice revenue due to the COVID-19 pandemic. Simply stated, the University of Maryland, Baltimore's mission is to improve the human condition and serve the public good of Maryland and society at-large through education, research, clinical care and service.

MARYLAND STATE PLAN FOR POSTSECONDARY EDUCATION:

Each goal and related objective(s) within the University of Maryland, Baltimore Managing for Results plan addresses one or more of the strategies articulated in the 2017 - 2021 Maryland State Plan for Postsecondary Education. The linkages between the eleven State Plan strategies and the University of Maryland, Baltimore's MFR objectives are identified in the Institutional Assessment.

SIGNIFICANT TRENDS:

Students and Employees: UMB represents 'highest education' in Maryland. All of the state's baccalaureate institutions, public and private, serve as feeder schools. As might be expected given the nature of the institution, UMB students across all of the schools and disciplines are at the very top of their respective fields of undergraduate study. Students also remain through graduation (UMB's graduation rate is the highest in Maryland) and go on to prestigious employment, residencies or post-doctoral fellowships.

Enrollment in fall 2020 was 7,137, an increase of 310 or 4.5% compared to the previous year's 6,827. This is the first time headcount enrollment for UMB has surpassed 7,000 students. Increases in undergraduate and professional practice nursing, professional master's programs in pharmacy, Graduate School research doctorate programs, and the day law program were slightly offset by lower enrollments in the professional practice pharmacy program. Graduate and professional students account for 87% of campus enrollment. The enrollment of African – American students is 18% of the student body. There were 7,631 employees in fall 2019 of

whom 772 were graduate assistants and post-doctoral fellows. Compared to the previous year, the number of faculty and staff increased 3.1%.

Revenues: Total campus revenues increased from \$375.8 million in fiscal year 1997 to \$1,304.4 million in fiscal year 2021, an average of 5.3% per year. The average annual increase in State general funds and Higher Education Investment Funds (HEIF) over the same time frame was only 3.2%. As a result, these state appropriations represent 18% of overall revenues for fiscal year 2021. Based on the fiscal year 2020 appropriation, UMB was funded at approximately 66% of its funding guidelines, below the USM average of 70%.

Resident tuition and fees were held flat for fiscal year 2021, and overall tuition and fee revenues constitute only 12.6% of the total budget. Contract, grant and clinical revenues account for 65.6% of the UMB budget. Although the campus has been very aggressive and successful in its ability to attract additional grants and contracts, revenues from grants and contracts and tuition and fees will not be enough to address the campus' fiscal imperatives. UMB has a relatively small student body and cannot meet fiscal obligations through increased tuition revenue. Meeting the obligations using other revenue sources is unsatisfactory because grants and contracts are variable, are restricted in nature, and largely cannot be used to address the basic funding needs of the campus. As mentioned previously, funding guidelines have recognized the underlying funding needs of the campus and provide a clear indication that additional State general fund support is needed for UMB to retain top ranked status as a public research university.

INSTITUTIONAL ASSESSMENT:

Goal 1 – Enhance UMB’s standing as a major contributor to Maryland’s highly qualified health, legal, and human services workforce and position UMB as a university of research strength, innovation, and entrepreneurship and that is “open for business” with the business community.

Objective 1.1 – Through fiscal year 2024 increase or maintain the number of undergraduate nursing, professional practice doctorate and professional master’s graduates at a level at least equal to the 2019 level of 1,363. State Plan Strategy 8

The total number of graduates from these combined programs decreased by four to 1,369 for 2020. Growth in professional master’s graduates was largely offset by declines in the production of professional nursing graduates. UMB is uniquely positioned to increase graduate enrollment and thus educate more faculty and research scientists for the nursing schools in the University System of Maryland and the State. In addition to a continued commitment to providing undergraduate nursing education at the Universities at Shady Grove, UMB now enrolls and educates professional doctoral nursing and professional pharmacy master’s students at the Montgomery County location.

Objective 1.2 – Increase total research and development (R&D) expenditures for UMCP and UMB reported by the National Science Foundation (NSF) from \$1,016 million reported in FY 2019 to \$1,187 million in FY 2024. State Plan Strategy 10

As part of the Strategic Partnership formed between the University of Maryland, Baltimore and the University of Maryland, Baltimore, beginning in FY 2019, expenditures reported to the National Science Foundation through the Higher Education Research and Development Survey were combined to reflect the true standing of these institutions as leading public research universities.

Objective 1.3 – Through fiscal year 2024 produce and protect intellectual property, retain copyright, and transfer university technologies at a level appropriate to mission by increasing cumulative active licenses / options, disclosures received, and new patent applications filed above 2019 levels. State Plan Strategies 8, 10

The performance indicators supporting this objective are taken from UMB’s responses to the annual licensing survey conducted by the Association of University Technology Managers. The number of cumulative active licenses and options issued, disclosures received, and new patent applications filed for fiscal year 2020 are within the range of previously reported activity.

A primary strategy underway to improve performance in technology transfer is University of Maryland Ventures, a new joint effort between UMB and UMCP. The program called for the two schools to create teams of individuals to help both schools increase the commercialization of their research programs. The teams focus on developing and refining ideas for boosting intellectual property, patent submission, technology transfer and community outreach efforts for university researchers. University of Maryland Ventures also helps UMB realize greater returns in the technology transfer market by streamlining the licensing process, which has been a barrier to entry not easily navigated by local technology companies.

Objective 1.4 – Through fiscal year 2024 increase or maintain nationally recognized memberships and awards to UMB faculty at a level at least equal to the 2019 level of 11. State Plan Strategy 9

Data for this indicator are taken from the report, *The Top American Research Universities*, prepared by the Lombardi Program on Measuring University Performance. At 13, the number of UMB faculty with National Academy memberships or nationally recognized awards reported for 2020 is above the level reported for 2019. Due to delays in reporting these national data, the FY 2019 figure was initially estimated as 9, but has since been reported as 11.

Goal 2 - Develop students who demonstrate personal, professional and social responsibility and who acquire the skills and experiences needed to succeed at UMB, in the community, and in their chosen professions after graduation and enhance UMB’s commitment to students through its mission of teaching and learning excellence by providing the infrastructure for the advancement of scholarly and pedagogically-sound teaching.

Objective 2.1 – Through fiscal year 2024 maintain a minimum 90 percent graduation rate within 150 percent of time to degree for each principal professional program. State Plan Strategies 4, 5, 6

The success rate of students enrolled in the principal professional programs at UMB is uniformly high, and the doctor of physical therapy program reported a 100% graduation rate for 2020.

Objective 2.2 – Through fiscal year 2024 maintain a first time licensure exam pass rate for each principal professional program of at least 95 percent. State Plan Strategy 7

The licensure exam pass rate for first time test takers ranges between 80% and 99% for 2020. The School of Law anticipates an improvement in the pass rate for the Maryland bar in fiscal year 2021.

Objective 2.3 – Through fiscal year 2024 maintain an average debt of graduating students not exceeding the 2019 level. State Plan Strategies 2, 3

The continued lack of State funded grant and scholarship assistance continues to force many graduate and professional students to finance a significant share of their cost of education. UMB continues to be committed to increasing funding for institutional grants and scholarships at a rate no less than the increase in tuition. Four programs reported lower average graduating student debt for 2020 compared to the previous year.

Tuition affordability is very much a concern at the University. UMB doesn't benefit from enrollment initiatives that provide state support in lieu of tuition increases for undergraduate in-state students. Graduate and professional students comprise a considerable share of enrollment, so UMB receives negligible tuition replacement funds.

Objective 2.4 – Through fiscal year 2024 increase the enrollment of students educated entirely online compared to 2019 levels. State Plan Strategy 9

UMB has been rapidly expanding the number of degree and certificate programs delivered entirely online as well as the number of courses delivered online for traditional programs, resulting in continued increases in this indicator. In 2020 almost 24 percent of students were educated entirely online during the fall semester based on documented instructional modality. Actual online instruction was higher due to a reliance on temporary arrangements necessitated by the COVID-19 pandemic.

Objective 2.5 – Through fiscal year 2024 maintain high rates of graduate employment and educational satisfaction compared to 2019. State Plan Strategies 7, 8

UMB has conducted a survey of recent graduates from its three undergraduate programs every three years as initiated by the Maryland Higher Education Commission. Survey results for 2020 indicate a high employment rate (95%) and a high satisfaction level with education (88%). The survey will next be conducted in 2023.

Goal 3 – Position UMB as the model for meaningful collaboration in education and research in healthcare and human services with other institutions in the USM and the state.

Objective 3.1 – Through fiscal year 2024 increase enrollments in joint professional programs and programs at regional education centers compared to 2019 levels. State Plan Strategies 4, 6

The University of Maryland, Baltimore continues to increase enrollment at The Universities at Shady Grove. In fall 2019 the School of Pharmacy launched a new Master of Science in Medical Cannabis Science and Therapeutics to provide students with the knowledge and skills needed to support patients and the medical cannabis industry, add to existing research in the field, and develop well-informed medical cannabis policy. Interest in the program has been strong, with over 384 students enrolled for fall 2020.

Goal 4 – Leverage UMB’s standing as a Baltimore City anchor institution to provide its surrounding communities with meaningful and sustainable educational, employment, and economic opportunities that serve as a catalyst for individual and community empowerment.

Objective 4.1 – Through fiscal year 2024, increase the Days of Service for UMB employees through UMB Supports Maryland Unites compared to the level reported for 2019. State Plan Strategy 8

In July 2015 the University System of Maryland Chancellor affirmed the system’s participation in Governor Larry Hogan’s Maryland Unites: Day of Service campaign. The campaign allows USM employees to use four hours of paid leave to contribute their service to a non-profit organization of their choice. UMB has identified several coordinated service projects to which employees may contribute their time, but eligible employees are free to volunteer with any accredited nonprofit organization in Maryland. Data is not yet available for this new initiative.

Objective 4.2 – Through fiscal year 2024, increase the number of days that faculty spend in public service with Maryland’s governments, businesses, schools, and communities compared to the level reported for 2019. State Plan Strategies 8, 9, 10

A core cadre of UMB faculty has, and will continue to pursue public service as its primary mission, and the recent recovery in State support provided an environment encouraging a rise to 11.1 days for fiscal year 2016. Reported days declined to 9.6 per faculty member for fiscal year 2017 and fiscal year 2018 and to 9.4 days per faculty member for fiscal year 2019. Reversing this downward trend, days per faculty member increased to 9.5 for fiscal year 2020.

Goal 5 – Continue to develop a culture of giving at UMB that supports the strategic needs of the university and its schools.

Objective 5.1 – By fiscal year 2024 attain annual campaign goal of \$88.5 million a year. State Plan Strategy 10

Objective 5.2 – By fiscal year 2024 increase or maintain combined university endowments from all sources at a level at least equal to the 2019 level. State Plan Strategy 10

A significant drop in annual campaign attainment for fiscal year 2016 coincided with a change in development leadership. Annual giving for fiscal year 2017 recovered somewhat, and more than \$100 million was secured during fiscal year 2018. Perhaps exacerbated by recent changes in tax policies that may have discouraged gifting, only \$76.8 million was received for fiscal year 2019. In spite of economic challenges precipitated by the COVID-19 pandemic in early 2020, \$79.3 million was raised in fiscal year 2020.

Growth in the combined endowments from the Common Trust, the UMB Foundation, the UM Foundation and the Trustees of the Endowment has been robust since fiscal year 2015. Since then, UMB sustained five years on a solid footing, and realized a 5.8% gain for fiscal year 2020. Through these times, UMB’s endowments have actually fared better than those at many other higher education institutions. Future investment strategies will be carefully considered to limit the downside potential of subsequent economic aberrations. Nonetheless, due to unpredictable economic conditions future investment returns may substantially vary from projections.

Goal 6 – Position UMB internally and externally as an excellently managed university, utilizing best business practices to achieve greater efficiency and effectiveness and managing its resources for the greatest impact on its mission.

Objective 6.1 – Through fiscal year 2024 attain annual cost savings of at least 3% of the total budget based on enhanced efficiency and effectiveness. State Plan Strategy 8, 9, 10

The annual cost savings as a percent of actual budget has ranged between 1.0% and 2.0% over the period of fiscal year 2016 through fiscal year 2020. Various cost saving strategies implemented include consolidation of administrative support, improvements in central billing and credit card processing, reduced documentation redundancy, better training on business process, policies and systems, and implementation of policies, standards and initiatives for appropriate information technology service delivery and cost management.

Objective 6.2 – Through fiscal year 2024 decrease or maintain annual operating expenditures per adjusted full-time equivalent student (FTES) to no more than the level reported for 2019. State Plan Strategies 9, 10

Annual operating expenditures per adjusted full-time equivalent student have ranged between \$62,895 and \$77,041 over the five year period. Strategies to decrease costs include increased delivery of programs and courses through non-traditional means such as distance education, more efficient utilization of classroom space, and course redesigns associated with the academic transformation initiative. In the near term, upwards pressure on this indicator will likely be experienced due to reduced enrollments in the pharmacy professional program, which is weighted by a factor of four, offset by increased enrollments in undergraduate and professional master’s program enrollments, which are not weighted.

MISSION

To improve the human condition and serve the public good of Maryland and society at-large through education, research, clinical care, and service.

VISION

The University of Maryland, Baltimore Campus (UMB) will excel as a pre-eminent institution in our missions to educate professionals; conduct research that addresses real-world issues affecting the human condition; provide excellent clinical care and practice; and serve the public with dedication to improve health, justice, and the public good. The University will become a dominant economic leader of the region through innovation, entrepreneurship, philanthropy, and interdisciplinary and inter-professional teamwork. The University will extend our reach with hallmark local and global initiatives that positively transform lives and our economy. The University will be a beacon to the world as an environment for learning and discovery that is rich in diversity and inclusion. The University's pillars of professionalism are civility, accountability, transparency, and efficiency. The University will be a vibrant community where students, faculty, staff, visitors, and neighbors are engaged intellectually, culturally, and socially.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. Enhance UMB's standing as a major contributor to Maryland's highly qualified health, legal, and human services workforce and position UMB as a university of research strength, innovation, and entrepreneurship and that is "open for business" with the business community.

- Obj. 1.1** Through fiscal year 2024, increase or maintain the number of undergraduate nursing, professional practice doctorate, and professional masters' graduates at a level at least equal to the 2019 level of 1,363.
- Obj. 1.2** Increase total research and development (R&D) expenditures for UMCP and UMB reported by the National Science Foundation (NSF) from \$1,016 million reported in FY 2019 to \$1,187 million in FY 2024.
- Obj. 1.3** Through fiscal year 2024 produce and protect intellectual property, retain copyright, and transfer university technologies at a level appropriate to mission by increasing cumulative active licenses or options, disclosures received, and new patent applications filed above 2019 levels.
- Obj. 1.4** Through fiscal year 2024, increase or maintain nationally recognized memberships and awards to UMB faculty at a level at least equal to the 2019 level of 9.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Graduates: Undergraduate Nursing (BSN)	364	378	398	411	396	403	411
Professional Practice Doctorate: Dentistry (DDS)	124	130	132	130	132	125	132
Law (JD)	216	187	203	192	189	209	212
Medicine (MD)	159	161	146	163	166	153	156
Nursing (DNP)	24	49	95	125	108	141	149
Pharmacy (PharmD)	152	157	149	154	155	135	118
Physical Therapy (DPT)	55	56	61	61	61	65	64
Prof. Practice Doctorate Total	730	740	786	825	811	828	831
Professional Masters (MS)	64	129	138	137	162	300	507
Total R&D Expenditures, as reported by NSF (millions)	\$0	\$0	\$0	\$0	\$1,097	\$1,119	\$1,141
Grant/contract awards (millions)	\$494	\$554	\$665	\$663	\$686	\$706	\$728
Cumulative number of active licenses or options	181	213	233	232	228	198	201
Disclosures received	136	147	143	135	158	150	155
New patent applications filed	91	86	96	78	86	85	90
Number of nationally recognized memberships and awards	15	13	12	9	13	12	12

Goal 2. Develop students who demonstrate personal, professional, and social responsibility and who acquire the skills and experiences needed to succeed at UMB, in the community, and in their chosen professions after graduation and enhance UMB's commitment to students through its mission of teaching and learning excellence by providing the infrastructure for the advancement of scholarly and pedagogically-sound teaching.

Obj. 2.1 Through fiscal year 2024, maintain a minimum 90 percent graduation rate within 150 percent of time to degree for each principal professional program.

Obj. 2.2 Through fiscal year 2024, maintain a first-time licensure exam pass rate for each principal professional program of at least 95 percent.

Obj. 2.3 Through fiscal year 2024, maintain an average debt of graduating students not exceeding the 2019 level.

Performance Measures		2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Graduation Rate within six years from University of Maryland, Baltimore (or another public university in Maryland)								
1	Dentistry (DDS)	98.5%	96.2%	98.4%	97.7%	97.7%	97.7%	97.7%
	Law Day (JD)	91.9%	86.4%	89.0%	86.9%	92.0%	92.0%	92.0%
	Medicine (MD)	95.0%	91.3%	95.6%	95.1%	91.1%	91.1%	91.1%
	Nursing (BSN)	93.7%	92.1%	95.3%	95.8%	97.0%	97.0%	97.0%
	Pharmacy (PharmD)	97.5%	98.1%	96.2%	94.4%	96.2%	96.2%	96.2%
	Physical Therapy (DPT)	96.6%	93.7%	94.6%	100.0%	100.0%	100.0%	100.0%
	Social Work (MSW)	93.0%	92.9%	91.2%	92.2%	94.5%	94.5%	94.5%
First Time Exam Pass Rate								
1	Dentistry (ADEX)	98.0%	99.0%	100.0%	99.0%	99.0%	99.0%	99.0%
1	Law (Maryland Bar)	78.0%	76.0%	79.0%	77.0%	80.0%	86.0%	86.0%
	Medicine (USMLE Step 2 CK)	97.0%	96.0%	97.0%	99.0%	98.0%	98.0%	98.0%
	Nursing BSN (NCLEX)	93.0%	88.0%	87.0%	89.0%	87.0%	87.0%	87.0%
1	Pharmacy (NAPLEX)	89.0%	90.0%	89.0%	87.0%	88.0%	88.0%	88.0%
1	Physical Therapy (NPTE)	89.0%	98.0%	96.0%	87.0%	85.0%	85.0%	85.0%
1	Social Work (LGSW)	88.0%	86.0%	88.0%	90.0%	85.0%	85.0%	85.0%
Professional Student Average Debt								
1	Dentistry (DDS)	\$228,863	\$227,390	\$235,313	\$245,633	\$256,074	\$256,074	\$256,074
1	Law Day and Evening (JD)	\$113,927	\$116,837	\$109,984	\$111,417	\$123,144	\$123,144	\$123,144
1	Medicine (MD)	\$157,155	\$167,965	\$151,725	\$186,838	\$181,746	\$181,746	\$181,746
1	Nursing (MS,CNL,DNP)	\$64,169	\$91,586	\$95,667	\$95,184	\$92,412	\$92,412	\$92,412
1	Pharmacy (PharmD)	\$135,591	\$136,617	\$159,904	\$159,183	\$101,967	\$101,967	\$101,967
1	Physical Therapy (DPT)	\$111,025	\$97,384	\$93,370	\$109,558	\$139,037	\$139,037	\$139,037
1	Social Work (MSW)	\$57,791	\$56,332	\$43,797	\$65,749	\$39,031	\$39,031	\$39,031

Obj. 2.4 Through fiscal year 2024, increase the enrollment of students educated entirely online compared to 2019 levels.

