2021 Performance Accountability Report Maryland Public Colleges and Universities

January 2022

MSAR #709

Lawrence J. Hogan, Jr.
Governor

Boyd K. Rutherford
Lt. Governor

Maryland Higher Education Commission

Table of Content

MSAR #709 2021 Performance Accountability Report

Yuxin Lin, Ph.D.   Barbara Schmertz, Ph.D.
Principal Author   Director of Research and Policy Analysis

Executive Summary

The annual Performance Accountability Report (PAR) serves as an important mechanism by which institutions are held accountable for establishing and maintaining performance standards, and using metrics to assess their effectiveness in tackling institutional and statewide higher education goals. This statewide report includes a summary of highlights from Maryland's public institutions' submission for the 2020-2021 academic year reporting cycle.

Institutions faced tremendous challenges beginning in March 2020 as a result of the COVID-19 pandemic. This year the submissions focus on the immediate challenges observed, strategies that colleges and universities employed to respond to the negative impact brought by the pandemic, and their effort to progress toward the three key goals of the 2017-2021 Maryland State Plan for Postsecondary Education, access, success, and innovation. Though only a few short-term outcomes were able to be observed, the institutional reports shed light on the potential impact on enrollment and retention. Institutions caution that it will take several years to see the long-term impacts (e.g. completion and workforce) that the COVID-19 pandemic will have on campuses. The full institutional reports, which fall later in this volume, provide helpful details on the successes and challenges faced during the 2020-2021 academic year in Maryland.

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 26[th.] accountability report published by the Commission[1]. Following the modifications of last year to ease the reporting burden during the pandemic, some previously required sections have been temporarily altered to optional (e.g. cost containment and community outreach and impact) and the narratives have been shortened. This year, the institutions were also required to respond to one of the following three prompts:

- Please specify how your institution utilized CARES[2] funding over the past year. What are some ways your institution was able to leverage those funds for student access and success?
- What are three of the biggest challenges your institution faced due to the COVID pandemic?
- What are three COVID-related initiatives/programs your institution implemented that your institution will be adopting permanently?

This report (one volume for this reporting year) includes a summary of highlights from institutional submissions for the 2020-2021 academic year reporting cycle[3]. 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'[4] reports include:
- An update regarding their performance on the indicators in each "mission/mandate" area;
- A discussion on the ongoing effects of the COVID-19 pandemic on the 2020-2021 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 (2017-2021) reporting cycle.

The reports from the public four-year institutions[5] include:

---

[1] For a more detailed history of the accountability process in Maryland, please see the 2017 Performance Accountability Report Volume1 and the 2016 Performance Accountability Report found here under the section of "Performance Accountability Reports":
https://mhec.maryland.gov/publications/Pages/research/index.aspx

[2] Coronavirus Aid, Relief, and Economic Security Act. See details here: https://home.treasury.gov/policy-issues/coronavirus/about-the-cares-act

[3] Institutional submissions for the 2021 Performance Accountability Report reflect performance in the 2020-2021 academic year (July 1, 2020 to June 30, 2021).

[4] 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.

[5] 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.

- An update regarding their performance on the indicators in each "mission/mandate" area;
- A discussion on the ongoing effects of the COVID-19 pandemic on the 2020-2021 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.

Assessment by the Maryland Higher Education Commission

In the 2020-2021 academic year, Maryland's public higher education institutions faced unprecedented challenges as a result of the COVID-19 pandemic. In Spring 2020, campuses abruptly implanted remote learning and limited physical access to campus facilities in an effort to promote physical distancing to prevent the spread of the COVID-19 virus. In Fall 2020, public colleges and universities operated at a reduced capacity and expanded remote learning modalities to maintain safe campuses. The majority of institutions experienced difficulties such as enrollment reduction, retention/completion rate flattening, and COVID-19-relevant health concerns. However, Maryland public colleges and universities still maintained the academic quality of their programs and met most of their established accountability benchmarks. This reporting year the Performance Accountability Report focuses on the influences of the COVID-19 pandemic, institutional responses to the pandemic, and strategies they employed regarding the sudden changes in the past year. However, the long-term impacts of the pandemic to institutions are still undetermined.