Obj. 2.5 Through fiscal year 2024, maintain high rates of graduate employment and educational satisfaction compared to 2019.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Headcount enrollment of students educated entirely online	788	947	1,070	1,288	1,686	1,664	1,762
² Employment rate of undergraduates	93%	99%	N/A	N/A	95%	95%	95%
² Graduates' satisfaction with education (Nursing)	90%	91%	N/A	N/A	88%	90%	90%

Goal 3. Position UMB as the model for meaningful collaboration in education and research in healthcare and human services with other institutions in the USM and the State.

Obj. 3.1 Through fiscal year 2024, increase enrollments in joint professional programs and programs at regional education centers compared to 2019 levels.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Enrollment – Fall Headcount							
Joint Professional Masters							
MS in Law (with UMCP)	86	72	38	28	15	30	30
Universities at Shady Grove							
Nursing	306	305	352	357	356	433	481
Social Work	120	137	146	155	171	130	130
Pharmacy	126	132	93	64	28	0	0
Other Programs	0	0	0	152	403	551	438
Total Shady Grove	552	574	591	728	958	1114	1049
Laurel College Center	36	0	8	0	0	0	0

Goal 4. Leverage UMB's standing as a Baltimore City anchor institution to provide its surrounding communities with meaningful and sustainable educational, employment, and economic opportunities that serve as a catalyst for individual and community empowerment.

Obj. 4.1 Through fiscal year 2024, increase the Days of Service for UMB employees through UMB Supports Maryland Unites compared to the level reported for 2019.

Obj. 4.2 Through fiscal year 2024, increase the number of days that faculty spend in public service with Maryland's governments, businesses, schools, and communities compared to the level reported for 2019.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Number of days in public service per full-time faculty member	11.1	9.6	9.6	9.4	9.5	9.5	9.5

Goal 5. Continue to develop a culture of giving at UMB that supports the strategic needs of the university and its schools.

Obj. 5.1 By fiscal year 2024, attain annual campaign goal of TBD million a year.

Obj. 5.2 By fiscal year 2024, increase or maintain combined university endowments from all sources at a level at least equal to the 2019 level.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Campaign giving, annual (millions)	\$58.4	\$74.8	\$104.4	\$76.8	\$79.3	\$85.0	\$86.0
Endowment, annual (millions)	\$340.6	\$376.0	\$436.9	\$448.4	\$474.6	\$500.7	\$528.3

Goal 6. Position UMB internally and externally as an excellently managed university, utilizing best business practices to achieve greater efficiency and effectiveness and managing its resources for the greatest impact on its mission.

Obj. 6.1 Through fiscal year 2024, attain annual cost savings of at least 3 percent of the total budget based on enhanced efficiency and effectiveness.

Obj. 6.2 Through fiscal year 2024, decrease or maintain annual operating expenditures per adjusted full-time equivalent student (FTES) to no more than the level reported for 2019.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Annual cost savings as a percentage of actual budget	2%	1%	1%	1%	1%	1%	1%
Operating Expenditures per Adjusted FTES	\$62,895	\$63,718	\$66,699	\$70,433	\$77,041	\$77,041	\$77,041

USM Core Indicators

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Total enrollment (undergraduates)	866	905	929	909	878	898	903
Percent minority of all undergraduates	40%	43%	48%	49%	52%	N/A	N/A
Percent African-American of all undergraduates	19%	18%	19%	19%	20%	N/A	N/A
Total bachelor's degree recipients	399	416	433	438	420	426	430
Percent of replacement cost expended in operating and capital facilities renewal and renovation	1%	1%	1%	1%	1%	1%	1%
Applicants to undergraduate nursing programs	719	728	639	772	814	714	720
Qualified applicants to undergraduate nursing programs denied admission	177	129	87	43	49	22	22

NOTES

¹ Data is on a calendar year basis.

² Data is on a calendar year basis and new data will not be available until 2021.

UNIVERSITY OF MARYLAND BALTIMORE COUNTY (UMBC) PROGRAM DESCRIPTION

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

MISSION

UMBC is a dynamic public research university integrating teaching, research, and service to benefit the citizens of Maryland. As an Honors University, the campus offers academically talented students a strong undergraduate liberal arts foundation that prepares them for graduate and professional study, entry into the workforce, and community service and leadership. UMBC emphasizes science, engineering, information technology, human services, and public policy at the graduate level. UMBC contributes to the economic development of the State and the region through entrepreneurial initiatives, workforce training, K-16 partnerships, and technology commercialization in collaboration with public agencies and the corporate community. UMBC is dedicated to cultural and ethnic diversity, social responsibility, and lifelong learning.

VISION

Our UMBC community redefines excellence in higher education through an inclusive culture that connects innovative teaching and learning, research across disciplines, and civic engagement. We will advance knowledge, economic prosperity, and social justice by welcoming and inspiring inquisitive minds from all backgrounds.

INSTITUTIONAL ASSESSMENT

The COVID19 pandemic has made 2020 a year like no other, but UMBC continues to focus on the three goals of the 2017-2021 Maryland State Plan for Postsecondary Education – Access, Success and Innovation. We continue to execute Our UMBC Strategic Plan, and, in spring 2020 began to implement our Strategic Enrollment Plan.

Students

Enrollments. UMBC had 13,497 students enroll in fall 2020 (10,932 undergraduate and 2,565 graduate), a 0.8% decrease from fall 2019 (-1.2% undergraduate, +0.9% graduate). At both levels, part-time enrollment increased, while full-time decreased; not unexpected given changes due to COVID19. We welcomed 1,675 (1,642 full-time) first-time students; again, while lower than the past few classes, a decent class size given the pandemic. Taking advantage of the move of thousands of classes online due to COVID19, which reduced the extra demands of travel to campus, we were pleased with the success of our fall 2020 Finish Line campaign, where we identify and invite back students who are near completion. In all, we re-engaged over 90 students who were close to earning their UMBC degree.

Caliber of Students. The university offers students a wide range of opportunities to excel both intellectually and in other types of competitions. For the ninth consecutive year, the *U.S. News & World Report America's Best Colleges Guide* listed UMBC among the top national universities in undergraduate teaching - "where the faculty has an unusual commitment to undergraduate teaching." Undergraduate research is one of the hallmarks of UMBC's designation as an Honors University in Maryland. In spring 2020, the Undergraduate Research and Creative Achievement Day went virtual, and was a one-week celebration of student research where we had over 18,000 visitors to the site. Volume 21 of the *UMBC Review: Journal of Undergraduate Research* was published in spring 2020. This 206-page issue contains the work

of students majoring across the disciplines. Work continues on the 40th edition of Bartleby, UMBC's creative arts journal consisting of students' works of fiction, creative non-fiction, poetry and art.

UMBC students' academic and co-curricular accomplishments continue to gain national and international recognition. In 2019-2020, we celebrated a Marshall Scholarship Finalist, two Truman Scholarship Finalists, and three Goldwater Scholarship recipients, as well as multiple Fulbright Awards Semi-Finalists. All of these, and more, can be found in the Student Honors and Awards booklet published in May 2020.

Retention and Graduation. Student retention and graduation rates are important output indicators that UMBC takes very seriously and that the institution has been working vigorously to improve. This year, our retention rate was 89.9%¹ (**Obj. 5.1 (M502)**), our six-year graduation rate rose from 71.0% to 75.4%, far exceeding our 2019 goal (**Obj. 5.2 (M504)**). As of fall 2020, we continue to improve our internal graduation rates, with a four-year graduation rate of 46.1% and six-year rate of 69.2% for our full-time cohorts of first time students starting in fall 2016 and 2014, respectively. Efforts to enhance retention and graduation rates have historically been hampered, in part, by our relatively narrow program base compared to peers. UMBC has undertaken several academic initiatives designed to expand the number of certificate and degree programs available, particularly in areas with high student interest, such as STEM education, data science, and cybersecurity.

Another approach to improving student success has been initiatives designed to increase student engagement with an expected positive effect on both retention and graduation. The Division of Undergraduate Academic Affairs coordinates multiple initiatives including First Year Seminars (FYS), Introduction to an Honors University seminars, the Collegiate Success Institute Summer Bridge Program, and Transfer Student Success seminars. The university also offers several Living Learning Communities (LLCs) focused on students' common intellectual interests or majors. Additional initiatives include the Summer STEM Initiative, the NIH-funded STEM BUILD undergraduate student success initiative and research study, to name a few.

Several initiatives combining technological innovations and best practices have been launched over the past several years, and we continue to make improvements in these areas. Examples include our Degree Planner, an interactive tool that allows students to create a customized degree plan; the Degree Donut, a personalized visualization of the student's progress to degree completion; and The Guide, an easy to follow, step by step guide to advising and registration to facilitate students' timely registration.

The Academic Success Center (ASC) celebrated one year of activity in Fall 2020, providing centralized support services to all undergraduate students in the areas of Academic Learning Resources, Academic Policy and Academic Advocacy. Some examples of services provided by the ASC include Tutoring (content tutoring for all first and second year courses and writing tutoring for any course) and Supplemental Instruction Peer-Assisted Study Sessions (SI PASS) (weekly review sessions for historically difficult courses). Between July 1, 2019 and June 30, 2020, the ASC logged 10,390 tutoring contacts by 2,395 unique students. During this same time there were 16,637 SI Pass contacts of which 33% of students enrolled in SI PASS supported courses participated in at least one weekly review session. Assessment data indicates that students who attend Tutoring/SI PASS with the ASC are more likely to pass their courses and to be retained into the next semester than similar students who do not attend tutoring.

Another ASC program to note is Academic Advocacy, which is dedicated to serving first-time, full-time undergraduate students in freshmen cohorts to assist them in resolving academic

and institutional challenges that may adversely affect persistence, progression and timely completion of degree. Those students identified, or those referred, as experiencing barriers to graduation receive direct outreach from a team of Academic Advocates to address issues in a timely manner. Between July 1, 2019 and June 30, 2020, the Academic Advocates had 2788 students in their case management system, including students identified as exhibiting academic risks, and 251 students referred by faculty, staff and students. Assessment data indicates that students with barriers to success who work with an Academic Advocate are more likely to persist and graduate than similar students who do not work with an Academic Advocate. Of the 589 students who met with an Academic Advocate in fall 2019, 82% were retained or graduated in the spring 2020 semester. Of the 660 students who did not meet with an Academic Advocate, only 69% were retained or graduated in the spring 2020 semester.

Transfer student success also continues to be a focus for UMBC, with the implementation of the EAB Transfer Collaborative to provide prospective transfer students with detailed information about the transferability of prior coursework, how these courses affect status to degree completion, and run scenarios to see how prior coursework can be maximized for degree completion at UMBC. The tool also allows the admissions team to better engage prospective transfer students during the pre-enrollment process. CNMS is continuing its collaboration with AACC, CCBC, HCC, and MC focused on quantitative reasoning module development under an NSF-IUSE grant. IUSE focuses on improving transfer student success in biological science courses. This fall, our Data Sharing MOU was revised and renewed with these four institutions, facilitating inter-institutional analyses of transfer students and initiatives such as the IUSE grant.

Diversity. UMBC's commitment to intellectual, cultural, and ethnic diversity is one of the pillars of its institutional mission, and each year the university expends significant resources to recruit, retain, and promote the academic success of its minority graduate and undergraduate students. The Office of Equity and Inclusion was established in 2019, and is responsible for promoting and coordinating UMBC's core values of inclusive excellence and equity.

As of fall 2020, 56.9% of undergraduate students are minorities (**Obj. 4.1 (M402)**), a value that places UMBC considerably higher than the average of its peers. New African American students has fluctuated unpredictably over time, but increased from 307 (18.1%) in fall 2019 to 339 (20.2%) in fall 2020. New African American transfer students numbered 209 (21.2%) in fall 2020, down from 256 (23.6%) in fall 2019. UMBC's target for enrollment of undergraduate African American students in FY 2019 is 17.5%; in fall 2020 it stands at 20.1%, well exceeding the target (**Obj. 4.1 (M401)**).

UMBC continues its vigorous efforts to attract qualified minority students. The UMBC Meyerhoff Scholars Program just celebrated 30 years and is now more than 1400 strong, with over 1100 alumni across the nation and over 300 students enrolled in graduate and professional programs. We also have: the Reception and Overnight for Academically Talented African American Students and the Reception and Overnight for Academically Talented Hispanic/Latino students.

The one-year retention rate for African American students was again higher than the overall population (90.2% vs. 89.8%)¹ (**Obj. 4.2 (M403)** vs. **Obj. 5.1 (M502)**). This year the graduation rate for African American students was also higher than that for all undergraduates (76.8% vs. 75.4%) (**Obj. 4.3 (M404)** and **5.2 (M504)**). Efforts to improve retention and graduation rates, described in the previous section, can be expected to yield benefits for all of our students, including African Americans. This fall, UMBC joined the University Innovation Alliance (UIA), the leading national coalition of public research universities committed to

increasing the number and diversity of college graduates in the United States. The group is currently undertaking a Black Student Success Initiative, and we hope to both contribute to and benefit from working with our institutional partners in this area.

The College of Engineering and Information Technology received a bronze award, the current highest level possible, from the American Society of Engineering Education's Diversity Recognition Program. This award is part of the first round of recognitions for an engineering college's commitment to diversity and inclusion. UMBC is the lead institution for a five-year \$1.3 million NSF grant "The AGEP Alliance State System Model to Transform the Hiring Practices and Career Success of Tenure Track Historically Underrepresented Minority Faculty in Biomedical Sciences." This grant builds on the success of the Postdoctoral Fellows for Faculty Diversity and the CNMS Pre-Professoriate Fellows program to develop, implement, study, evaluate, and disseminate a USM-wide model for diversifying faculty in the biomedical sciences.

The Center for Women in Technology (CWIT) continues to be a vital partner in efforts to increase the retention and recruitment of women and other underrepresented groups in the College of Engineering and Information Technology (COEIT) at UMBC. In the 2019-20 academic year, CWIT served 110 undergraduate students in three Scholars programs. Ninety-five percent of CWIT Scholars, 65% of Cyber Scholars, and 44% of T-SITE Scholars were women. Twenty-four percent of CWIT Scholars, 47% of Cyber Scholars, and 66% of T-SITE Scholars were from underrepresented minority groups. Since the CWIT Scholars Program's inception in 2002, there have been over 300 Scholars across the three programs; over 93% have either completed or been retained in computing and engineering majors.

UMBC's College of Natural and Mathematical Sciences (CNMS) continued its mission to explore, support, and coordinate research and education through a variety of initiatives. In 2019, STEM BUILD 2.0 at UMBC was renewed at \$14 M in NIH funding to focus on institutionalization of the best practices for student success. CNMS has also focused on the improvement of DFW rates in many of its foundational courses, especially in the mathematics and statistics. Most recently, CNMS opened an academic success center known as The Learning Collaboratory (TLC), which will focus on building community among unaffiliated groups of CNMS majors. The TLC will focus on four pillars of success, which include Science Exploration, Career Readiness, Personal Development, and Diversity in STEM.

Student Learning Outcomes. The Hrabowski Fund for Innovation continues to support, through a competitive process, innovations in teaching and learning proposed and developed by our faculty and staff. There were seven awardees between fall 2019 and spring 2020, with several adaptation grants such as "The Accelerated Math 106 Program", "Synchronous IRL/DL Technologies for Innovative Teaching", and "Metacognitive Media Literacy: Modules Supporting Self-Regulated Learners in MCS 101." Since its inception, the fund has supported over 30 instances of course redesign, novel approaches to teaching and learning and assessment.

In addition to Alumni Survey data reported in Objective 1.5, UMBC also relies on data collected closer to the time of graduation by our Career Center for their First Destination Report. For the class of 2019, data were collected on 2,683 out of 3,324 undergraduate and graduate students, for a knowledge rate of 81%. They found that 90% reported employment, graduate/professional school, or both, within 6 month of graduation, with 76% of those employed obtaining jobs in Maryland. At the undergraduate level, 89% reported employment and/or graduate/professional school plans, while 96% of graduate students reported employment and/or further advanced studies. Of the 58% of undergraduates reporting employment, plus 18% reporting both employment and graduate study, 50% reported that they previously interned or

worked for the same organization while at UMBC, and 85% reported they are in positions directly related to their career goals.

Faculty

Accomplishments. Faculty members comprise the core of a research university, and many at UMBC have distinguished themselves this year by receiving awards, fellowships, chair appointments and scholarships. Examples include USM BOR faculty awards, Presidential Professorships, ACE fellows, Fulbright scholarship, Marilyn E. Demorest Award, and Bearman Foundation to name a few.

Recruitment and Retention. Although new faculty hires have been aggressively pursued, and outstanding new faculty members have been recruited, promoted, and tenured over the past several years, the net number of core faculty has continued to grow at a slow rate. Due to ongoing budget constraints, the majority of our recruitment efforts were devoted to filling faculty vacancies. As faculty members increasingly achieve national and international recognition, retention becomes a serious concern. Although faculty members leave for many reasons, we continue to lose faculty to other universities that can offer higher salaries, lower teaching loads, research support, and other prerequisites. In addition, about 20 percent of our tenured faculty are eligible for retirement. Thus, even maintaining the current number of tenured and tenure-track faculty is proving to be a challenge. We must continue to balance expenditures on recruitment of new faculty with expenditures in support of current faculty and other university needs.