The full institutional submissions of their Performance Accountability Reports are included in the latter portion of this report.

Institutional Assessment of the Influence of the COVID-19 Pandemic

Similar to the national trend, most of Maryland's public higher education institutions documented enrollment declines in the 2020-2021 academic year: seven four-year public institutions and 15 community colleges faced declines. In order to prevent the spread of COVID-19, all institutions pivoted the majority of teaching, learning and services to online or hybrid mode. Facing the various uncertainties, students, faculty, and staff were expected to engage with distance learning and remote working very quickly. Staff training, purchasing new or upgraded equipment, providing and expanding technical support, and course redesign were initiatives campuses immediately undertook. Institutions had to implement policies and procedures (e.g. conducting regular COVID-19 test, reinforcing mask mandate, and preparing rooms for students who need to be quarantined) to keep students, faculty, and staff safe. These actions, combined with revenue declines due to the decreasing enrollment, imposed additional financial burdens to the colleges and universities. Revenue losses and expense increases had a significant impact on the institutions, particularly auxiliary services.

What follows is a summary of the institutions' Performance Accountability Reports by institutional sector.

Maryland Public Four-Year Colleges and Universities

The enrollment decline seen by the four-year institutions was primarily attributed to decreasing undergraduate enrollment. Graduate student enrollments reduced in smaller magnitude while some

institutions experienced graduate enrollment increases. Though many institutions experienced enrollment reductions in 2020-2021, the proportion of minority enrollment maintained stability.

For the public four-year institutions, tuition and fees is the most significant contributor to institutional revenue. The reduction in enrollment increased the financial burden for many four-year colleges and universities. In addition, due to the transition to remote learning/working, new sanitization requirements, and COVID-19 testing services, the expenditures on maintaining facilities, refunding housing/dining fees, and purchasing necessary equipment/materials increased significantly. Though facing budgetary pressures, institutions still signaled their commitment to maintain affordability in 2020-2021 by stabilizing the tuition and fees at all public 4-year institutions.

Regarding the impact on student success, five of the 13 institutions reported declines in student retention or graduation rates. These institutions report that the impact was particularly severe for underrepresented and underserved students – minority, low income, and first-generation college students.

In addition to the institutions' reports on enrollment, distance education, loss or revenues, and trends in retention and graduation, individual campuses also discussed other impacts caused by the COVID-19 pandemic. Some notable items are below.

- Some 4-year institutions documented the decreasing percentage of transfer students from Maryland community colleges;
- Although students were provided with financial support and academic support during the COVID-19 pandemic, some 4-year institutions still witnessed a higher proportion of students withdrawing classes due to mental health or medical issues;
- The Fall 2020 cohort at 4-year institutions had a higher "melt" rate, which means that a higher number of accepted students who committed to an institution (through paying deposits, registering for classes, etc.) didn't enroll in the fall or spring term;
- It was documented in one four-year institution that 15% of the institution's first-year students transferred to a community college; and
- Research expenditures at 4-year institutions were cut due to the decline in revenue and rise in COVID-19 related expenditures.

Community Colleges

Due to the impact of the COVID-19 pandemic, community colleges saw enrollment declines in 2020-2021, which is part of a longer decline trend that traces back to the 2011-2012 academic year. Nationally, community college enrollments mostly grew during the first decade of the 21st century, accelerating rapidly at the end of that decade as the Great Recession hit[6]. Similar to the national pattern, since a peak enrollment in the 2011-2012 academic year, the total Maryland community college enrollment has decreased each fall. Under the uncertainty of the COVID-19 pandemic and a national labor shortage, it is not clear when the trend will bounce back.