UMBC's Postdoctoral Fellowship for Faculty Diversity is a two-year in residence fellowship designed to increase faculty diversity at UMBC by supporting the success of promising new Ph.D. recipients and preparing those scholars for possible tenure track appointments at UMBC. Through our combined efforts, 41% of our incoming tenure/tenure track faculty this year are from underrepresented minority groups. Four of these new faculty were converted to Assistant Professors from our successful Postdoctoral Fellowship for Faculty Diversity and CNMS Pre-professoriate Fellows programs. We have three new postdoctoral fellows, in CAHSS, with our fifth cohort (2019-2021). To date, UMBC has hired eleven fellows into a tenure-track position.

Resources and Economic Development

The expertise of UMBC's faculty and students leads to economic growth as measured in a number of ways. Through our Technology Center and Research Park, we have created 1,460 jobs in FY 2020 (**Obj. 3.2 (M302)**). The bwtech@UMBC Research Park consists of eight buildings, including multi- and single-tenant buildings and 3 incubators, spread out over 71 acres. The park houses over 95 companies with almost 99 affiliates. We also graduated 6 companies from our incubator programs in FY 2020 (**Obj. 3.1 (M301)**). Highlighted programs include those focused on the environment, cyber technology and security, the life sciences, and technology business incubation. An indicator of UMBC faculty members' contributions to technology development is the number of invention disclosures made each year. We reported a three-year rolling average of 24.3 invention disclosures in FY 2012, compared to 34.7 as of FY 2020 (see **Obj.3.3 (M303)**).

COVID19

The University began to monitor the virus beginning in January, and then formed an Incident Management Team in February, with members from across campus needed to prepare for and manage our response. This group made the determination, along with other USM institutions, that students would go fully on-line following Spring Break. Faculty, supported by strong IT infrastructure, were able to successfully move all courses on line and students

completed the semester levels of academic success and progression similar to the previous spring 2019 semester. Recent adoption of Webex, as well as a new VPN, was fortuitous in moving online, both critical for online learning and academic support offices. In April, a broader campus coordinating committee was established, and launched 5 workgroups – Academic, Research, Student Health and Wellbeing, Events and Engagement, and Operations – engaging over 100 staff, faculty and students in the effort. The effort was guided by overarching principles of protecting health and safety, preserving the quality of our academic program and student progression, and supporting the people in the UMBC community.

A decision was made to significantly reduce campus density in the fall. The Academic workgroup, working with colleges and departments, reviewed all courses to determine whether they should and could be offered face-to-face on campus based on agreed upon instructional criteria and a course-by-course risk assessment. As a result, 89% of all courses offered in the fall 2020 semester were fully online, 9% in some hybrid format and 2% fully face to face. In effort to enhance faculty online course planning and delivery a faculty training program called Planning Instructional Variety for Online Teaching (PIVOT) was implemented. Several hundred full and part-time faculty spent many hours participating in this professional development program. Residential Life coordinated with the Academic group to identify populations of students who would be invited to live on campus, with an estimated 34 percent of capacity used to ensure as healthy and safe an environment as possible.

Our Academic Success Center, whose opening in fall 2019 was made possible by contributions from IT and Institutional Research in designing and supporting student intervention efforts, was able to continue offering advising, tutoring and workshops online. In addition, collaboration with shared governance built on years of trust led to quick adoption of academic policy and process changes, including grading, repeat and withdrawal policies. An efficient decision-making process and shared values allowed for the expedient communication of policy details to students.

Faced with new health reporting requirements in late summer, the groups quickly pivoted to develop the Retriever Ready: COVID-19 Response site, systems for comprehensive baseline testing, education and training and a symptom tracking process, and a platform for collecting and reporting this information to the campus and public.

Planning for spring 2021 is underway, with a similar reduced level of campus density, of remote vs. face-to-face course delivery, and similar residential life occupancy. A temporary salary reduction for employees earning \$100,000 plus annually has been implemented to address revenue shortfalls due to the pandemic. Guiding principles for the return to campus continue to be that 1) The health and safety of students, faculty, staff, and the surrounding community will remain at the forefront of all of our planning considerations; 2) UMBC's commitment to shared governance will inform every stage of our planning process; 3) While our work through the pandemic takes place in varied modes and spaces, UMBC will continue to offer students a distinctive experience centered on their success and well-being; 4) Our planning and implementation will give special attention to diversity, equity, and inclusion goals; and, 5) We understand that recovery is a dynamic process, not a single milestone.

¹ Data reported for 2020 are based on UMBC internal rates plus those identified by MHEC as having been retained at another public four-year MD institution. Rates provided by MHEC (based on SSN) for those retained at UMBC were significantly lower than internally generated rates (based on institutional ID), indicating issues with the use the SSN methodology.

MISSION

University of Maryland Baltimore County (UMBC) is a dynamic public research university integrating teaching, research, and service to benefit the citizens of Maryland. As an Honors University, the campus offers academically talented students a strong undergraduate liberal arts foundation that prepares them for graduate and professional study, entry into the workforce, and community service and leadership. UMBC emphasizes science, engineering, information technology, human services, and public policy at the graduate level. UMBC contributes to the economic development of the State and the region through entrepreneurial initiatives, workforce training, K-16 partnerships, and technology commercialization in collaboration with public agencies and the corporate community. UMBC is dedicated to cultural and ethnic diversity, social responsibility, and lifelong learning.

VISION

An Honors University in Maryland, UMBC will be one of the nation's best public research universities of its size as it combines the traditions of the liberal arts academy, the creative intensity of the research university, and the social responsibility of the public university. UMBC will be known for integrating research, teaching and learning, and civic engagement so that each advances the others for the benefit of society.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. Prepare students for work and/or graduate/professional school.

- Obj. 1.1** Increase the employment rate of UMBC graduates from 84.5 percent in Survey Year 2017 to 85 percent in Survey Year 2020.
- Obj. 1.2** Increase the percentage of bachelor's degree recipients satisfied with the preparation for employment from 82.9 percent in Survey Year 2017 to 90 percent in Survey Year 2020.
- Obj. 1.3** Maintain the graduate/professional school-going rate for UMBC's bachelor's degree recipients at 40 percent or higher.
- Obj. 1.4** Maintain the percentage of bachelor's degree recipients satisfied with the preparation for graduate/professional school at 95 percent or higher.
- Obj. 1.5** Increase the percent of UMBC's bachelor's degree recipients employed and/or going to graduate/professional school from 91 percent in Survey Year 2017 to 95 percent in Survey Year 2020.

Performance Measures (Triennial Measures)	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Employment rate of graduates	N/A	84.5%	N/A	N/A	N/A	N/A	N/A
Percent of bachelor's degree recipients satisfied with education received for employment	N/A	82.9%	N/A	N/A	N/A	N/A	N/A
Graduate/professional school-going rate of bachelor's degree recipients within one year of graduation	N/A	34.9%	N/A	N/A	N/A	N/A	N/A
Graduate/professional school-going rate of African-American bachelor's degree recipients within one year of graduation	N/A	46.2%	N/A	N/A	N/A	N/A	N/A
Percent of bachelor's degree recipients satisfied with education received for graduate/professional school	N/A	94.6%	N/A	N/A	N/A	N/A	N/A
Percent of bachelor's degree recipients employed and/or going to graduate/professional school within one year of graduation	N/A	91.0%	N/A	N/A	N/A	N/A	N/A
Percent of African-American bachelor's degree recipients employed and/or going to graduate/professional school within one year of graduation	N/A	92.3%	N/A	N/A	N/A	N/A	N/A

Goal 2. Increase the estimated number of UMBC graduates in key State workforce areas.

- Obj. 2.1** Increase the number of students completing teacher training at UMBC and available to be hired by Maryland public schools from 75 in fiscal year 2014 to 100 in fiscal year 2019.
- Obj. 2.2** Increase the estimated number of UMBC bachelor's degree recipients in science, technology, engineering, mathematics (STEM) fields - areas that are key to success in the knowledge economy for the State of Maryland - from 997 in fiscal year 2014 to 1,125 in fiscal year 2019.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Number of undergraduates in teacher training programs	198	187	179	115	104	120	120
Number of post-bachelor's students in teacher training programs	147	135	161	108	157	162	162
Number of undergraduates completing teacher training program	35	31	34	26	23	28	30
Number of post-bachelor's students completing teacher training program	39	42	36	38	30	36	40
Percent of undergraduate teacher candidates passing Praxis II or National Teachers Examination (NTE)	100%	100%	100%	100%	100%	100%	100%
Percent of post-bachelor's teacher candidates passing Praxis II or NTE	100%	100%	100%	100%	100%	100%	100%
Number of undergraduates enrolled in STEM programs	6,315	6,272	6,438	6,708	6,658	6,561	6,500
Number of baccalaureate graduates of STEM programs	1,224	1,235	1,333	1,427	1,452	1,450	1,475
Rank in STEM bachelor's degrees awarded compared to peer institutions	2nd	2nd	2nd	2nd	2nd	2nd	2nd

Goal 3. Promote economic development.

- Obj. 3.1** Maintain through 2019 the number of companies graduating from UMBC incubator programs each year at four or more.
- Obj. 3.2** Increase the number of jobs created through UMBC's Technology Center and Research Park from 1,200 in fiscal year 2014 to 1,300 in fiscal year 2019.
- Obj. 3.3** Increase the three-year average of invention disclosures reported by UMBC's Office of Technology Development from 27.33 in fiscal year 2014 to 28 in fiscal year 2019.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Companies graduating from UMBC incubator programs	9	18	20	11	6	6	6
Number of jobs created by UMBC's Technology Center and Research Park	1,412	1,440	1,450	1,460	1,460	1,460	1,460
Three-year average number of invention disclosures	30.33	25.33	27.33	28	34.67	34.67	30.33

Goal 4. Enhance access and success of minority students.

Obj. 4.1 Increase the percentage of African-American undergraduate students from 15.8 percent in fiscal year 2014 to 17.5 percent in fiscal year 2019.

Obj. 4.2 Maintain a retention rate of African-American students at 90 percent or greater through fiscal year 2019.

Obj. 4.3 Increase the graduation rate of African-American students from 67.3 percent in fiscal year 2014 to 70 percent in fiscal year 2019.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Percent African-American of undergraduate students enrolled	17.1%	17.4%	18.0%	18.2%	19.0%	20.1%	20.5%
Percent minority of undergraduate students enrolled	47.7%	49.3%	51.6%	52.9%	54.4%	56.9%	57.0%
Second-year retention rate at UMBC (or another public university in Maryland) of African-American students	93.8%	87.6%	90.0%	87.2%	90.2%	90.0%	90.0%
Six-year graduation rate of African-American students from UMBC (or another public university in Maryland)	67.7%	61.9%	61.2%	65.9%	76.8%	75.0%	75.0%

Goal 5. Enhance success of all students.

Obj. 5.1 Maintain a retention rate of UMBC undergraduate students at 90 percent or greater through fiscal year 2019.

Obj. 5.2 Increase the graduation rate of UMBC undergraduates from 68.8 percent in fiscal year 2014 to 70 percent in fiscal year 2019.

Obj. 5.3 Maintain at least 100 Ph.D. degrees awarded through fiscal year 2019.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Ratio of full-time equivalent students to full-time instructional faculty	22.4	21.9	21.4	21.9	21	21.5	22.0
Second-year retention rate at UMBC (or another public university in Maryland) of students	89.5%	87.1%	87.3%	86.5%	89.8%	90.0%	90.0%
Rank among peer institutions in ratio of full-time equivalent students to full-time instructional faculty	5th	5th	6th	4th	4th	4th	4th
Six-year graduation rate of students from UMBC (or another public university in Maryland)	66.7%	68.2%	66.4%	71.0%	75.4%	75.0%	75.0%
Number of Ph.D. degrees awarded	82	88	94	81	87	90	90

Goal 6. Provide quality research.

Obj. 6.1 Increase the dollars in total Federal research and development (R&D) expenditures in Science and Engineering (S&E) per full-time faculty from \$110,900 in fiscal year 2014 to \$135,000 in fiscal year 2019.

Obj. 6.2 Rank in the top half among public research peer institutions (10th in 2015) in average annual growth rate (5-year) in federal research and development (R&D) expenditures.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Total federal R&D expenditures in S&E per full-time faculty	\$114,954	\$120,871	\$123,242	\$124,551	\$131,587	\$132,000	\$133,000
Rank among public research peer institutions in five-year average growth rate in federal R&D expenditure	9th	8th	9th	3rd	4th	4th	4th

UNIVERSITY OF MARYLAND, COLLEGE PARK (UMCP) 2020 Managing for Results

Institutional Assessment

UMCP has an outstanding reputation as a public research university. It attracts and retains renowned faculty members and provides undergraduate and graduate students with affordable, accessible education that is one of the best in the nation. The University's talented and diverse student body averages the highest levels of achievement in our history. Research productivity has steadily increased over the last decade, and continues to grow as UMCP faculty pursue many high-impact research initiatives. UMCP collaborates with federal agencies, foundations, industries, and emerging companies to create and develop new knowledge and products and build the Maryland economy.

On July 1, 2020, President Pines became UMCP's 34th president. On his first day in office, he announced his priorities: to focus on excellence in all that we do, including academics, athletics, innovation and entrepreneurship, creativity, and the arts; and to create a more diverse and inclusive and multicultural environment for all campus citizens. Towards these priorities, President Pines announced 12 initiatives that focus broadly on Enhancing the Student Experience, Creating an Inclusive Environment, and Advancing the University. The campus remains focused on undergraduate and graduate education, STEM competitiveness, research, innovation and entrepreneurship, international and corporate strategic partnerships, local, regional and state initiatives and community engagement. This report addresses key measures of the UMCP's progress in reaching institutional goals that reflect priorities of the *2017-2021 Maryland State Plan for Postsecondary Education*.

Goal 1: Provide an enriched educational experience to our students that takes full advantage of the special strengths of a diverse research university and promotes retention and graduation.

Student Recruitment. As the flagship of the University System of Maryland, our goal remains to attract, admit, and enroll a diverse and talented class of students from throughout Maryland and around the world. UMCP enrolled a Fall 2019 entering freshman class with an average high school GPA of 4.23 and combined SAT scores of 1300-1460 among the middle 50% of the class.

Graduate Programs. The Excellence in Graduate Education Initiative saw a decrease in time-to-degree completion. The FY07 doctorate cohort achieved a 70.4% 10-year completion rate. In FY20, the Graduate School provided 150 students with \$1,201,500 in academic stipend support and 301 students with more than \$120,000 to defray expenses incurred making conference presentations. It awarded \$62,500 to 82 students who demonstrated excellence in graduate education. Approximately \$1,090,000 in stipends were given to 70 Flagship Fellows and 35 McNair Graduate Fellow. The Dean's Fellowship Program, which enables the Graduate School to enhance funding packages, recruit excellent students, and support current students in degree completion, awarded about \$5 million to 649 students.

Retention, Graduation, and Closing the Achievement Gap. The Student Academic Success-Degree Completion Policy provides regular advising, four-year graduation plans, and benchmarks for majors. UMCP requires interventions for students on probation and students

with a cumulative GPA under 2.3. The Registrar's Office and academic units notify students who did not register for classes during their assigned dates to resolve outstanding issues (academic, financial, and advising). The Student Success Office oversees re-enrollment and works with those on probation and dismissal, setting conditions for reinstatement.

The Pre-Transfer Advising Program assists prospective transfer students, helping them develop an academic plan for successful transfer and estimating time-to-degree completion. The program worked with about 10,000 students in FY20 (a 40% increase over FY19), including those from local community colleges. The Transitional Advising Program provides high-credit undeclared students with resources to explore and declare a major in which they will be successful. In FY20, advisers met with 81 students, most of whom were moving from STEM majors to the humanities and social sciences. The Terrapin Success Plan helps academic probation students understand University policy and explore barriers to success; 189 students were invited to participate.

Diversity. In June 2019, UMCP elevated the position of Chief Diversity Officer to a vice presidency when Dr. Georgina Dodge became the first Vice President for Diversity and Inclusion (VPDI). Dr. Dodge hired a new Communications Officer and refocused the Hate-Bias Response Program into Bias Incident Support Services to more clearly delineate responsibilities shared by multiple units. The Office of Multi-Ethnic Student Education and the Office of Civil Rights and Sexual Misconduct moved to be under the VPDI. In response to the elevated visibility of anti-Black racism, UMCP's diversity units rapidly deployed their outreach, education, healing, caring, and community-building efforts among our Black and other people of color populations.

Innovation and Entrepreneurship. UMCP launched the Academy for Innovation and Entrepreneurship in 2013 to engage students in innovation and entrepreneurship in the classroom and provide students opportunities to creatively solve problems across all disciplines. In FY19, over 17,000 students participated in 220 courses, competitions, hackathons, and workshops. UMCP earned Top 10 in Innovation & Entrepreneurship rankings in Entrepreneur Magazine / Princeton Review's Best Colleges for the fifth straight year, and is ranked seventh for undergraduate entrepreneurship education overall and third among public universities in Princeton Review & Entrepreneur Magazine.

Teaching and Learning. The Teaching and Learning Transformation Center (TLTC) provides faculty, students, and staff training, resources, professional development activities, and individualized consultation to transform their classrooms and careers. Accomplishments from TLTC's sixth year include: 23 redesigned courses affecting 2,026 students; 1,715 faculty, graduate student, and staff participations in events; 350 graduate student participations in the University Teaching and Learning Program; and continued partnership with the Office of Faculty Affairs to support faculty teaching portfolios and peer reviews of teaching. TLTC's "Launch" faculty development program has 367 junior, tenure, and professional-track faculty enrolled and its Academic Peer Mentoring program supports 64 instructors who partner with 389 peer mentors, affecting 4,996 students.

Quality of the Faculty. UMCP hired 59 new tenured or tenure-track faculty in FY20, 46% of whom are female and 36% of whom are Asian, Black/African American, Hispanic, or American Indian/Alaskan Native. UMCP faculty received four Fulbright Scholarships and three National

Endowment for the Humanities grants. Five were elected members of the National Academies, eight began NSF CAREER award grants, and three were selected as finalists for the upcoming Blavatnik National Awards for Young Scientists. UMCP continually strengthens faculty development and diversity programs through workshop offerings for faculty and administrators, the Assistant Professor Diversity Hiring Initiative, the Senior Targeted Hiring Initiative, and the President's Postdoctoral Fellowship.