Overall, the enrollment reduction is observed in full-time, part-time, degree-seeking, and non-degree-seeking students; the one exception is high school student enrollment (dual enrollment), which increased. Compared to credit students, enrollment of non-credit/continuing education students experienced a more sizable decline. Since community colleges continued the partnerships with local high schools for dual

---

[6] See American Association of Community Colleges (AACC). (2019). Community college enrollment crisis?: historical trends in community college enrollment. Retrieved on 12/06/2021 from https://www.aacc.nche.edu/wp-content/uploads/2019/08/Crisis-in-Enrollment-2019.pdf

credits, the high school student enrollment maintained the growth in 2020-2021. Though total enrollment shrank, one positive finding is that the share of minority students[7] increased from 2017-2018 to 2020-2021.

Community colleges continued their commitment to ensuring equitable access to affordable and quality postsecondary education. In the 2020-2021 academic year, community colleges stabilized the level of tuition and fees by controlling the growth rate under one percent[8]. After many years' effort on redesigning remedial education, community colleges saw the proportion of students with remedial education needs dropped greatly in recent years. This decrease is partly due to the implementation of multiple measure assessments (e.g., high school GPA, standardized test scores, course grades) for remediation in effort to more holistically evaluate students' placement in developmental coursework.

It is unclear the impact of the COVID-19 pandemic on student's success at Maryland's community colleges. Fall-to-fall retention is the only parameter of student success on which the influence is able to be observed for now. The majority of institutions documented the reduction in fall-to-fall retention and falling below the benchmark (Fall 2024 cohort). In contrast to enrollment and retention, completion and transfer were impacted moderately. More than half of the community colleges maintained stable or increased the four-year graduation-transfer rate.

The impact on the student's labor force is also too early to conclude. Institutions documented that the proportion of graduates employed in one year was not improved in 2020-2021, probably because of the uncertainty in the labor market during the pandemic.

Response to the Required Questions

For the 2021 iteration of this report, to better understand the challenges brought by the COVID-19 pandemic and the solutions proposed by institutions, MHEC specifically required all institutions to respond to one of three questions related to the COVID-19 pandemic.

Please specify how your institution utilized CARES funding over the past year. What are some ways your institution was able to leverage those funds for student access and success?

Among the 29 institutions[9], 15 specified the major expense categories for which CARES funding was used. The largest category was direct financial aid specifically to students with needs (using the funds obtained from the Higher Education Emergency Relief Fund, "HEERF"). Other major categories include:

- Implementing COVID-19 tests frequently;
- Purchasing equipment, facilities, and technology support for online/hybrid teaching and learning;
- Providing necessary support and training for the faculty to redesign courses for distance learning; and
- Purchasing other health and public safety supplies and services.

What are three of the biggest challenges your institution faced due to the COVID pandemic?

---

[7] Minority students include any person whose race/ethnicity is not: 1) white only who did not indicate Hispanic/Latino, 2) foreign/non-resident alien, and 3) unknown.

[8] See 2021 Maryland Higher Education Commission Data Book found here under the section of "Annual Data Book": https://mhec.maryland.gov/publications/Pages/research/index.aspx

[9] The University of Maryland Eastern Shore did not respond to the MHEC prompt this year.

Five institutions stated the difficulties they faced were mainly caused by enrollment declines. In order to encourage students affected by the COVID-19 pandemic to apply, many four-year institutions implemented a temporary or permanent test optional admissions policy. This test optional initiative, whether permanent or temporary, meant the campus no longer collected standardized test scores (e.g., ACT or SAT) as part of the admissions process.

For both Maryland's public four-year institutions and community colleges, pivoting from the traditional on-campus instruction to a solely online modality was another big challenge. Faculty had to redesign the course material to new formats and course delivery methods, while students had challenges with access to the internet and reliable technology. Other challenges include:

- Imposing additional administrative burdens of navigating COVID-19 related policies, best-practices, and documentation;
- Moving staff from working on campus to teleworking;
- Supporting students who were facing mental health challenges; and
- Conducting COVID-19 testing protocols for students and employees who were required to be on campus.

What are three COVID-related initiatives/programs your institution implemented that your institution will be adopting permanently?