The ADVANCE program supports recruiting, retaining, growing, and advancing a diverse faculty. This year, ADVANCE facilitated five peer mentoring networks; provided 1:1 career support; facilitated leadership development for a diverse group of mid-career faculty; implemented a workshop to increase the self-efficacy of allies; operated a dashboard with transparent career data for faculty; and helped departments reform faculty workloads to be more equitable and transparent. ADVANCE successfully transitioned many core program activities online during the pandemic. Faculty who participate in core ADVANCE activities are more likely to be retained than nonparticipants. Over the last 10 years, UMCP has seen a decrease in the percent of assistant professor women who resign pre-tenure and more similar rates of success between men and women.

Goal 2: Prioritize the affordability of a top-tier education for the citizens of Maryland and success of those students with limited financial resources to succeed in an academic setting.

Affordability. UMCP strives to keep high-quality educational programs affordable for Maryland residents. Awards from UMCP's need-based grant program increased by 5.5% from FY18 to FY19. The Maryland Incentive Awards program continues to expand and fund low-income students from Baltimore City and Prince George's County high schools. "Keep Me Maryland" raised over \$1.7 million for UMCP's neediest students. Sixty-eight percent of students who apply for financial aid receive some form of assistance. Students who take out student loans graduate with an average debt of \$29,133—just under the \$29,200 national average. The Office of Student Financial Aid's special circumstances committee reviewed over 750 student appeals for additional aid in FY19 and provided some financial relief to 64% of those students. The Office of Student Financial Aid has increased first-generation college student outreach activities to support students completing federal and Maryland financial aid requirements.

Accessibility. UMCP is committed to providing Maryland residents with an accessible, affordable college education and continues to build undergraduate programs at regional centers. Programs are for students who complete two years of coursework at a community college, thus reducing the cost of obtaining a baccalaureate degree. Enrollment continues to grow in UMCP's undergraduate Information Science major at USG and a new engineering program in Embedded Systems and the Internet of Things will start in Fall 2020. Biocomputational Engineering and Mechatronics programs are under development and two engineering programs are in place at the University System of Maryland Southern Maryland Regional Center.

Goal 3: Promote the economic development of a knowledge-based economy in Maryland dedicated to the advancement and commercialization of research.

Quality of Research Development. Research awards totaled about \$575 million in FY20, including two \$10M USDA Centers of Excellence awards: one focused on robotic-aquaculture for oyster production, the other on data-driven agricultural productivity; \$7.5M in Department of

Defense (DOD) funding for data-driven and decision support; another \$1.5M in DOD funding to better understand social media information campaigns; and 12 NSF awards to UMCP faculty researching COVID-19, including data on transportation, mobility and the spread of the disease. New research initiatives include launching an artificial intelligence and medicine program (with UMB), a Center for Materials Innovation, and developing a cross-campus effort to better understand the spread and dynamics of misinformation.

Economic Growth and Vitality. UMCP drives regional economic diversification and growth through leadership in innovation, research, education, and entrepreneurship. In FY19, UMCP generated 167 invention disclosures, 44 U.S. patents, and launched eight startups. The Maryland Innovation Initiative bridges gaps between universities and commercial businesses and funded six team projects totaling \$730,000. Five UMCP IP-based startups received Maryland Industrial Partnerships funding for further product development. The university also licensed its first apple, Antietam Blush.

Local Economic Development. The Discovery District continued its growth with the ground breaking of a new office building, due for delivery late summer 2020. It also welcomed two alumni-founded companies. The Maryland Procurement Technical Assistance Center provided counseling to 713 new business concerns. These companies created 1,078 new jobs. Eighty-six training events were held for 5,094 attendees. Fifty-two clients received \$54 million in DLA-reportable contract awards. The Small Business Development Center counseled 2,568 entrepreneurs and small business owners and trained 4,386 attendees; helped clients create or retain 14,623 jobs statewide; assisted clients in obtaining over \$95 million in loans or equity financing; and helped entrepreneurs start 279 businesses.

MPowering the State. MPower is a strategic partnership between UMCP and UMB to foster growth in Maryland's innovation economy through joint programs that fuel the state's reputation as a research and commercialization leader. UM Ventures combines entrepreneurial resources to commercialize university inventions, launch university startups, and add jobs. In FY19, UM Ventures assisted with disclosures of 302 potential inventions, with 67 licensed to companies. The Center for Maryland Advanced Ventures promotes commercializing high potential, university-based discoveries to spur economic development and job creation and to help university-affiliated startups in Baltimore. It also manages the Maryland Momentum Fund, a \$10 million fund investing in early stage USM-affiliated companies.

Goal 4. Expand our Maryland family of alumni and constituents to achieve a new level of engagement and support that is the hallmark of an outstanding research institution.

Expanding the Maryland Family. In FY20, alumni donor counts declined compared to FY19, in large part because of the COVID-19 pandemic. The Office of Annual Giving saw another record-setting Giving Day and a crisis fund campaign that drove giving to assist students impacted by COVID-19. Alumni Association member acquisitions were steady heading into March but lost traction as COVID-19 disrupted operations. Similarly, spring sports were halted and uncertainty regarding fall sports has impacted the number of Athletic donors.

Support. In support of its Fearless Ideas campaign, University Relations was on track through Q3 to surpass its FY19 revenue total. In March, the pandemic hindered that momentum. Staff and

prospects were faced with public health recommendations requiring little to no in-person engagement and economic impact not seen since the Great Depression. Despite the disruption to major gift fundraising, UMCP raised \$168 million in FY20. At the close of FY20, UMCP had raised \$1.287 billion toward the \$1.5 billion goal for the Fearless Ideas Campaign.

Endowment Support. The UMCP endowment portfolio is outperforming benchmarks set by the USM Foundation Investment committee on a one-, three-, five- and 10-year basis, achieving and exceeding its goals. Not only did the endowment portfolio preserve long-term intergenerational wealth over a three-, five-, and 10-year period, it grew its principal balance from its strong investment returns.

Goal 5: Prepare our graduates to be productive members of the labor force, particularly in areas considered vital to the economic success of the State.

Increased Enrollment in Areas Targeted for Workforce Development. The College of Computer, Mathematical and Natural Sciences, A. James Clark School of Engineering, the College of Information Studies, and School of Public Health continue to have robust undergraduate enrollments. The Information Science major has 1,000 students, up from just over 700 in Fall 2018. New majors in Human Development and in Neuroscience will launch in Fall 2020. A new major in Immersive Media Design was approved in February 2020. Through the Governor's Workforce Development Initiative, UMCP is hiring faculty and supporting graduate assistants to increase our capacity in these and other critical areas.

UMCP continues to produce top graduates from diverse backgrounds. According to the 2019 Diverse Issues in Higher Education data, UMCP ranks in the top five in doctoral and master's degree producers for African Americans in engineering, and third in Mathematics and Statistics and ninth in Public Health doctoral degree producers for Asian Americans. UMCP ranks fourth in Business/Commerce, eighth in social sciences, eighth in visual and performing arts, and eighth in communications/journalism doctoral degree producers for all minorities.

In the First-Year Innovation & Research Experience (FIRE) program, students earn degree credit while engaging with faculty and peers in a multiyear mentored experience that drives their professional development. In 2020, FIRE will serve over 1,200 students from nearly all majors through 16 research groups. Faculty-led FIRE research topics include agricultural, physical, life, and computer sciences, engineering, social sciences, public health, arts, and humanities.

Teacher Education and STEM Production. As with other teacher preparation programs at state and national levels, UMCP teacher education enrollments have declined. The College of Education has changed its curriculum in teacher preparation programs to increase the number of teachers in critical shortage areas (STEM, special education, and TESOL). UMCP worked to increase the number of STEM teachers by shortening the time-to-degree completion for the MCERT program, starting with the 2019 cohort. Ongoing collaboration with Prince George's County Public Schools and Prince George's Community College offers an innovative, grow-your-own teacher preparation program in middle school math and science. The College also collaborates with Montgomery County Public Schools to help para-professionals transition into teaching. In 2019, the College added a full-time position to coordinate teacher education recruitment and has increased its dedicated scholarship funds for prospective teacher candidates.

MISSION

As the State’s premier public research university, its original land grant institution, and the legislatively mandated flagship institution of USM, the University of Maryland, College Park campus (UMCP) serves the citizens of the State through three broad mission areas of research, teaching, and outreach. The University is the State’s primary center for graduate study and research, and it is responsible for advancing knowledge through research, providing highest quality undergraduate instruction across a broad spectrum of academic disciplines, and contributing to the economic development of the State.

VISION

The University of Maryland, College Park campus serves the citizens of the State by leading the ranks of the nation’s premier public research universities. It is nationally and internationally recognized for the quality of its faculty and students, for its outstanding academic and research programs across the disciplines, for programs in the arts that are a national model of excellence and community involvement, and for outreach and service initiatives that are key resources for the well-being of the citizens of the State. UMCP provides the highest quality undergraduate education, noted for its breadth, depth and many special opportunities for students. Graduate education - the hallmark of a first-rate research university - includes, at UMCP, both professional and research degree programs overseen by a world class faculty whose interests span an extraordinary range of research and scholarship that is characterized by creativity, innovation, impact, and inclusiveness, and that attracts graduate students of the highest academic caliber from every ethnic and racial group.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. Provide an enriched educational experience to our undergraduate students that takes full advantage of the special strengths of a diverse research university and promotes retention and graduation.

- Obj. 1.1** Maintain or reduce the difference in six-year graduation rates between all students and African-American students from 8 percentage points in 2019 to at or below 6 percentage points in 2024.
- Obj. 1.2** Reduce the difference in six-year graduation rates between all students and Hispanic students from 6 percentage points in 2019 to 5 percentage points in 2024.
- Obj. 1.3** Create an ethnically and racially diverse community by achieving and maintaining a critical mass of at least 45 percent minority undergraduate students through increased recruitment and retention efforts of minority students between 2019 and 2024.
- Obj. 1.4** Maintain the second-year retention rate of all UMCP students at 95 percent in 2019 through 2024.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Percentage point difference in graduation rates from UMCP							
African-American students and all students	6	6	6	8	6	7	7
Hispanic students and all students	6	3 <1		6	6	6	5
Percentage of minority undergraduate students enrolled in UMCP	43%	43%	43%	43%	38%	44%	44%
Second-year freshman retention rate from UMCP: all students							
All minority students	95.4%	95.3%	95.8%	95.2%	95.2%	95.5%	95.5%
All African-American students	96.0%	95.8%	96.7%	95.7%	96.2%	95.9%	96.0%
All Hispanic students	96.7%	94.9%	95.1%	94.4%	95.7%	94.6%	94.7%
All Hispanic students	93.1%	95.9%	95.7%	92.7%	95.3%	93.0%	93.5%

- Obj. 1.5** Increase the six-year graduation rate for all UMCP students from 86 percent in 2019 to 88 percent by 2024.
- Obj. 1.6** Maintain the second-year retention rate of all UMCP minority students at 96 percent in 2019 through 2024.
- Obj. 1.7** Increase the six-year graduation rate for all UMCP minority students from 84 percent in 2019 to 86 percent by 2024.
- Obj. 1.8** Increase the second-year retention rate of UMCP African-American students from 94 percent in 2019 to 95 percent by 2024.
- Obj. 1.9** Increase the six-year graduation rate for UMCP African-American students from 78 percent in 2019 to 80 percent by 2024.
- Obj. 1.10** Increase the second-year retention rate of UMCP Hispanic students from 93 percent in 2019 to 94 percent by 2024.
- Obj. 1.11** Increase the six-year graduation rate for UMCP Hispanic students from 80 percent in 2019 to 82 percent by 2024.
- Obj. 1.12** Increase the percentage of transfer students who graduate at UMCP from 81 percent in 2019 to 84 percent by 2024.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
First-time freshman six-year graduation rate from UMCP: all students	86.4%	86.6%	85.4%	86.2%	87.1%	87.0%	87.5%
All minority students	84.9%	85.3%	84.8%	83.7%	85.2%	84.5%	85.0%
All African-American students	80.9%	81.1%	79.5%	77.9%	81.3%	78.5%	79.0%
All Hispanic students	80.4%	84.1%	85.0%	80.2%	81.5%	80.5%	81.0%
New full-time undergraduate transfer 4-year graduation rate from UMCP: all students from UMCP (or another public university in Maryland)	74.0%	76.0%	79.0%	81.0%	81.0%	82.0%	83.0%

Goal 2. Prioritize the affordability of a top-tier education for the citizens of Maryland and success of those students with limited financial resources to succeed in an academic setting.

- Obj. 2.1** Maintain or reduce the percentage of the class who default on federal loan programs below 2 percent between 2019 and 2024.
- Obj. 2.2** Increase the six-year graduation rate for first-time freshmen Pell grant recipients from 80% percent in 2019 to 83 percent in 2024.
- Obj. 2.3** Increase the six-year graduation rate for first-time freshmen subsidized loan recipients who did not receive a Pell grant from 84 percent in 2019 to 86 percent in 2024.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Percentage of borrowers in the class who enter repayment on federal loans and default prior to the end of the following fiscal year	2.0%	2.0%	2.4%	2.1%	2.3%	2.0%	2.0%
Six-year graduation rate for first-time freshmen Pell grant recipients	N/A	N/A	78.6%	80.1%	80.7%	81.5%	82.0%
Six-year graduation rate for first-time freshmen subsidized loan recipients who did not receive a Pell grant	N/A	N/A	84.1%	84.0%	84.8%	85.0%	85.0%

Goal 3. Promote the economic development of a knowledge-based economy in Maryland dedicated to the advancement and commercialization of research.

Obj. 3.1 Increase total research and development (R&D) expenditures for UMCP and UMB reported by the National Science Foundation (NSF) from \$1,016 million reported in fiscal year 2019 to \$1,187 million in fiscal year 2024.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Total R&D expenditures, as reported by NSF (\$ millions)	\$506	\$539	\$549	\$541	\$1,097	\$1,119	\$1,141

Goal 4. Expand our Maryland family of alumni and constituents to achieve a new level of engagement and support that is the hallmark of an outstanding research institution.

Obj. 4.1 The total number of annual alumni donors to the University will increase from 20,737 in 2019 to 24,000 by 2024.

Obj. 4.2 Increase the total amount of philanthropic support raised by UMCP from \$200M in 2019 to \$205M by 2024.

Obj. 4.3 Increase the UMCP endowment market value from \$584M in 2020 to \$650M by 2024.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Total number of annual alumni donors	23,428	23,935	22,141	20,737	19,074	19,500	22,693
Total amount of philanthropic support raised by UMCP (millions)	N/A	\$173M	\$256M	\$200M	\$168M	\$170M	\$186M
UMCP endowment market value (millions)	N/A	\$483M	\$531M	\$584M	\$640M	\$640M	\$640M

Goal 5. Prepare our graduates to be productive members of the labor force, particularly in areas considered vital to the economic success of the State.

Obj. 5.1 The percentage of UMCP alumni employed in Maryland one year after graduation will increase to and be maintained at 50 percent between Survey Year 2017 and Survey Year 2024.

Obj. 5.2 Increase the number of UMCP degrees in STEM fields (science, technology, engineering, and math) from 4,812 in 2019 to 7,070 by 2024.

Obj. 5.3 Maintain the number of UMCP teacher education program completers from 244 in 2019 to 250 or higher in 2024.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Percentage of UMCP graduates employed in Maryland one year after graduation (triennial measure)	N/A	48.9%	N/A	N/A	N/A	N/A	50.0%
Percentage of UMCP alumni employed full or part-time one year after graduation (triennial measure)	N/A	83.9%	N/A	N/A	N/A	N/A	N/A
Number of UMCP STEM field degrees	3,717	3,981	4,399	4,812	5,128	5,613	6,062
Number of UMCP teacher education completers (including undergraduate, master's, post-baccalaureate/non-degree)	352	295	280	244	238	250	250

Obj. 5.4 Maintain the percentage of UMCP students satisfied with education received for employment from 92 percent in Survey Year 2017 to Survey Year 2024.

Obj. 5.5 Increase the percentage of UMCP students satisfied with education received for graduate or professional school at or above 90 percent between Survey Year 2017 and Survey Year 2024.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Percentage of alumni satisfied with education received for employment one year after graduation (triennial measure)	N/A	91.9%	N/A	N/A	N/A	N/A	92.0%
Percentage of alumni satisfied with education received for graduate or professional school one year after graduation (triennial measure)	N/A	88.8%	N/A	N/A	N/A	N/A	90.0%

UNIVERSITY OF MARYLAND EASTERN SHORE Managing for Results Accountability Report - 2020

Mission

The University of Maryland Eastern Shore (UMES), the State's Historically Black 1890 Land-Grant institution, has its purpose and uniqueness grounded in distinctive learning, discovery, and engagement opportunities in the arts and sciences, education, technology, engineering, agriculture, business, and health professions. UMES is a student-centered, doctoral research university known for its nationally accredited undergraduate and graduate programs, applied research, and highly valued graduates. UMES provides individuals, including first generation college students, access to a holistic learning environment that fosters multicultural diversity, academic success, and intellectual and social growth. UMES prepares graduates to address challenges in a global knowledge-based economy, while maintaining its commitment to meeting the workforce and economic development needs of the Eastern Shore, the State, the Nation, and the World.

Overview

This is the first report for the 2020-2024 MFR cycle. The following information provides a context for the data within this report and future directions of enrollment management. Starting with the hiring of a new University President (September 2018), UMES made a series of strategic leadership hires to support the institution's new strategic growth plan and administrative needs. The new hires included: Vice President for Enrollment Management and Student Experience (VPEMSE February 2019), Director of the Center for Access and Academic Success [Advising and Retention] (May 2019), Director of Financial Aid (July 2019), Director of Admissions (August 2019), and the Executive Director of Student Experience (September 2019). In addition to the strategic hires, President Anderson combined the divisions of Enrollment Management and Student Affairs to allow for an integrated and strategic approach to recruitment, student engagement, and degree completion. Thus, a critical task for the new VPEMSE was implementing this new structure and creating synergy among the fourteen varied units. This included, but was not limited to, training staff on enrollment management strategies, establishing a series of student enrollment data reports shared amongst leadership, enhancing the utilization of institutional aid, and creating strong divisional partnerships with areas such as Academic Affairs and Marketing.

Overall, student headcount enrollment at the University of Maryland Eastern Shore (UMES) continued to experience a decline from 3,199 (fall 2018) to 2,888 (fall 2019), including two students enrolled in non-credit bearing courses. Specifically, undergraduate headcount enrollment declined from 2,603 in the fall of 2018 to 2,334 in fall 2019, a decline of 10.3%. Meanwhile, the graduate headcount also experienced a decline of 7.0%, from 596 to 554, during the same period. Enrollment decline notwithstanding, UMES has continued to maintain a diverse student population during the period of this report, with student enrollments from 23 Maryland counties and Baltimore City; 30 states in the United States (including the District of Columbia), Puerto Rico, and the Virgin Islands; and 29 foreign countries.