Eight institutions identified COVID-related initiatives/programs they had implemented permanently. Since the start of the COVID-19 pandemic, all institutions have expanded their teaching modalities to in-person, hybrid, and online (synchronous or asynchronous). Other initiatives/programs that were continued include:

- Developing new virtual advising tools for students to access various services,
- Implementing remote proctoring for exams and testing,
- Conducting long-term telework policies for staff, faculty and administrators, and
- Introducing online summer orientation.

Overall, despite the challenges faced in 2020-2021, institutions are confident that they are on track to meet Maryland's degree attainment goal of having at least 55% of all Marylanders hold at least an associate's degree by 2025. However, institutions are concerned that the progress will be slowed by the shock of the COVID-19 pandemic and this negative effect would emerge after a few years.

Another positive finding was that minority student enrollment stayed steady during the pandemic. The return to in person instruction as well as improved distance learning delivery have allowed institutions to return to some form of normalcy. A positive sign in Fall 2021 is that some institutions are seeing an uptick in first-time, full-time enrollment, suggesting that more students returned to school as the campuses reopened their doors[10].

Conclusion

While MHEC has been closely monitoring key trends such as enrollment and retention as well as the progress to the 55% Completion Goal, the short- and long-term influences caused by the COVID-19 pandemic on Maryland higher education institutions are not fully known. In the coming year, the

---

[10] See MHEC 2021 Opening Fall Enrollment Dashboard found here:
https://app.powerbigov.us/view?r=eyJrIjoiZjhlMWQwYjYtZmFlMS00YWY4LWIwNGMtZDMxNTRlMmQwMDI5IiwidCI6IjYwYWZlOWUyLTQ5Y2QtNDliMS04ODUxLTY0ZGYwMjc2YTFlOCJ9

Commission will continue to partner with institutions as they use the 2021-2022 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 2021 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

Effects radiating out from the pandemic caused by COVID-19 including, but not limited to, economic perturbations have placed increasing emphasis on the need for citizens of Maryland and surrounding regions to seek further education towards self-improvement. Access to quality higher education remains the primary goal of Allegany College of Maryland paired with the success of students once enrolled, as outlined in the College's Strategic Plan.

Throughout the pandemic, Allegany College of Maryland has prioritized Access to educational opportunities by ensuring two of the major obstacles to higher education – physical access and finances – were minimized to the extent possible. Rather than offer courses exclusively online, ACM provided students with the ability to attend in the modality that was most convenient and comfortable for them. In the four years prior to FY21, 20% of credits taken were online. This nearly doubled in FY21 to 39% while hybrid options more than doubled to 34%. The remaining 27% of credits continued being taken in person with mitigation efforts ensuring the College never experienced an outbreak.

Prior to the pandemic, the College saw a slight increase in overall enrollment at the College with credit enrollment increasing from 3,172 in FY19 to 3,248 in FY20 (Measure #1), a 2.4% increase largely driven by strong early college offerings and the online LPN to RN program. Continuing education enrollments slipped by 11.7% during this same time period due to COVID-19's occurrence in the second half of FY20 – both the first and second periods in FY20 had seen increases to CE FTE before significant reductions in period three.

The MHEC Enrollment by Place report demonstrates that the College's market share fell for first-time full-time freshmen (Measure #2) down to 55.7% from 60.2%. This is still generally in line with prior years, but will need to be watched in the Fall 2021 cohort to ensure a trend does not begin. Market share of part-time undergraduates (Measure #2) and of college-bound high school graduates (Measure #3) increased marginally.

Fall 2020 saw continued strong support for Early College enrollments, remaining relatively stable at 736 (Measure #5). Efforts begun several years ago to strengthen ties with regional high schools have continued to be successful at ensuring the College is seen as a valued partner in education within the community.

As expected with the pandemic, annual enrollment in online and hybrid courses (Measure #6) went through the roof. Credit online enrollment increased 78% and hybrid enrollment increased by 29%. This is with only half of the FY2021 academic year being pushed to a heavier online offering. Many of continuing education's offerings also moved online, with a massive increase to 704 enrollments from 43 in the prior year.

ACM has unfortunately seen its annual tuition and fees increase both as a raw figure and as a percent of tuition and fees at Maryland public four-year institutions (Measure #7). While the College's costs have increased by a modest 2.5%, the average four-year cost *decreased* by 0.3%. Despite these increases, ACM is still able to provide significant tuition assistance to students, with over 91% of students receiving some form of financial aid in FY2020 (Characteristic E).

Aggregate annual numbers were indicative that continuing education figures for FY20 fell across the board. For community service and lifelong learning (Measure #8) and basic skills and literacy (Measure #9), headcount reductions were more modest at around -5%, although course enrollments represented by that headcount declined at a much steeper rate. For adult education student achievement (Measure #10), the cohort size is too small to be reported.

Although the College's enrollment in Fall 2020 decreased by about 2.4%, the ratio of non-white students within the student body remained constant at 15% (Measure #11). The non-white population of students continues to be drawn both from within Allegany County and from externally, mainly being a combination of students from the Baltimore-Washington metropolitan area seeking a two-year educational experience with residence halls and now also including students engaged with the College's LPN-RN program offered online and utilized by many out-of-state providers. The College has made efforts to expand representation of non-white groups amongst faculty and staff, but struggles both to attract and retain employees of these categories. Both groups saw a decrease in non-white representation in Fall 2020, dropping from 3.2% to 2.2% for faculty (Measure #12) and from 1.8% to 1% for administrative and professional staff (Measure #13).

Goal 2: Success

Paired with the need to ensure continual and equitable access to higher education is the obligation to facilitate the success of every student attending Allegany College of Maryland. As success may mean something different for any given student, the College incorporates a number of different services geared towards accommodating students of any different background or need.

One of the first measures of whether or not a student will be successful by traditional definitions, fall-to-fall retention (measure #14) experienced a severe downturn from the fall 2018 (58.1%) to fall 2019 (51.9%) cohorts. The decline is seen more drastically in the individual break outs, with 20% drops in college-ready and developmental students. Although this seems improbable, it is the result of large shifts in the number of students counted in each of the two categories following substantial changes to remedial placement – principally derived from the multiple measures application conceit.

Students in the Fall 2016 cohort successfully moved through developmental courses (Measure #15) at a greater rate than prior cohorts, with a 55% completion rate relative to an average of 50.4% in the prior three years.

For the other success measures (Measures 16-19), the Fall 2016 cohort largely performed better than the prior cohort and often better than the three years prior. Success and persistence of all students improved regardless of category and he graduation-transfer rate improved over the 2015 Fall cohort in all groups except for developmental completers. The College will continue working towards sustaining high levels of success demonstrated by students.

With enrollment declining steadily over the last decade, it should come as no surprise that the total number of degrees and certificates awarded by the College (Measure #20) has decreased, although the number of transfer degrees awarded remained flat from FY19 and certificates increased slightly. Until enrollment recovers, it is not expected that this measure will see any meaningful uptick.

Transfer success (Measure #21) decreased in academic year 19-20 from 88% to 82%, although the rate of graduates transferring (Measure #22) increased from 27.7% to 29.1% from FY18 to FY19. Without additional data from four-year institutions, it would be difficult to ascertain what may have led to decreases in first-year GPA.

Goal 3: Innovation

Students in the range of allied health programs offered at Allegany College of Maryland performed well on their licensure and certification exams (Measure #23) in FY20. Although the pass rate for Nursing slipped 88.6%, the 97.8% in FY19 was extraordinarily high. Students in other programs performed well and all of the programs exceeded the expectations of their accrediting bodies.

Added this year, graduates employed within one year (Measure #24) demonstrates that 75-80% of ACM graduates have employment within a year of graduation. This figure will be evaluated in greater detail in FY22 once additional data are made available. With this comes income growth as a result of education (Measure #25) which shows the College's graduates increasing their earnings by almost 300% following graduation.