UMES' strategic priorities were guided by the six goals of UMES' 2018-2020 strategic plan that focus on high quality of instruction, access, affordability, student learning outcomes, diversity, economic growth, and overall effectiveness and efficiency. This plan complements and supports the current Maryland's State Plan for Postsecondary Education's three priority themes: (1) providing equitable access to affordable quality postsecondary education for all Maryland residents, (2) promoting and implementing practices that will ensure success, and (3) fostering innovation in all aspects of Maryland higher education to improve access and success.

Accountability Goals, Objectives, and Performance Measures

UMES' 2018-2020 strategic plan's goals have guided the Managing for Results (MFR) effort over the course of AY 2019-2020. The aggressive agenda of the plan sets the course for progress and advancement in the following key areas:

- (1) *Support diversity and inclusion on and off campus and foster a climate of equity for all stakeholders (MFR objectives 2.1, 2.2, and 2.5)* provides insight into opportunities UMES offers to diverse populations of students, faculty and staff.

UMES is among the USM institutions with the most diverse student and faculty populations. Fall 2019 enrollment included 52.0% African American, 13.1% White, 5% two or more races, 4.4% Hispanic, 3.9% Foreign, 2.2% Asian, 0.2% Naive American, and 19.2% unknown. Similarly, faculty include 36.5% African American, 38.5% White, 13.8% Asian, 3.9% Hispanic, 3.3% Foreign, 2.0% two or More Race, 0.7% Native Hawaiian/Pacific Islander, and 0.7% other. A significant number of freshmen were first generation (40%) and economically disadvantaged (53%). To underscore UMES' commitment to maintaining a working and learning environment that is inclusive and free of discriminatory conduct, President Anderson has established the Office of Institutional Equity and Compliance. This office, among other things, facilitates resolution of matters of concern among members of the UMES community

- (2) *Increase access, attainment and degree completion through improved communication and pro-active data analysis (MFR Objectives 4.1, 4.2, 4.3, and 4.4)* provides insight into UMES' effectiveness in supporting its students to achieve their goals.

During this reporting period (2020) UMES achieved its targets for increasing its second-year retention rate for all students (68% from 66%), six-year graduation rate for all students (47% from 46%), second-year retention rate for African American students (68% from 67%), and six-year graduation rate for African American students (46% from 45%). This confirms that UMES is on track toward achieving its goals on these indicators by 2024.

- (3) *Become a leading USM partner in research, innovation, and economic competitiveness (MFR Objective 3.3)* provides insight into UMES' efforts at contributing to the USM research and innovation initiatives.

UMES' target for STEM awards (166) was not achieved during this reporting period. Only 145 STEM degrees were conferred during AY 2019-2020. The low number of STEM degrees notwithstanding, UMES maintained its Doctoral University (High Research Activity) Carnegie Classification. In AY 2019-2020, it awarded 20 doctoral research/scholarship degrees, and therefore continued to meet the threshold for the classification. Also, its Research & Development Expenditures, based on the National Science Foundation's HERD survey, in the amount of \$7.1 million for FY 2019 is a significant indicator of UMES' research capacity.

- (4) *Meet the educational needs of the state of Maryland with high quality and innovative academic programming (MFR Objectives 1.1, 1.2, and 1.3)* provides insight into preparedness of graduates.

UMES is consistently reviewing its program offerings to ensure that it meets the needs of its students and other stakeholders effectively. In recognition of health challenges faced by rural communities on the Eastern Shore and Maryland, UMES has designed and plans to implement a new post-baccalaureate certificate in Rural Health Disparities and Social Inequities. This program is designed to help students develop, implement, and evaluate services for rural communities. Despite the overall decline in enrollment, UMES experienced some growth from fall 2018 to fall 2019 in General Agriculture (58 to 72), Food and Agricultural Sciences - MS (14 to 16), Biochemistry (35 to 38), Aviation Sciences (61 to 72), Cybersecurity (19 to 24), and for research/scholarship doctoral programs in Education Leadership (48 to 50) and Pharmaceutical Sciences (6 to 9). UMES continued to meet the threshold degree awards (20 research/scholarship degrees) for the Carnegie Classification of Doctoral University (High Research Activity).

- (5) *V: Maximize university resources (MFR Objectives 5.1 and 5.2)* provides insight into how UMES maximizes/optimizes university resources.

In an effort to manage university resources efficiently and effectively, UMES continues to encourage all its divisions, departments, and operational units to pursue aggressively external public and private funds to support the academic enterprise at the University. UMES continues with its efforts to raise funds through grants and contracts and donations from friends and alumni of the University. In FY 2020 UMES raised \$17,194,526, representing an increase of 10.4% in grants and contracts from FY 2019; and \$2.9 million in donations and gifts, exceeding the target of \$2 million by 45%. Meanwhile, UMES achieved budget savings of 1.0%, meeting its annual target of 1% in cost savings in FY 2020.

- (6) *VI: Achieve and maintain national eminence and global impact (MFR Objectives 1.1, and 3-3)* provides insight into UMES' contribution to national eminence and global impact.

UMES remains committed to the preparation of graduates in signature programs to address challenges in a global, knowledge-based economy, while also maintaining its commitment to meeting the workforce and economic development needs of the Eastern Shore, the State, the Nation, and the World. Its teacher

preparation programs have consistently achieved a 100% pass rate in PRAXIS II. UMES continues to promote STEM programs that support applied research and innovation. During AY 2019-2020, UMES awarded 145 STEM degrees to its undergraduate and graduate students. During the period of this report, its faculty published 19 books, 203 refereed publications, and raised \$12.4 million in grants and contracts to support their research and student learning. UMES remained in the top tier (i.e., ranked #18) of Historically Black Colleges and Universities (HBCUs) by *US News and World Report*. UMES regained its accreditation lost in 2015, for the Physician Assistant Studies program by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) in April 2020 and enrolled its first cohort of 17 students in fall 2020. In addition, UMES has maintained its Doctoral University (High Research Activity) Carnegie classification. Also, the maintenance of its accreditation by the Association to Advance Collegiate Schools of Business (AACSB) places UMES among 5% of the world's schools of business (i.e., there are 755 business schools in 51 countries).

Academic Quality

Accreditation and Licensure

UMES also has continued to be successful with its teacher licensure assessments. For thirteen consecutive years UMES has reported a 100% pass rate on the PRAXIS II examinations for teacher candidates. This is a remarkable performance (see **Objective 1.1**). Such a significant performance in licensure examinations is the result of new and innovative programming to better assist students to prepare for the examination. For example, the teacher education computer laboratory continues to provide all students with an opportunity to review and study in an innovative and conducive environment for learning.

President Anderson encourages academic departments to seek and obtain program accreditations from appropriate professional organizations. Apart from its reaffirmation of accreditation by the Middle States Commission on Higher Education, UMES has maintained its reaffirmation of professional program accreditations for Chemistry, Education, Engineering, Pharmacy, Physical Therapy, Rehabilitation Services, Golf Management, Technology, Hospitality and Tourism Management, Business Management, Accounting, Marketing, and Finance. In addition to its accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), Human Ecology also sought and obtained accreditation by the American Association of Family and Consumer Sciences (AACFS) in April 2020.

Faculty

Faculty members are key to the success of any postsecondary institution's fulfillment of its mission. UMES is fortunate to have academically strong, diverse, and dedicated faculty that are committed to helping students, many of whom are economically disadvantaged and first generation, to succeed in their studies, as well as engaging in scholarly and outreach activities, and leveraging resources to support the work of the University. The proportion of UMES' full-time tenure and tenure track and full-time non-tenure track instructional faculty with terminal degrees in their respective disciplines was 85.2% in FY 2020. Evidence of a high-quality faculty is also provided by students through the evaluation of instruction survey. These faculty members also published 19 books and 203 refereed publications based on the Fall 2019-Spring 2020 Faculty Workload Report.

UMES' # 2 ranking in instructional faculty members' race and ethnic diversity among 4-year public institutions by the *Chronicle of Higher Education's* Almanac 2019, remains a major accomplishment. In fall 2020 all full-time instructional faculty included 36.5% African American, 38.5% White, 0.7% American Indian/Alaskan Native, 13.8% Asian, 3.9% Hispanic/Latino, 0.7% Native Hawaiian/Pacific Islander, 2.0% Two or More Races, 3.3% Foreign, and 0.7% Unknown.

Enrollment in Distance Education and Off-Campus Courses

The University of Maryland Eastern Shore continues to offer a significant number of its students opportunities for taking online and distance education courses (**Objective 2.3**). In the fall of 2019, 1,574 students enrolled in online or distance education courses, a decrease of 7.4% over its fall 2018 enrollment of 1,700. The Office of Instructional Technology utilizes a set of guidelines and standards for fully online courses and continues to provide training and functional assistance for faculty. UMES uses both online and hybrid course formats and a majority of students continue to attend traditional classroom sessions as they have done in the past, but also have WebCT/Blackboard as an additional resource.

Although traditional classroom time is still deemed necessary, students benefit from having more flexible schedules for completing their work, including the development of abstract thinking skills, and from the fulfillment

of great technical responsibility, consistent with the needs of Generation Z. Students and faculty will continue to be jointly responsible for using alternative learning and teaching styles consistent with current web technology.

Enrollment, Retention and Graduation Rates

For the fourth year in a row UMES experienced a very significant drop of 9.7% in enrollment of both undergraduate and graduate students from 3,199 (fall 2018) to 2,888 (fall 2019). Reasons for the low enrollment continue to include, but are not limited to turnover in enrollment management personnel, a large number of students who were on academic probation that were unable to improve their academic standing, low second-year retention rate that decreased slightly from 63% (fall 2017 cohort) to 62% (fall 2018 cohort), and unsuccessful efforts at recruiting more transfer and international students. Staffing challenges notwithstanding, increasing enrollment at both undergraduate and graduate levels continues to be a top priority for all divisions and operational units at UMES (**Objectives 4.1, 4.2, 4.3 and 4.4**).

Maryland Workforce Initiatives and Partnerships

UMES has been experiencing a steady decline in enrollment overall, but especially in education programs. However, UMES remains aware of the shortage of teachers entering the State's classrooms, particularly on the Eastern Shore. The decline notwithstanding, the university is committed to providing support for aspiring pre-service teachers and those returning for training at the advanced levels. During the 2019-2020 academic year, the Education Department continued to provide students scholarships through six scholarship awards: Hazel Endowment, Frank J. Trigg Scholarship Fund, Whittington Scholarship, Allen J. Singleton Scholarship Fund, Melvin J. Hill Teacher Education Fund, and Nicole Dobbs Teacher Development Fund. In AY 2020 UMES awarded 516 bachelor's degrees, representing an increase of 1.6% on its AY 2019 awards. Although UMES did not reach its target of 564 bachelor's degrees awarded as its annual contribution toward the State's goal of 55% of Marylanders having a college degree by 2025, it continues to make a significant contribution toward this critical state goal. In addition, during this reporting period UMES awarded 145 STEM degrees that are critical to innovation. Also, two years in a row, UMES achieved a six-year graduation rate of 41% for the 2013 and 2014 cohorts, respectively, the highest in twenty years.

Cost Containment Efforts in FY 2020

The University of Maryland Eastern Shore continues its efforts to maximize the effectiveness and efficiency in the use of all resources to minimize the impact of unfavorable and unforeseen events on the University's budget. FY 2020 proved to be challenging with the impact of COVID 19. Through improved technological initiatives, reengineering business processes, restructuring, and energy conservation programs, the university was still able to meet its annual target of 1.0% in efficiency and effectiveness cost savings for FY 2020.

Summary

During this reporting period of MFR, UMES continued to experience a decline in student enrollment and persistence, two critical areas for fulfilling its mission. Overall, the University of Maryland Eastern Shore has made some progress in meeting its Managing for Results (MFR) goals and objectives during the period of this report. Academic quality is demonstrated by consistently high performance on national certification examinations such as the PRAXIS II, Pharmacy, and Physical Therapy, and the number of accredited/reaffirmed academic programs (i.e., 16 programs) or in the pipeline for accreditation, while the six-year graduation rate holding steady at 41%--the highest level in 20 years--for the second consecutive year; and the awarding of 145 STEM degrees in AY 2020 are significant accomplishments. UMES' maintenance of its Carnegie classification as Doctoral University (High Research Activity) is also a significant accomplishment. In addition, UMES continues to provide access to underserved, low-income (53%) and first generation (40%) students, who are projected to be the main source for recruitment by postsecondary institutions in the future, confirming that UMES remains faithful to its mission. Also, UMES continues to be among the most diverse in its student and faculty profiles, both within Maryland's public postsecondary institutions and in the nation. This is confirmed by its being ranked # 2 in instructional faculty race and ethnic diversity among 4-year public institutions by the *Chronicle of Higher Education Almanac*. UMES continues to contribute significantly to Maryland's goal of having 55% of Marylanders with a college degree by 2025. The number of bachelor's degrees (516) awarded in AY 2019-2020 demonstrates UMES' continued commitment to supporting the State's goal.

MISSION

The University of Maryland Eastern Shore (UMES), the State's Historically Black 1890 Land-Grant institution, has its purpose and uniqueness grounded in distinctive learning, discovery, and engagement opportunities in the arts and sciences, education, technology, engineering, agriculture, business, and health professions. UMES is a student-centered, doctoral research degree-granting university known for its nationally accredited undergraduate and graduate programs, applied research, and highly valued graduates. UMES provides individuals, including first-generation college students, access to a holistic learning environment that fosters multicultural diversity, academic success, and intellectual and social growth. UMES prepares graduates to address challenges in a global knowledge-based economy, while maintaining its commitment to meeting the workforce and economic development needs of the Eastern Shore, the State, the nation, and the world.

VISION

UMES will strategically maintain its doctoral research university classification and serve as a national model for producing globally competent citizenry in the 21st century by: (i) providing access to high quality, values-based educational experiences, especially to individuals who are first generation college students of all races, while emphasizing multicultural diversity and international perspectives; (ii) recruiting and retaining outstanding students, faculty, and staff who will learn, work and conduct world class research and development engagements that address the challenges of the future; and (iii) creating a culture to develop a systematic approach to successfully close the student achievement gap.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. Sustain, design, and implement quality undergraduate and graduate academic programs to meet the challenges of a highly competitive and global workforce.

- Obj. 1.1** Maintain a minimum passing rate on the Praxis II of 95 percent.
- Obj. 1.2** Increase the percentage of students expressing satisfaction with job preparation from 77 percent in 2017 to 90 percent in 2024
- Obj. 1.3** Maintain the percentage of students expressing satisfaction with graduate/professional school preparation at a minimum of 90 percent in 2024.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Percentage of undergraduate students who completed teacher training and passed Praxis II	100%	100%	100%	100%	100%	100%	100%
Percentage of students satisfied with education received for employment (triennial measure)	N/A	77%	N/A	N/A	NA	NA	NA
Percentage of students satisfied with education received for graduate/professional school (triennial measure)	N/A	82%	N/A	N/A	NA	NA	NA

Goal 2. Promote and sustain access to higher education for a diverse student population.

- Obj. 2.1** Maintain the percentage of first generation students at a minimum of 40 percent through 2024.
- Obj. 2.2** Maintain the percentage of non African-American undergraduate students at a minimum of 25 percent through 2024.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Total undergraduate enrollment	3,743	3,278	2,862	2,603	2,334	2,070	2,070
Percentage of first-generation students enrolled	48%	50%	41%	30%	40%	40%	40%
Percentage of non-African-American undergraduate students enrolled	27%	26%	27%	30%	27%	27%	27%

Obj. 2.3 Increase the number of students enrolled in courses using distance education technology from 1,700 in 2019 to 3,000 in 2024.

Obj. 2.4 Increase the number of students enrolled in courses at off-campus sites from 269 in 2019 to 350 in 2024.

Obj. 2.5 Maintain enrollment of economically disadvantaged students at a minimum of 43 percent through 2024.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Number of students enrolled in distance education courses	2,309	2,150	1,882	1,700	1,574	1,574	1,590
Number of students enrolled in courses at off-campus sites	281	241	225	269	229	229	231
Percent of economically disadvantaged students	54%	56%	53%	54%	53%	43%	43%

Goal 3. Enhance quality of life in Maryland in areas of critical need to facilitate sustainable domestic and international economic development.

Obj. 3.1 Increase the total number of teacher education graduates from 15 per year in 2019 to 30 per year in 2024.

Obj. 3.2 Increase the number of students completing all teacher education programs from 7 in 2019 to 15 in 2024.

Obj. 3.3 Increase the total number of STEM (science, technology, engineering, mathematics) graduates from 166 in 2019 to 190 in 2024.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Undergraduates enrolled in teacher education programs	30	27	15	15	19	19	23
Students who completed all teacher education programs	27	16	20	7	9	9	11
Number of graduates of STEM programs	160	118	99	166	145	174	179

Goal 4. Redesign and sustain administrative systems to accelerate learning, inquiry, and engagement.

Obj. 4.1 Increase the second-year retention rate for all UMES students from 66 percent in 2019 to 80 percent in 2024.

Obj. 4.2 Increase the six-year graduation rate for all UMES students from 46 percent in 2019 to 50 percent in 2024.

Obj. 4.3 Increase the second-year retention rate for all African-American students from 67 percent in 2019 to 80 percent in 2024.

Obj. 4.4 Increase the six-year graduation rate for African-Americans from 45 percent in 2019 to 50 percent in 2024.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Second-year retention rates at UMES (or another public university in Maryland) for all students	73%	63%	68%	66%	68%	70%	73%
Six-year graduation rate from UMES (or another public university in Maryland) for all students	38%	43%	45%	46%	47%	48%	48%
Second-year retention rate at UMES (or another public university in Maryland) for African-American students	73%	63%	68%	67%	68%	70%	73%
Six-year graduation rate from UMES (or another public university in Maryland) for African-American students	39%	44%	46%	45%	46%	48%	48%

Goal 5. Efficiently and effectively manage University resources and pursue public/private funds to support the enterprise.

Obj. 5.1 Raise \$2 million annually through 2024.

Obj. 5.2 Maintain a minimum of 1 percent efficiency on operating budget savings (e.g., rate of operating budget savings achieved through efficiency measures) through 2024.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Campaign funds raised (\$ millions)	\$2.3	\$3.4	\$1.7	\$1.4	\$2.9	\$2.0	\$2.0
Percentage rate of operating budget savings	2.3%	2.3%	3.0%	2.2%	1.0%	1.0%	1.0%

University of Maryland Global Campus 2020 Performance Accountability Report Managing for Results

Mission

The mission of University of Maryland Global Campus (UMGC) is providing affordable, accessible, and high-quality education to adult students around the world. UMGC fulfills this commitment by minimizing barriers and costs, maximizing convenience and flexibility, supporting students' career aspirations, and leveraging innovation, including state-of-the-art technology and leading-edge adult learning theory, to support student learning.

Institutional Assessment

UMGC's mission is carried out through institutional goals and strategies designed to continually improve the institution's framework and the student learning experience. UMGC is committed to meeting the goals of access, success, and innovation in the 2017-2021 Maryland State Plan for Postsecondary Education as well as its Managing for Results (MFR) goals listed below:

1. create and maintain a well-educated workforce,
2. promote economic development in Maryland,
3. increase access for economically disadvantaged and minority students,
4. maximize the efficient and effective use of State resources, and
5. broaden access to educational opportunities through online education.

State Goal 1: Access

As per the Maryland State Plan, this goal is to "ensure equitable access to affordable and quality postsecondary education for all Maryland residents." UMGC supports this goal through MFR goals 3 and 5. The specific objectives established to meet those MFR goals are referenced below.

MFR Objective 3.1: Maintain or increase the percentage of minority undergraduate students at 50 percent or greater and the percentage of African American undergraduate students at 25 percent or greater between fiscal year 2019 and fiscal year 2024.

- In Fall 2019, 51% of undergraduate students enrolled at UMGC were considered minority students.
- In Fall 2019, the percentage of African American undergraduate students enrolled at UMGC remained at 26%.

MFR Objective 5.1: Maintain the number of worldwide online enrollments at the fiscal 2019 level of 294,635, maintain the number of African-American students enrolled in online courses enrollments at the fiscal 2019 level of 23,905, and maintain the percent of classes taught online at the fiscal 2019 level of 76 percent.

- UMGC's worldwide online enrollments reached 286,376 in FY20, which is below the target set in MFR Objective 5.1.
- The number of African American students enrolled in online courses in FY20 totaled 23,480, just slightly below the target set in MFR Objective 5.1.

- The percentage of UMGC classes taught online was 75% which is slightly below the target set in MFR objective 5.1.

MFR Objective 5.2: Maintain undergraduate tuition for Maryland residents at an affordable level.

- UMGC's undergraduate resident tuition rate increased in FY20 by \$6 per credit hour, a 2% increase from FY19. For part-time students, UMGC's undergraduate resident tuition and fees rate is tied with the undergraduate resident tuition and fees rate charged by University of Maryland Eastern Shore as the lowest among the University System of Maryland institutions.

Other measures of UMGC's success in meeting this state goal are noted below along with additional UMGC initiatives to increase affordability and accessibility:

- In FY20, UMGC accounted for 69% of the total number of transfer students entering a USM institution as a new student (USM IRIS Transfer Dashboard).
- In addition, out of all Maryland community college students who transferred to a USM institution in FY20, 30% of those students transferred to UMGC (USM IRIS Transfer Dashboard).
- UMGC also accounted for 88% of all new USM students who transferred from a non-Maryland institution in FY20 (USM IRIS Transfer Dashboard).
- In FY20, UMGC awarded almost \$9 million in grants and scholarships to students transferring from Maryland community colleges – an increase of \$4.9 million from the previous fiscal year - and over \$7.1 million of those funds were specifically for UMGC Completion Scholarships (students who earned an associate degree from a Maryland Community College). The amount awarded for UMGC Completion Scholarships increased by \$3.6 million from the previous fiscal year.
- Of the almost \$70 million in in scholarships and grants awarded by UMGC worldwide in FY20, 57.1% went to minority students overall and 27.7% went to minority students living in Maryland.
- The UMGC Student Emergency Fund was established in Spring 2020 in response to the COVID-19 crisis. Over \$300,000 of institutional funds were used to provide individual emergency grants to over 600 students who were financially impacted by the pandemic. Additionally, to help increase access for students experiencing temporary financial hardships during their time at UMGC, stakeholders from across the institution collaborated and developed the UMGC Student Aid Fund for Emergency Relief (SAFER). This fund became active and available to students in July 2020, and 80+ students have received emergency grants from the SAFER funds. UMGC has begun fundraising campaigns to keep this much-needed fund operating for our students in the long-term.
- UMGC's Tuition Planning Unit has been expanded to provide a single point of contact for new and returning students to discuss their tuition financing options and resolve student questions related to Financial Aid, Military and Veteran's Assistance and self-pay options.
- UMGC's School of Cybersecurity and Information Technology received approval for and began the process of launching new certificate programs in Cyber Operations, Digital Forensics & Cyber Investigation, and Cloud Computing and Networking. These

embedded certificates provide an intermediate credential for students, allowing them to document and professionally leverage this knowledge prior to the completion of the master's degree programs in which they are embedded.

- UMGC Europe expanded access to its courses Europe-wide, rather than having students only take courses at their home site location. Video livestreaming allows UMGC professors to teach students in multiple countries simultaneously
- UMGC Europe has expanded its offerings in 2020 to include the new Army Credentialing Assistance (CA) program, allowing soldiers to use CA funding for 13 UMGC certificate programs and various individual computer-related courses.

State Goal 2: Success

As per the Maryland State Plan, this goal is to “promote and implement practices and policies that will ensure student success.” UMGC supports this goal through MFR goal 1. The specific objectives established to meet this MFR goal are referenced below.

MFR Objective 1.2: Maintain the number of students enrolled in STEM (science, technology, engineering, and mathematics) programs at the fiscal 2019 level of 13,351.

- In Fall 2019, UMGC saw a 3% decrease in the number of students enrolled in STEM programs from the prior fiscal year, for a total of 12,910, below the target set in MFR Objective 1.1. This may be reflective of the national trend of decreasing undergraduate headcounts (nscresearchcenter.org).
- In FY20, the total number of STEM bachelor's degree recipients increased 5% over the prior fiscal year, for a total of 2,571.

MFR Objective 1.3: Maintain the number of enrollments/registrations in courses delivered off campus or through distance education worldwide at the fiscal 2019 level of 336,886.

- In FY20, enrollment in courses delivered off campus or through distance education worldwide decreased 3% over the prior fiscal year, totaling 327,359. This may be reflective of the national trend of decreasing undergraduate headcounts (nscresearchcenter.org).

Note: MFR Objectives 1.1, 1.4, and 1.5 were assessed using data from the now discontinued triennial MHEC Alumni Survey. UMGC is developing a replacement survey to capture this data.

Examples of other UMGC initiatives aimed at increasing student success are noted below:

- In response to COVID-19, UMGC moved all of its hybrid classes to an online only modality with a synchronous meeting component to ensure successful learning experience.
- In Summer 2019, the Admissions and Advising teams implemented a success coach pilot program as a new way to advise students. Each success coach provides personalized and consultative support services and advising for a population of approximately 400 students. In Summer 2020, the pilot moved into full implementation with the hiring of additional success coaches and retraining of former academic advisors to become success coaches. By January 2021, the model is expected to be fully implemented.

- Admissions and Academic Advising has expanded its advising services to students and enhanced operational efficiencies by hiring fully remote advising teams. The remote teams allow advisors to respond expeditiously to chat requests and incoming student emails. This operational model is designed to increase student success through availability, accessibility, and response times.
- In Spring 2020, advisors and success coaches began using a predictive risk model that identified risk at the course level. For example, if a student’s grade drops below a certain threshold at the midpoint of the class, a success coach is alerted of the increase in risk. Thereafter, the student may be contacted by a success coach as part of a prescriptive intervention campaign. This new feature was added to the existing risk model used to measure the likelihood of a student’s persistence from term-to-term.
- UMGC Europe offers specialized scholarships, hosts multiple student success/tutoring sessions, and provides special “demo” classes to help students succeed in their higher education journey.
- UMGC developed and launched a new mathematics course, MATH 105 Topics for Mathematical Literacy, designed for students who do not need a college algebra, statistics, or higher-level mathematics course. The course serves as an investigation of contemporary topics in mathematics. The aim is to apply mathematical processes to solve problems involving exponential and logarithmic modeling, personal finance, probability, basic logical thinking, and statistical reasoning. The course uses adaptive learning technology that enables students to complete an individualized learning plan which builds on what they already know and allows them to focus on the practice and mastery of what they still need to learn. As of Spring 2020, the completion rate for this course is 83% and has had over 1,800 enrollments. Prior to launching this course, the first course in UMGC’s math sequence was a developmental, non-credit bearing course which only had a 71% completion rate.

State Goal 3: Innovation

As per the Maryland State Plan, this goal is to “foster innovation in all aspects of Maryland higher education to improve access and student success.” UMGC supports this goal through MFR goal 4. The specific objectives established to meet this MFR goal are referenced below.

MFR Objective 4.1: Maintain current annual rate of operating budget savings achieved through efficiency and cost containment measures at two percent.

- UMGC continued to meet the cost containment target at 2% in FY20.

Specific UMGC innovations to improve access and student success are noted below:

- In January 2020, UMGC became Amazon’s online provider of choice for Amazon’s Career Choice Program. Nearly 500 students are already enrolled nationwide in one of four Associate Degree tracks in Cyber and IT education custom built for Amazon.
- UMGC recently implemented a new 2-click registration process within emails sent to active students. This email lists the next course in the student’s degree path and allows the student to simply accept the recommendation in the message, triggering a response to the success coach to enroll and send confirmation to the student. This process helps

reduce the time to enrollment, keeps the student on track, makes the process more efficient for the busy working adult, and reduces the risk of enrolling in the wrong course for the student's degree program.

- UMGC made several advances in its nationally recognized commitment to enhancing and sustaining a culture of academic integrity. The university has created and implemented the Office of Academic Integrity and Accountability (OAIA) to support students and faculty in learning about academic integrity and managing academic misconduct through expert consultation and trainings and through a thoroughly revised academic integrity policy and an accompanying set of procedures. The OAIA has also launched technology to safeguard institutional copyright and ensure authenticity of assessments and learning materials. (To date, more than 6,800 takedown notices have been issued regarding copyright violations.) In addition, the OAIA has implemented the Academic Integrity Review & Support (AIRS) System, a customer relations management system that allows sharing, tracking, and storage of all academic misconduct case communications and documentation. This system provides greater efficiency and consistency for faculty and students. Finally, a modularized and enhanced Academic Integrity tutorial has been launched that includes the applications of integrity to workplace scenarios and provides information about avoiding contract cheating. The new tutorial is Creative Commons licensed.

MISSION

The mission of University of Maryland Global Campus (UMGC) is improving the lives of adult learners. We will accomplish this by operating as Maryland's open university, serving working adults, military servicemen and servicewomen and their families, and veterans who reside in Maryland, across the United States, and around the world.

VISION

UMGC will be a global leader in adult education focusing on career-relevant programs that enable students to realize their professional aspirations.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. Create and maintain a well-educated workforce.

- Obj. 1.1** Increase the number of graduates employed in Maryland from 1,558 in fiscal year 2014 to equal to or greater than 1,600 in fiscal year 2019.
- Obj. 1.2** Maintain the number of students enrolled in STEM (science, technology, engineering, and mathematics) programs at the fiscal 2019 level of 13,351.
- Obj. 1.3** Maintain the number of enrollments/registrations in courses delivered off campus or through distance education at the fiscal 2019 level of 336,886.
- Obj. 1.4** Maintain or increase the level of student satisfaction with education received for employment.
- Obj. 1.5** Maintain or increase the level of student satisfaction with education received for graduate school.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
¹ Total undergraduate enrollment	42,892	44,219	45,604	47,253	46,162	47,270	47,270
¹ Total bachelor's degree recipients	5,638	5,883	6,205	6,345	6,663	6,730	6,797
Employment rate of graduates (triennial measure)	N/A	88%	N/A	N/A	N/A	N/A	N/A
Number of graduates employed in Maryland (triennial measure)	N/A	2,412	N/A	N/A	N/A	N/A	N/A
¹ Number of undergraduates enrolled in STEM programs	10,940	12,116	13,055	13,351	12,910	13,220	13,220
¹ Number of baccalaureate graduates of STEM programs	1,625	1,873	2,258	2,444	2,571	2,597	2,623
Number of worldwide off-campus and distance education enrollments/registrations	309,768	317,094	329,337	336,886	327,359	335,216	335,216
Percent of students satisfied with education for employment (triennial measure)	N/A	96%	N/A	N/A	N/A	N/A	N/A
Percent of students satisfied with education received for graduate school (triennial measure)	N/A	97%	N/A	N/A	N/A	N/A	N/A

Goal 2. Promote economic development in Maryland.

- Obj. 2.1** Maintain or increase the ratio of median graduates' salary to the average annual salary of civilian work force with a bachelor's degree at 1.2 from fiscal year 2019 through fiscal year 2024.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Median salary of graduates (triennial measure)	N/A	\$60,545	N/A	N/A	N/A	N/A	N/A
Ratio of median salary of UMGC graduates to U.S. civilian workforce with bachelor's degree (triennial measure)	N/A	1.12: 1	N/A	N/A	N/A	N/A	N/A

Goal 3. Increase access for economically disadvantaged and minority students.

Obj. 3.1 Maintain or increase the percentage of minority undergraduate students at 50 percent or greater and the percentage of African-American undergraduate students at 25 percent or greater between fiscal year 2019 and fiscal year 2024.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
¹ Percent minority of all undergraduates	44%	44%	50%	50%	51%	51%	51%
¹ Percent African-American of all undergraduates	26%	26%	26%	26%	26%	26%	26%
¹ Percent economically disadvantaged students	48%	44%	46%	45%	46%	46%	46%

Goal 4. Maximize the efficient and effective use of State resources.

Obj. 4.1 Maintain current annual rate of operating budget savings achieved through efficiency and cost containment measures at two percent.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Percent of operating budget savings achieved through efficiency and cost containment measures	2%	2%	2%	2%	2%	2%	2%

Goal 5. Broaden access to educational opportunities through online education.

Obj. 5.1 Maintain the number of worldwide online enrollments at the fiscal 2019 level of 294,635, maintain the number of African-American students enrolled in online courses enrollments at the fiscal 2019 level of 23,905, and maintain the percent of classes taught online at the fiscal 2019 level of 76 percent.

Obj. 5.2 Maintain undergraduate tuition for Maryland residents at an affordable level.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Number of worldwide online enrollments	265,520	274,581	288,336	294,635	286,376	293,249	293,249
¹ African-American students enrolled in online courses	21,915	22,827	23,514	23,905	23,480	24,044	24,044
¹ Percentage of courses taught online	74%	76%	76%	76%	75%	75%	75%
Undergraduate resident tuition rate per credit hour	\$279	\$284	\$289	\$294	\$300	\$300	\$306
Percent increase from previous year	5%	2%	2%	2%	2%	0%	2%

NOTES

¹ Beginning with 2016 data, UMGC is reporting all students worldwide, inclusive of all geographic locations and instructional modalities.

Performance Accountability Report

August 2020

Morgan State University

Mission

Morgan State University serves the community, region, state, nation, and world as an intellectual and creative resource by supporting, empowering and preparing high-quality, diverse graduates to lead the world. The University offers innovative, inclusive, and distinctive educational experiences to a broad cross section of the population in a comprehensive range of disciplines at the baccalaureate, master's, doctoral, and professional degree levels. Through collaborative pursuits, scholarly research, creative endeavors, and dedicated public service, the University gives significant priority to addressing societal problems, particularly those prevalent in urban communities.

Morgan State University is, by legislative statute, Maryland's Preeminent Public Urban Research University. The goals and objectives in this Performance Accountability Report reflect the legislatively mandated mission as well as the five goals of the University's ten-year strategic plan entitled, *Growing the Future, Leading the World: The Strategic Plan for Morgan State University, 2011– 2021*, including:

1. Enhancing Student Success;
2. Enhancing Morgan's Status as a Doctoral Research University;
3. Improving and Sustaining Morgan's Infrastructure and Operational Processes;
4. Growing Morgan's Resources; and
5. Engaging with the Community.

Institutional Assessment Results

Goal 1: Enhancing Student Success

Morgan State University will create an educational environment that enhances student success by hiring and retaining well qualified, experienced, and dedicated faculty and staff, by offering challenging, internationally relevant academic curricula, and by welcoming and supporting a diverse and inclusive campus community.

In the most recent year, Morgan State University graduated 46% of its entering freshmen within six years. This percentage includes students who began at Morgan but finished at another Maryland public four-year institution. For African American freshmen, the six-year graduation rate is 48%. The graduation rate of the university is higher than would be predicted based on national data (i.e., UCLA Higher Education Research Institute); however, the university's goal is to increase graduation rate to 50% by 2025.

Second-year retention rates have been above 70% for the past ten years, increasing from 68% for the 2009 cohort. Second year retention rates have averaged around 73% for all students. Second-year retention rates for African American students have averaged around 72%. Retention rates include those students who began at Morgan but transferred to another Maryland public institution.

Morgan State University has a well-established approach to enhancing student success, including: a six-week summer bridge program for students with demonstrated potential but whose SAT scores and/or GPA do not meet the University's criteria for admission (CASA Academy); a summer bridge program for incoming freshmen majoring in Engineering (PACE) designed to increase their likelihood of successful and timely degree completion; an early alert and response system for faculty to alert students and advisors to students showing signs of being in jeopardy (Starfish); Degree Works, the University's degree auditing system; a Tutoring Center that offers one-on-one peer tutoring; a mandatory four day summer freshman orientation experience (Access Orientation).

The Enrollment Management and Student Success division has officially launched EAB Metrics Mapping. EAB Metrics Mapping utilizes the Advanced Search Filter, Saved Searches, Watch Lists, and Messaging in EAB Navigate (formally known as the EAB Student Success Collaborative) to identify, contact, and monitor students in specific subgroups such as students with low first semester GPAs, low cumulative GPAs, Pell-eligible students, students who earn fewer than 15 credits per semester, students who have not enrolled for the upcoming term, and students who are eligible for specific scholarship opportunities. The first round of interventions began after Spring 2019 mid-terms; EAB metrics mapping interventions are ongoing throughout the academic year. One of our signature innovations is the Reclamation Project, in which we invite students back who left the University in good academic standing (2.0 GPA or better) and earned at least 90 credits to return in their 5th or 6th academic year to finish Morgan "on-time" in six consecutive years or less. These initiatives are aligned with the State higher education goals of ensuring equitable access and promoting student success.