All Continuing Education enrollments (Measures 26-28) decreased in FY20 due to the COVID-19 pandemic with the most severe decreases being experienced by workforce development courses. These are anticipated to return modestly in FY21 and then more strongly in FY22 assuming greater regional control of viral outbreaks.

Utilization of CARES Funding

As most institutions of higher education did during the pandemic, Allegany College of Maryland was able to leverage the additional revenues created by the federal CARES act and similar HEERF funds to improve its services and operations on behalf of students. Many of the

purchases made or planned by the College are geared towards the shift in educational delivery methods outlined throughout this document. In addition to standard virus mitigation purchases such as plexiglass, signage, and sanitization materials, some of the projects include:

- Reduction or removal of pre-existing student loan debt to alleviate access issues faced by students and prospective students, especially given the impact of lockdown and job loss on student populations during the 2020 calendar year,
- Improvement of campus fiber internet to ensure more consistent availability and improved quality of connections for digital learning,
- Purchase of computer hardware, including cameras and laptops, to ensure instructional staff have access to needed technology in the event they are required to change instructional modality due to changes in campus or community conditions, and
- Additional furniture and technological hardware for the College's Learning Commons – a shared space which includes the academic library, testing, and tutoring – to provide students with a distanced environment in which to study and engage with student services regardless of instructional modality or at-home technology access.

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:

- o   Contributions: $1,974,357 (endowed and not endowed)
- o   Total Revenue: $2,216,388
- o   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.

Allegany College of Maryland
Degree Progress Four Years after Initial Enrollment
Fall 2016 Entering Cohort

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	558		89		258		211	
2	Number attempting fewer than 18 hours over first 2 years	110		13		13		84	
3	Cohort for analysis (Line 1 – Line 2)	448	100.0%	76	100.0%	245	100.0%	127	100.0%
4	Earned Associate degree from this community college	135	30.1%	47	61.8%	88	35.9%	0	0.0%
5	Earned certificate, but no degree, from this community college	13	2.9%	0	0.0%	8	3.3%	5	3.9%
6	Total associate and certificate graduates (Line 4 + Line 5)	148	33.0%	47	61.8%	96	39.2%	5	3.9%
7	Transferred to Maryland two-year/technical college	41	9.2%	0	0.0%	14	5.7%	27	21.3%
8	Transferred to Maryland public four-year college	71	15.8%	23	30.3%	40	16.3%	8	6.3%
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	16	3.6%	3	3.9%	7	2.9%	6	4.7%
11	Transferred to out-of-state four-year college or university	43	9.6%	13	17.1%	22	9.0%	8	6.3%
12	Total transfers (sum of Lines 7 - 11)	171	38.2%	39	51.3%	83	33.9%	49	38.6%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	61	13.6%	25	32.9%	36	14.7%	0	0.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	258	57.6%	61	80.3%	143	58.4%	54	42.5%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	55	12.3%	8	10.5%	45	18.4%	2	1.6%
16	Successful transition to higher ed (Line 14 + Line 15)	313	69.9%	69	90.8%	188	76.7%	56	44.1%
17	Enrolled at this communtiy college last term of study period	8	1.8%	0	0.0%	7	2.9%	1	0.8%
18	Successful or persisting (Line 16 + Line 17)	321	71.7%	69	90.8%	195	79.6%	57	44.9%

Allegany College of Maryland
Minority Degree Progress Four Years after Initial Enrollment
Fall 2016 Entering Cohort

		African American Students		Asian Students		Hispanic Students		White Students (optional data)	
1	First-time full- and part-time fall headcount	123		2		11		397	
2	Number attempting fewer than 18 hours over first 2 years	15		0		4		88	
3	Cohort for analysis (Line 1 – Line 2)	108	100.0%	2	100.0%	7	100.0%	309	100.0%
4	Earned Associate degree from this community college	9	8.3%	0	0.0%	2	28.6%	118	38.2%
5	Earned certificate, but no degree, from this community college	3	2.8%	0	0.0%	0	0.0%	10	3.2%
6	Total associate and certificate graduates (Line 4 + Line 5)	12	11.1%	0	0.0%	2	28.6%	128	41.4%
7	Transferred to Maryland two-year/technical college	32	29.6%	0	0.0%	2	28.6%	6	1.9%
8	Transferred to Maryland public four-year college	16	14.8%	0	0.0%	0	0.0%	51	16.5%
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	6	5.6%	0	0.0%	0	0.0%	10	3.2%
11	Transferred to out-of-state four-year college or university	10	9.3%	0	0.0%	0	0.0%	29	9.4%
12	Total transfers (sum of Lines 7 - 11)	64	59.3%	0	0.0%	2	28.6%	96	31.1%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	9	8.3%	0	0.0%	0	0.0%	48	15.5%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	67	62.0%	0	0.0%	4	57.1%	176	57.0%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	3	2.8%	1	50.0%	2	28.6%	46	14.9%
16	Successful transition to higher ed (Line 14 + Line 15)	70	64.8%	1	50.0%	6	85.7%	222	71.8%
17	Enrolled at this community college last term of study period	1	0.9%	0	0.0%	0	0.0%	7	2.3%
18	Successful or persisting (Line 16 + Line 17)	71	65.7%	1	50.0%	6	85.7%	229	74.1%

15

ALLEGANY COLLEGE OF MARYLAND
2021 ACCOUNTABILITY REPORT

Student & Institutional 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 2017	Fall 2018	Fall 2019	Fall 2020
A	Fall credit enrollment				
	a. Unduplicated headcount	2,717	2,586	2,589	2,527
	b. Percent of students enrolled part time	53.9%	57.6%	55.5%	65.5%

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
B	First-time credit students with developmental education needs	71.3%	64.8%	42.9%	33.6%

		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%	NA

		FY 2017	FY 2018	FY 2019	FY 2020
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	0	0	0	0

		FY 2017	FY 2018	FY 2019	FY 2020
E	Credit students receiving financial aid				
	a. Receiving any financial aid	87.3%	93.2%	87.4%	91.8%
	b. Receiving Pell grants	39.9%	38.1%	35.6%	35.3%

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
F	Students 25 years old or older				
	a. Credit students	23.7%	22.1%	23.3%	26.1%

		FY 2017	FY 2018	FY 2019	FY 2020
	b. Continuing education students	83.6%	85.6%	81.9%	82.0%

		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 2017	Fall 2018	Fall 2019	Fall 2020
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	1.4%	1.5%	2.1%	1.9%
	b. Black/African American only	10.4%	9.6%	9.4%	9.0%
	c. American Indian or Alaskan native only	0.3%	0.1%	0.1%	0.1%
	d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.0%	0.1%
	e. Asian only	0.7%	0.7%	0.5%	0.8%
	f. White only	83.2%	83.3%	83.4%	83.4%
	g. Multiple races	2.4%	3.1%	2.9%	3.1%
	h. Foreign/Non-resident alien	1.1%	1.0%	0.7%	1.0%
	i. Unknown/Unreported	0.4%	0.6%	0.8%	0.7%

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
I	Credit student distance education enrollment				
	a. Enrolled exclusively in distance education	15.5%	17.6%	19.2%	36.6%
	b. Enrolled in some, but not all, distance education	22.9%	24.6%	25.5%	32.3%
	c. Not enrolled in any distance education	61.6%	57.8%	55.4%	31.1%

ALLEGANY COLLEGE OF MARYLAND
2021 ACCOUNTABILITY REPORT

		FY 2017	FY 2018	FY 2019	FY 2020
J	Unrestricted revenue by source				
	a. Tuition and fees	45.0%	42.0%	42.0%	43.0%
	b. State funding	27.0%	28.0%	28.0%	28.0%
	c. Local funding	26.0%	26.0%	27.0%	26.0%
	d. Other	3.0%	4.0%	3.0%	3.0%