Morgan State University continues to provide higher education access to a segment of the population which faces financial constraints and challenges which impact our retention and graduation rates. Fifty-three percent of our undergraduates are Pell recipients. However, Pell grants only cover about a third of the cost of attendance for an in-state student. The six-year graduation rate for Pell recipients has increased from 32% in 2017 to 38% in 2020. The University has begun new initiatives to increase the success of our Pell recipients. Special campaigns are undertaken to identify Pell recipients who have not completed their financial aid applications, or registered early for the next term, or have not registered for 15 credits. These targeted initiatives should continue to have a positive effect on Pell recipients' success.

The University is facing increasing competition nationally for high-ability students as the number of high school graduates' transition from an era of growth to one of modest decline. This trend, coupled with tightening amounts of institutional funding allocated to high-ability students at Morgan State University, has led to our inability to provide scholarships for all potential honors students. Despite these demographic and fiscal realities, honors freshmen comprised 21% of the incoming freshmen in fall 2019. Another component of our goal of Student Success is to add to the racial and ethnic diversity of the student body. Currently, 12.6% of our student body are members of other racial/ethnic groups or are international.

Morgan State University continues to expand its cooperative agreements with Maryland community colleges and other educational organizations. The percentage of transfer students from Maryland community colleges, however, has declined from 3.3% in 2017 to 2.1% in 2020. The University is working with the Thurgood Marshall Fund and McKinsey and Company to develop initiatives to increase our percentage of transfer students.

The Office of Undergraduate Admission and Recruitment (OUAR) has expanded its recruitment efforts in out-of-state territories and modified its in-state recruitment philosophy to position the University to continue its enrollment growth. The percentage of applicants from urban districts has averaged 34% for the past four years.

Morgan State University continues to generate strategies to increase student enrollment and retention in the STEM fields. The number of bachelor's recipients in the STEM fields has steadily increased from 210 in 2017 to 361 in 2020. Two initiatives with Google and Intel will provide our STEM students with opportunities to work with these leading innovators in technology.

For the past, several years, Morgan State University has continued to rate well in relation to its outcome quality indicators. The ability of graduates to gain employment in fields related to their majors is comparable to the statewide average. For the 2017 to 2020 period, survey results indicate that on average 62% of our alumni were employed in Maryland one year after graduation. Morgan State University's undergraduate alumni continue to express their satisfaction with the way in which the University has prepared them for advanced degree programs. Undergraduate students at Morgan State University have continued their studies in graduate school or first professional degree programs. Based on survey results, graduate or professional school going rate is about 43% during the 2017-2020 period.

Goal 2: Enhancing Morgan's Status as a Doctoral Research University

Morgan State University will enhance its status as a Doctoral Research University through its success in securing grants and contracts and its faculty's achievements in basic and applied research, professional expression, artistic creation, and creative inquiry. Additionally, initiatives will be designed to enhance doctoral achievement in both STEM and non-STEM disciplines.

The University awarded 78 doctoral degrees during Academic Year 2019-2020, a historic high and in keeping with the University's new Carnegie designation as an R2. This number reflects the quality and expansion of the University's inventory of doctoral programs, which has also made the university one of the state's primary sources of doctoral degrees granted to African Americans in critical fields, such as engineering and public health.

The research enterprise at the university enjoyed another phenomenal year, garnering \$35M in awarded grants and contracts for FY20. Morgan State University is a partner with the University Space Research Association (USRA) to provide scientists and engineers, primarily in Earth System Sciences to NASA's. The Goddard Earth Sciences Technology and Research (GESTAR) initiative is a 5-year Cooperative Agreement with a potential value of \$20.8M. The program continues to receive accolades from NASA for its research output and future efforts entail increasing the involvement of Morgan students and faculty in research being conducted by the twenty (Morgan) GESTAR scientists working on the NASA Goddard campus.

ASCEND is a National Institutes of Health Funded Student-Centered Entrepreneurship Development Training Model to Increase Diversity in the Biomedical Research Workforce that is novel, sustainable, flexible, and has measurable outcomes. The Program recently has been highly successful, and its funding has been extended from 5 to 8-years. ASCEND is also tasked with enhancing the research capacity at Morgan State University, particularly by providing research support to faculty members, such as funding for pilot research projects, research equipment and supplies, and release time. One measure of research success is publication. To date, ASCEND support has resulted in 50 peer-reviewed publications. These publications include a wide range of research topics, including biomedical bench research, mathematical methods used for biomedical research, and community-based participatory research projects. Morgan State University faculty members, postdoctoral fellows, graduate students, and undergraduate students have contributed to these publications and are listed as coauthors.

Goal 3: Improving and Sustaining Morgan's Infrastructure and Operational Processes

Morgan State University will enhance its infrastructure and processes by improving the efficiency and efficacy of its operating procedures, focusing on the environmental sustainability of its facilities, and by meeting the technological customer service needs of its students, faculty, staff and community.

The campus also has made progress in reducing energy consumption. Although the campus square footage has increased in recent years, electricity consumption has been declining. Additionally, the University has formed the Bears Energy Savings Team, a group of faculty, staff, and students, who work with the Director of Energy Management and Sustainability on energy saving initiatives throughout the campus.

In fall 2019, the university successfully changed its Learning Management System (LMS) from Blackboard to Canvas. The decision to switch LMS platforms was a collaborative effort that included support and participation from faculty, staff, and students.

Work is currently underway to virtualize popular software applications allowing faculty, staff, and students to access these resources for teaching, learning, and research from any location by the end of summer 2020. Also underway is a project to address the disparities in audio/visual classroom equipment across campus to ensure these spaces all have a standard set of equipment. The proposed upgrades, which are scheduled to start in mid-July and conclude in the fall, will provide a more robust in-person experience, while enhancing remote instruction capabilities.

Goal 4: Growing Morgan's Resources

Morgan State University will expand its human capital as well as its financial resources by investing in the professional development of faculty, staff, and students, by seeking greater financial support from the alumni, the State and federal governments, private and philanthropic sources, and by establishing collaborative relationships with private as well as public entities.

The Division of Institutional Advancement engages and solicits an institutional portfolio of 160 corporations and foundations; a major gifts portfolio of 3,000 plus alumni and friends who have capacity to make gifts at the \$10,000 plus giving level; an annual fund portfolio of 26,000 plus alumni and friends who make gifts in the range of \$1-9,999; a planned giving portfolio of 5,644 mature alumni; and a 6,000 plus young-future alumni portfolio of students and recent graduates. Cumulative private and philanthropic donations during the period FY'11 to FY'20 increased to \$73.5M. Often potential donors use alumni participation as one of the criteria in the decision to make a gift to an institution. The percentage of alumni who contribute to the University ending FY'20 is 14%.

Goal 5: Engaging with the Community

Morgan State University will engage with community residents and officials in the use of knowledge derived from faculty and student research, the sharing of mutually beneficial resources, and in the appropriate and timely dispatch of University experts and professionals to collaborate in addressing community concerns.

Morgan State University has a strong commitment to serve the residents of Baltimore City, Maryland, and the nation as evidenced by its numerous partnerships with local school, government agencies, businesses and industries, and community organizations. Overall, Morgan has 175 partnerships with Baltimore City Public Schools, 40 partnerships with other state public school systems, and 378 partnerships with other government agencies, businesses, industries, non-profit, and community organizations. Morgan's signature community service program is the Morgan Community Mile which serves neighborhoods in Northeast Baltimore that are within a 1-mile radius of the campus. This area includes nine communities encompassing 56 community associations.

Morgan State University's students also play an active role in the local area. Annually, approximately 2,000 students participate in University sponsored community service. A recent economic impact study found that Morgan students provide over 20,000 hours of community service annually.

MISSION

Morgan State University is, by legislative statute, Maryland's public urban university. Morgan serves the community, region, State, nation, and world as an intellectual and creative resource by supporting, empowering, and preparing high-quality, diverse graduates to lead the world. The University offers innovative, inclusive, and distinctive educational experiences to a broad cross-section of the population in a comprehensive range of disciplines at the baccalaureate, master's, doctoral, and professional degree levels. Through collaborative pursuits, scholarly research, creative endeavors, and dedicated public service, the University gives significant priority to addressing societal problems, particularly those prevalent in urban communities. These goals and objectives reflect the University's ten-year strategic plan, which focuses on the five strategic goals including: Enhancing Student Success, Enhancing Morgan's Status as a Doctoral Research University, Improving and Sustaining Morgan's Infrastructure and Operational Processes, Growing Morgan's Resources, and Engaging with the Community.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. Enhancing Student Success: Morgan will create an educational environment that enhances student success.

- Obj. 1.1** Increase the graduation rate of Morgan undergraduates to 45 percent by 2023.
- Obj. 1.2** Increase the graduation rate of PELL recipients to 40 percent by 2023.
- Obj. 1.3** Increase the second-year retention rate of Morgan undergraduates to 80 percent by 2023.
- Obj. 1.4** Increase the percent of high-ability freshmen to 27 percent by 2023.
- Obj. 1.5** Increase the diversity of undergraduate students to 18 percent by 2023.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Six-year graduation rate	30%	32%	37%	38%	46%	43%	45%
Six-year graduation rate of African-Americans	30%	31%	37%	39%	48%	44%	45%
Six-year graduation rate of PELL recipients	30%	32%	32%	36%	38%	38%	40%
FTE student-authorized faculty ratio	17.8:1	18.1:1	18.4:1	18.5:1	17.9:1	18.5:1	18.5:1
Average class size of first year course offering	26	31	25	25	26	25	25
Percent of first-year courses taught by full-time faculty	29%	28%	32%	30%	34%	32%	32%
Second-year retention rate	75%	71%	74%	72%	75%	74%	75%
Second-year retention rate of African-Americans	75%	70%	71%	72%	76%	74%	75%
Number of honor freshmen enrolled	162	217	188	228	282	282	282
Percent of honor freshmen enrolled	14.0%	19.0%	16.0%	14.0%	21.0%	15.0%	15.0%
Total percent of diverse students	13.0%	18.0%	18.4%	18.0%	12.6%	18.5%	19.1%
Percent of Asian or Native Hawaiian students enrolled	0.7%	1.0%	1.0%	1.0%	0.9%	1.0%	1.0%
Percent of Native American students enrolled	0.3%	0.2%	0.1%	0.2%	0.1%	0.2%	0.2%
Percent of Caucasian students enrolled	1.8%	1.9%	1.9%	1.9%	1.7%	2.0%	2.0%
Percent of Hispanic students enrolled	3.6%	3.5%	3.3%	3.5%	3.9%	3.9%	3.9%
Percent of International students enrolled	6.6%	11.4%	12.1%	11.4%	6.0%	11.4%	12.0%

- Obj. 1.6** Increase the percentage of Maryland community college transfer students as a percent of undergraduate enrollment to 10 percent by 2023.
- Obj. 1.7** Maintain the pool of college applicants to Morgan from urban school districts in Maryland at 40 percent in 2023.
- Obj. 1.8** Increase the number of bachelor’s recipients in science, technology, engineering, and math (STEM) fields to 240 by 2023.
- Obj. 1.9** Increase the number of baccalaureates awarded in teacher education to 70 by 2023.
- Obj 1.10** Increase the percentage of students satisfied with their preparation for graduate/professional study to 98 percent by 2023.
- Obj 1.11** Increase the percentage of bachelor’s recipients satisfied with education received in preparation for the workforce to 98 percent by 2023.
- Obj 1.12** Increase the percentage of employers satisfied with employees who are Morgan bachelor’s recipients to 95 percent by 2023.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Percent of Maryland community college transfer students	3.3%	3.3%	2.2%	2.4%	2.1%	2.8%	2.9%
Percent of freshman applicants from urban districts	35.5%	29.6%	35.0%	36.0%	36.5%	37.0%	38.0%
Percent of students accepted from urban districts	65.4%	61.1%	65.0%	66.0%	69.6%	67.0%	68.0%
Percent of students enrolled from urban districts	49.5%	48.1%	38.0%	38.0%	33.9%	40.0%	42.0%
Total number of STEM bachelor’s recipients	192	210	230	327	361	300	320
Number of underrepresented minority STEM bachelor’s	155	158	172	191	195	200	222
Number of women STEM bachelor’s recipients	81	67	74	88	112	104	114
Number of baccalaureates awarded in teacher education	65	90	87	75	51	70	75
Praxis pass rate	100%	100%	100%	100%	100%	100%	100%
Number of new hires teaching in Maryland schools	18	25	27	23	15	22	20
Percent of students who attend graduate/professional schools	21%	48%	35%	44%	45%	45%	45%
Percent of students rating preparation for graduate/professional school excellent, good, or fair	100%	100%	88%	100%	95%	100%	100%
Percent of bachelor’s recipients employed one year after graduation	87%	81%	80%	69%	74%	75%	76%
Percent of bachelor’s recipients employed in Maryland one year after graduation	70%	76%	71%	50%	50%	60%	62%
Percent of students rating preparation for jobs excellent, good, or fair	82%	91%	76%	90%	84%	100%	100%
Percent of employers satisfied with employees who are Morgan bachelor’s recipients	88%	89%	90%	95%	100%	100%	100%

Goal 2. Enhancing Morgan’s Status as a Doctoral Research University: Morgan will enhance its status as a doctoral research university.

Obj. 2.1 Increase research grants and contract awards to \$38 million by 2023.

Obj. 2.2 Increase scholarly publications and activities to 3.5 per full-time tenured/tenure track faculty by 2023.

Obj. 2.3 Increase the number of doctorate degrees awarded to 55 by 2023.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Number of faculty engaged as Principal Investigators in funded research or contracts	70	70	70	84	89	85	88
Value of grants and contracts (millions)	\$30.1	\$30.0	\$34.0	\$31.3	\$35.0	\$35.0	\$38.0
Number of scholarly publications and activities per full-time tenured/tenure track faculty	3.3	3.1	3.1	3.4	3	3.3	3.3
Total doctoral degree recipients	48	54	54	71	78	60	60
Doctoral degree recipients in STEM	7	3	9	12	17	10	10
Doctoral degree recipients in non-STEM	41	47	45	59	61	50	50

Goal 3. Improving and Sustaining Morgan’s Infrastructure and Operational Processes: Morgan will enhance its infrastructure and processes.

Obj. 3.1 Reduce campus electricity usage by 7 percent by 2023 through effective conservation measures, persistent curtailment, and enhanced efficiency services for the expanding number of facilities on its campus.

Obj. 3.2 Reduce campus natural gas usage by 7 percent by 2023.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Reduced electricity usage	3.0%	2.0%	2.0%	-2.0%	-2.0%	-2.0%	-2.0%
Reduced natural gas usage	4.0%	2.0%	-6.0%	6.0%	6.0%	2.0%	0.0%

Goal 4. Growing Morgan’s Resources: Morgan will expand its human capital as well as its financial resources.

Obj. 4.1 Increase cumulative private and philanthropic donations to \$40 million by 2023.

Obj. 4.2 Maintain the alumni giving rate at 17 percent through 2023.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Cumulative private and philanthropic donations (millions)	\$34.0	\$40.0	\$51.0	\$63.0	\$73.5	\$65.0	\$67.0
¹ Calendar year alumni giving rate	17.0%	17.0%	17.0%	0.0%	14.0%	16.0%	18.0%

Goal 5. Engaging with the Community: Morgan will engage with community residents and officials in the use of knowledge derived from faculty and student research.

Obj. 5.1 Increase partnerships with Baltimore City public schools, government agencies, businesses and industries, and non-profit and community organizations to 375 by

Obj. 5.2 Increase the number of students participating in University-sponsored community service to 630 by 2023.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Number of partnerships with Baltimore City public schools	155	160	165	175	175	225	227
Number of partnerships with other State public schools	21	25	30	40	40	50	52
Number of partnerships with government agencies, businesses and industries, and non-profit and community organizations	373	375	377	378	378	382	382
² Number of students participating in University-sponsored community service	646	650	2,000	2,000	2,000	2,000	2,010

NOTES

¹ Data for 2020 is estimated because the measure is reported on a calendar year basis.

² Starting in 2018, data accounts for more university-sponsored programs.

ST. MARY'S COLLEGE OF MARYLAND

1. MISSION

St. Mary's College of Maryland is Maryland's honors college, a selective, public liberal arts college—a vibrant community of scholars and learners. We foster a rigorous and innovative curriculum; experiential learning; scholarship and creativity; close mentoring relationships; and a community dedicated to honesty, civility, and integrity. We are committed to diversity, access, and affordability. Our students, faculty and staff serve local, national, and global communities and cultivate and promote social responsibility.

2. INSTITUTIONAL ASSESSMENT

Goal 1: Ensure a high quality and rigorous academic program.

Objective 1.1: Revised metrics for this objective were introduced this year. For the past three years, SMCM has met the target of 100% of graduates completing at least two high-impact practices (HIP) and 80% completing at least three HIPs. This year, 99% of students completed at least two HIPs. The few students who completed only one HIP were on track to complete a second experience when the coronavirus pandemic forced the cancellation of their plans. We are confident that as the pandemic resolves, we will meet this goal of 100% in future years.

Peer Benchmarks: The National Survey of Student Engagement (NSSE) releases annual benchmarks regarding the completion of HIPs among graduating seniors at institutions participating in the survey. For the Class of 2019, SMCM's rate of 100% of students completing at least two HIPs exceeds the national average of 86% of students at participating Carnegie Baccalaureate Arts & Sciences institutions. Further, SMCM's rate of 87% of students completing at least three HIPs is also well above the national average of 68% of students at participating Carnegie Baccalaureate Arts & Sciences institutions.

Objectives 1.2 and 1.3: SMCM is committed to offering a rigorous curriculum taught by qualified faculty. For the past four years, SMCM has met or exceeded the targeted percent of full-time faculty who have terminal degrees. Although the percentage of credit hours taught by full-time faculty (87%) just missed the target (88%) this year, full-time faculty still teach the great majority of undergraduate credit hours. Finally, the undergraduate student-faculty ratio has been between 9:1 and 10:1 for the past five years, well below (better than) the target of 12:1.

Peer Benchmarks: SMCM has by far the lowest student-faculty ratio (9:1) among the traditional four-year public institutions in Maryland, which average 15:1. The SMCM student-faculty ratio is second lowest (after New College of Florida at 8:1) among COPLAC institutions, which average 15:1; and is on par with Maryland private institutions, peer institutions, and aspirant institutions, which range from 7:1 to 14:1 (average = 10:1). (*Source: IPEDS Data Center*)

Goal 2: Recruit, support, and retain a diverse and qualified group of students, faculty and administrative staff.

Objective 2.1: In FY20, SMCM recruited a first-year class that exceeded the targets for the percentages of minority students (for the seventh consecutive year), of first generation college students (for the third consecutive year), and of Pell grant recipients (for the third time in five years). High school academic performance of the entering class remains strong; the average GPA of incoming students was again at its highest value in the past five years, and is projected to improve for the FY21 entering class. Median SAT scores appear to have stabilized around 1180, above the target of 1150 (note that only the 2018, 2019 and 2020 scores are directly comparable because of changes to the SAT). Finally, SMCM continues to face challenges in recruiting and enrolling students from outside of Maryland, but this is expected to improve with the FY21 class.

Peer Benchmarks: Based on available benchmark data which uses the mean (average) rather than the median, the average SAT score of SMCM entering students (1176) continues to exceed that of most other Maryland four-year institutions (FY20 average = 1096), and our students rank well against high school seniors both in Maryland (FY20 average = 1058) and nationwide (FY20 average = 1059). (*Source: MHEC 2020 Data Book*)

Objective 2.2: Both four-year graduation rates (Fall 2016 cohort graduating by Summer 2020) and six-year graduation rates (Fall 2014 cohort graduating by Summer 2020) were below targets for all groups. Projections show most rates rebounding over the next two years, although not to target levels and with greater fluctuations among estimated six-year rates. Some of the current year's decline may be attributable to students who did not complete due to pandemic-related complications in Spring and Summer 2020. However, this is unlikely to explain the full decline.

We continue to analyze the relationship between students' progress toward degree completion and several important early academic milestones, including enrolling in a college mathematics course in the first year, attempting at least 16 credits per semester in the first year, and earning at least 32 total credits in the first year. These milestones are historically correlated with higher retention and graduation rates, particularly among students from underrepresented groups. For the last two cohorts analyzed (Fall 2015 and Fall 2016 cohorts), students were less likely to have met these milestones, and four-year graduation rates were subsequently lower. We will continue to examine students in the Fall 2016 cohort for possible additional insights into their lower completion rates; however, it seems more productive to focus our attention forward on current and future cohorts rather than looking backward. Thus, we will devote particular attention to understanding the experiences and performance of current students, particularly those in their first and second year, with regard to the critical academic milestones we have identified. We will continue to work with faculty advisors and academic support staff to ensure they are aware of the importance of these milestones, and know how to communicate them to their first-year student advisees. We will investigate additional strategies to support students who may be behind the pace of 16 credits per semester; this December, for example, we will offer our first ever winter term classes, which will allow students to earn up to an additional 4 credits via remote learning.

Finally, about 15% of departed first-year students over the past several cohorts have transferred out to two-year institutions, according to data from the National Student Clearinghouse. We are considering how best to reach out to these students regarding the possibility of reverse transfer,

encouraging them to return and complete their baccalaureate degree at SMCM. The development of targeted, program-specific articulation agreements with many Maryland community colleges (discussed below in Objective 2.6) is expected to facilitate such reverse transfer efforts.

Peer Benchmarks: Based on the most recent comparison data available (FY16), SMCM’s overall four-year graduation rate (72% for the 2012 cohort) exceeded those of other institutions belonging to the Council of Public Liberal Arts Colleges (COPLAC) and other Maryland public four-year institutions, as well as Maryland private institutions and SMCM’s peer institutions, many of which are private. The average four-year graduation rate at aspirant institutions (all private) represents a benchmark well above our target. As shown below, four-year graduation rates for African American students, Hispanic students, and all minority students combined were all well above the corresponding rates at other COPLAC and Maryland public institutions. Four-year rates for all minority students and Hispanic students were also higher at SMCM than at Maryland private institutions and peer institutions, while rates for African American students lagged behind. Benchmark four-year graduation rates for Pell recipients are not available. *(Source: IPEDS Data Center)*

Four-Year Graduation Rates, FY16 (Fall 2012 cohort)					
Institution(s)	N	Overall	Minority	Afr Amer	Hispanic
SMCM	1	72%	63%	48%	67%
COPLAC	27	38%	31%	29%	31%
MD Public	11	29%	25%	23%	28%
MD Private	9	60%	53%	53%	51%
Peer	12	67%	62%	54%	66%
Aspirant	6	86%	84%	78%	86%

For six-year graduation rates, the most recent comparison data available (FY18) reveal that SMCM’s overall rate (80%, for the 2012 cohort) exceeded that of all other comparison groups except private aspirant institutions at 89%. SMCM’s six-year rates for all minority students exceeded those at other COPLAC, Maryland public, and Maryland private institutions, but were behind those of peer and aspirant peer institutions. Notably, the six-year graduation rate for Hispanic students at SMCM was well above that from all other groups except aspirant institutions. African American students’ six-year graduation rates at SMCM exceed those at COPLAC and Maryland public institutions, but are behind other groups. Finally, SMCM’s six-year graduation rates for Pell recipients in FY18 was well above those of other COPLAC, Maryland public and private, and peer institutions, and was close to the average rates at aspirant institutions. *(Source: IPEDS Data Center)*

Six-Year Graduation Rates, FY18 (Fall 2012 cohort)							
Institution(s)	N	Overall	Minority	Afr Amer	Hispanic	Pell	Need Aid
SMCM	1	80%	72%	56%	81%	84%	81%
COPLAC	27	54%	50%	48%	47%	48%	51%
MD Public	11	49%	48%	47%	50%	47%	48%
MD Private	9	67%	60%	59%	58%	62%	65%
Peer	12	75%	73%	68%	75%	75%	74%
Aspirant	6	89%	88%	83%	89%	87%	88%

These comparisons with peers and aspirants, which are our primary programmatic and curricular competitors, underscore the need for SMCM to direct additional attention and resources toward underrepresented students. *(Source: IPEDS Data Center)*

Objective 2.3: After a low second year retention rate in FY19, the rate has rebounded to 85% for the Fall 2018 cohort returning in Fall 2019. While still not meeting the target, this retention rate still exceeds many benchmarks.

Peer Benchmarks: Based on the most recent data available (FY18), SMCM’s first-to-second year retention rate (82%) exceeded those of other public liberal arts colleges (COPLAC institutions, average = 73%), Maryland public four-year institutions (average = 75%), and Maryland private institutions (average = 79%), and approached the rate at peer institutions (average = 84%), many of which are private. Retention rates at private aspirant institutions averaged 94% in FY17, which is well above SMCM’s target but is a useful aspirational benchmark as we strive to remain competitive with those institutions. *(Source: IPEDS Data Center)*

Objective 2.4: SMCM continues to work to maintain a diverse faculty and staff. Gender parity was once again achieved for both faculty and staff in FY20, and the diversity of full-time staff (percent minority) missed the target by only one percentage point. Faculty diversity declined which indicates a need for further attention to recruitment and retention strategies.

Objective 2.5: SMCM has met or exceeded the target of an entering class that contains 20% transfer students for the past seven years. The FY21 estimate (Fall 2020 incoming class) is for a lower than usual proportion of transfer students, likely related to the challenges of recruiting transfer students during the coronavirus pandemic in Spring and Summer 2020. We will continue to focus on recruiting a strong incoming class of transfer students.

Objective 2.6: Among transfer students, the three-year graduation rate (69%, Fall 2017 entering students graduating by Summer 2020) well exceeded the target of 60%. The four-year rate (69%, Fall 2016 entering students graduating by Summer 2020) just missed the target but was also strong. Moreover, analysis of students’ degree progress for the Fall 2018 and Fall 2019 transfer cohorts suggests that these graduation rates will continue to increase strongly over the next two years. Continued development and refinement of articulation agreements with Maryland two-year institutions will facilitate transfer students’ timely progress toward the baccalaureate degree.

Goal 3: Ensure access for students with financial need through a strategic combination of federal, state, private, and institutional funds.

Objective 3.1: This objective has consistently been met or exceeded as SMCM has focused on meeting the financial needs of entering first-time students.

Objective 3.2: Both four-year and six-year graduation rates among students receiving need-based aid (Pell grant or Stafford loan) were low this year, similar to other cohort groups as discussed above for Objective 2.2, and are similarly projected to remain low. Given the particularly sensitive financial situation of students receiving need-based aid, this gap warrants increased attention. Similarly, retention to the second year (81%) was again below the target and lower than the rate for the overall population.

Peer Benchmarks: Similar to findings for graduation rates among Pell recipients, SMCM's six-year graduation rate for students receiving need-based aid in FY18 (81%, most recent comparison data available) was well above that of other COPLAC institutions (51%), Maryland public institutions (48%), and Maryland private institutions (65%). Notably, this rate also exceeded the FY18 rate at peer institutions (74%). The six-year graduation rate for recipients of need-based aid at aspirant institutions was 88%, nearly equal to their overall six-year graduation rate. (Source: IPEDS Data Center)

Goal 4: Increase student contributions to the Maryland community and to the state and national workforce.

Objectives 4.1, 4.2, 4.3, and 4.4: Community service participation in FY20 did not meet the target for the first time in five years, but internship participation did meet the target at 45% of graduates. Metrics for 4.3 and 4.4 were revised to align with nationally recognized benchmarks at six months after graduation. While the six-month employment rate was below the target for the Class of 2019, the six-month continuing education rate was substantially above the target, suggesting that 2019 graduates who were not employed were choosing to continue their education instead. In support of this interpretation, the overall Career Outcomes Rate (rate of graduates with a "positive career outcome", such as employment, continuing education, fellowship, or service experience) for SMCM was 94%, compared to 91% for baccalaureate arts & sciences institutions nationally.

Peer Benchmarks: Benchmarks for the six-month employment and continuing education rate come from the nationally administered First Destination Survey, and are for Carnegie Baccalaureate Arts & Sciences institutions. For the Class of 2018, the most recent data available, SMCM's employment rate was 62% and the national rate was 68%, while SMCM's continuing education rate was 28% and the national rate was 19%. The total Career Outcome Rate for SMCM was 94% while the national rate was 91%. Again, these numbers support the interpretation that SMCM graduates are just as successful as college graduates nationwide, and are more likely than similar college graduates nationwide to choose to continue their education (rather than enter the job market) just after graduation. (Source: National Association of Colleges and Employers (NACE) First Destinations for the Class of 2018 Report)

MISSION

St. Mary's College of Maryland is Maryland's honors college, a selective, public liberal arts college—a vibrant community of scholars and learners. We foster a rigorous and innovative curriculum; experiential learning; scholarship and creativity; close mentoring relationships; and a community dedicated to honesty, civility, and integrity. We are committed to diversity, access, and affordability. Our students, faculty and staff serve local, national, and global communities and cultivate and promote social responsibility.

VISION

St. Mary's College of Maryland will increasingly serve as the liberal arts college of choice for intellectually ambitious students, faculty, and staff from diverse backgrounds, attracted by a rigorous, innovative, and distinctive curriculum that integrates theory and practice; a talented, professionally engaged, and student-centered faculty and staff; and a strong infrastructure. Students will be part of a collaborative learning community that embraces intellectual curiosity and innovation, the power of diversity, and the College's unique environment. Our graduates will thrive as responsible and thoughtful global citizens and leaders.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. Ensure a high quality and rigorous academic program.

- Obj. 1.1** All graduating students will participate in at least two high-impact practices, and at least 80 percent of the graduating class will participate in at least three high-impact practices. High-impact practices are defined by AAC&U.
- Obj. 1.2** Maintain a full-time faculty of which 98 percent have terminal degrees. Maintain the proportion of undergraduate credit hours taught by full-time faculty at 88 percent annually.
- Obj. 1.3** Maintain an environment that promotes individual contact between faculty and students by maintaining a student-faculty ratio of no more than 12 to 1.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Percent of the graduating class successfully completing at least two high-impact practices	77%	75%	78%	78%	99%	100%	100%
Percent of the graduating class successfully completing at least three high-impact practices	76%	84%	86%	87%	82%	83%	84%
Percent of all full-time faculty who have terminal degrees	97%	98%	99%	98%	98%	98%	98%
Percent of undergraduate credit hours taught by full-time faculty	89%	91%	89%	88%	87%	88%	88%
Undergraduate student to faculty ratio (IPEDS calculation)	10:1	10:1	10:1	10:1	9:1	9:1	10:1

Goal 2. Recruit, support, and retain a diverse and qualified group of students, faculty and administrative staff who will contribute to and benefit from the enriched academic and cultural environment provided by St. Mary's.

- Obj. 2.1** Recruit a qualified and diverse entering class with the following attributes: Median verbal and math combined SAT score of at least 1150, average high school grade point average (GPA) of at least 3.40 (4 point scale), minority enrollment of at least 25 percent, out of state student enrollment of at least 10 percent, students from first generation households enrollment of at least 20 percent, and Pell Grants disbursed during their first semester student enrollment of at least 20 percent.
- Obj. 2.2** Achieve and maintain 4-year graduation rates for all students (70 percent), all minorities (59 percent), African-American students (51 percent), Hispanic students (70 percent), all first generation students (65 percent), and all students with a Pell Grant disbursed during their first semester (58 percent). Maintain 6-year graduation rates for all students (80 percent), all minorities (74 percent), African-American students (71 percent), Hispanic students (80 percent), all first generation students (78 percent) and all Pell Grants disbursed during their first semester (68 percent).

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
¹ Median (verbal and mathematics combined) SAT scores of first year entering class	1150	1130	1180	1185	1180	1180	1180
Average high school GPA	3.36	3.34	3.33	3.38	3.38	3.46	3.46
Percent of entering first year class who are minorities	28%	31%	27%	25%	33%	26%	26%
Percent of entering first year class who originate from outside of Maryland	7%	7%	9%	7%	6%	9%	10%
Percent of entering first year class from first generation households	19%	18%	25%	21%	23%	25%	25%
Percent of entering first year class receiving Pell Grants disbursed during their first semester	21%	19%	20%	17%	22%	23%	23%
Four-year graduation rate for all students	72%	68%	63%	64%	60%	65%	65%
Four-year graduation rate for all minorities	63%	52%	59%	52%	48%	51%	54%
Four-year graduation rate for African-American students	48%	49%	46%	51%	48%	41%	42%
Four-year graduation rate for Hispanic students	67%	52%	68%	53%	44%	59%	63%
Four-year graduation rate for all first generation students	79%	60%	59%	60%	51%	58%	63%
Four-year graduation rate for students with a Pell Grant disbursed during their first semester	76%	57%	55%	60%	57%	46%	58%
Six-year graduation rate for all students	73%	78%	80%	77%	72%	73%	71%
Six-year graduation rate for all minorities	68%	67%	72%	67%	67%	65%	61%
Six-year graduation rate for African-American students	56%	55%	56%	69%	51%	69%	70%
Six-year graduation rate for Hispanic students	82%	81%	81%	68%	74%	58%	47%
Six-year graduation rate for all first generation students	69%	74%	85%	69%	64%	71%	61%
Six-year graduation rate for students with a Pell Grant disbursed during their first semester	69%	68%	84%	69%	62%	76%	65%

Obj. 2.3 The first to second-year retention rate will be 90 percent.

Obj. 2.4 The College will strive for diversity in the faculty and staff so that the composition reflects the aspired diversity of the student body. The aspirant goal for full-time faculty and staff will be: all minorities (20 percent and 28 percent), and women (50 percent and 50 percent).

Obj. 2.5 Ensure access for transfer students, particularly those from 2-year institutions. Achieve and maintain transfer students at 20 percent of the entering class each fall.

Obj. 2.6 Achieve and maintain degree completion rates for transfer students at 60 percent for three-year graduation rates, and at 70 percent for four-year graduation rates.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
First to second-year retention rate	86%	87%	87%	82%	85%	85%	85%
Percent minority of all full-time tenured or tenure-track faculty	18%	16%	17%	16%	14%	15%	16%
Percent women of all full-time tenured or tenure-track faculty	47%	46%	51%	51%	52%	51%	51%
Percent minority of all full-time (non-faculty) staff	24%	24%	27%	29%	27%	28%	29%
Percent women of all full-time (non-faculty) staff	54%	55%	52%	57%	57%	55%	55%
Percentage of entering fall class who are transfer students	22%	25%	20%	22%	21%	17%	20%
3-year graduation rate for all transfer students	53%	62%	56%	62%	69%	72%	74%
4-year graduation rate for all transfer students	74%	62%	71%	74%	69%	79%	82%

Goal 3. Ensure access for students with financial need through a strategic combination of federal, state, private, and institutional funds.

Obj. 3.1 72 percent of entering first-year student need is met by awarding any need-based aid.

Obj. 3.2 Support persistence to graduation of students receiving need-based aid at entry. Achieve and maintain first-to-second year retention rates at 90 percent, four-year graduation rates at 70 percent, and six-year graduation rates at 80 percent for students receiving need-based aid in the first semester.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Average percent of first-time full-time degree-seeking student need met by awarding need-based aid	72%	72%	75%	73%	78%	75%	75%
First-to-second year retention rate for students receiving need-based aid in the first semester	86%	84%	80%	80%	81%	85%	85%
Four-year graduation rate for students receiving need-based aid in the first semester	75%	66%	61%	59%	55%	61%	57%
Six-year graduation rate for students receiving need-based aid in the first semester	72%	75%	81%	78%	68%	69%	64%

Goal 4. Increase student contributions to the Maryland community and to the state and national workforce.

Obj. 4.1 65 percent of graduating seniors will have performed community service while at SMCM.

Obj. 4.2 45 percent of graduating seniors will have participated in a paid or unpaid internship.

Obj. 4.3 The rate of employment within six months of graduation will be at least 67 percent.

Obj. 4.4 The rate of continuing education (at any level) within six months of graduation will be 25 percent.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Percent of graduating seniors who will have performed community service while at SMCM	70%	79%	71%	69%	63%	65%	65%
Percent of graduating seniors who fulfilled a paid or unpaid internship	43%	45%	41%	40%	45%	47%	50%
Employment rate of graduates within six months of graduation	N/A	65%	67%	62%	58%	63%	63%
Percent of graduates continuing their education (at any level) within six months of graduation	N/A	21%	23%	28%	30%	27%	27%

NOTES

¹ Due to the SAT changing, beginning with 2018, scores are not comparable to previous years.