		FY 2017	FY 2018	FY 2019	FY 2020
K	Expenditures by function				
	a. Instruction	37.1%	36.8%	35.3%	34.2%
	b. Academic support	19.7%	18.8%	20.4%	18.8%
	c. Student services	8.3%	8.2%	7.9%	8.0%
	d. Other	34.8%	36.2%	36.4%	39.0%

Goal 1: Access

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
1	Annual unduplicated headcount					
	a. Total	10,487	10,213	9,874	9,937	**10,250**
	b. Credit students	3,471	3,236	3,172	3,248	**3,300**
	c. Continuing education students	7,315	7,037	7,237	6,388	**7,050**

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
2	Market share of first-time, full-time freshmen	49.2%	57.7%	60.2%	55.7%	**61.0%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
3	Market share of part-time undergraduates	74.1%	79.0%	80.5%	80.7%	**81.5%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2024
4	Market share of recent, college-bound high school graduates	60.6%	56.5%	57.8%	60.7%	**61.5%**

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
5	High school student enrollment	695	704	739	736	**725**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	3,556	3,131	3,262	5,822	**4,000**
	b. Continuing education, online	64	83	43	704	**100**
	c. Credit, hybrid	1,291	1,373	1,517	1,956	**1,750**
	d. Continuing education, hybrid	NA	NA	NA	NA	**NA**

		FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2026
7	Tuition and mandatory fees					
	a. Annual tuition and fees for full-time students	$3,940	$4,230	$4,800.00	$4,920	**NA**
	b. Percent of tuition/fees at Md public four-year institutions	42.5%	44.7%	49.6%	50.9%	**47.0%**
	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 2025
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	1,497	1,247	1,316	1,238	**1,350**
	b. Annual course enrollments	3,571	2,528	2,306	2,128	**2,250**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	210	231	388	367	**400**
	b. Annual course enrollments	617	725	988	700	**1,000**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
10	Adult education student achievement of:					
	a. At least one ABE educational functioning level	<50	61	57	<50	**NA**
	b. At least one ESL educational functioning level	<50	<50	<50	<50	**NA**
	Note: Not reported if < 50 students in the cohort					

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
11	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	15.3%	15.1%	15.0%	15.0%	**15.0%**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
	b. Percent nonwhite continuing education enrollment	NA	NA	NA	NA	NA

		July 2017	July 2018	July 2019	July 2020	Benchmark Not Required
	c. Percent nonwhite service area population, 15 or older	13.0%	13.2%	13.4%	13.6%	NA

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
12	Percent minorities (nonwhite) of full-time faculty	2.0%	3.0%	3.2%	2.2%	**3.0%**

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
13	Percent minorities (nonwhite) of full-time administrative and professional staff	1.3%	1.8%	1.8%	1.0%	**2.0%**

Goal 2: Success

		Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2024 Cohort
14	Fall-to-fall retention					
	a. All students	53.8%	53.7%	58.1%	51.9%	**60.0%**
	b. Pell grant recipients	52.0%	49.2%	51.8%	47.8%	**52.0%**
	c. Developmental students	50.4%	50.2%	53.0%	33.6%	**50.0%**
	d. College-ready students	65.1%	63.2%	66.9%	61.6%	**65.0%**

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	51.1%	50.2%	49.9%	55.0%	**57.0%**

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	89.6%	93.8%	85.2%	90.8%	**91.0%**
b. Developmental completers	88.6%	82.1%	74.6%	79.6%	**80.0%**
c. Developmental non-completers	46.2%	42.8%	33.5%	44.9%	**NA**
d. All students in cohort	72.9%	70.2%	62.5%	71.7%	**72.0%**

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	78.6%	70.2%	63.0%	74.1%	**NA**
b. Black/African American only	60.2%	68.5%	56.5%	65.7%	**NA**
c. Asian only	<50	<50	<50	<50	**NA**
d. Hispanic/Latino	<50	<50	<50	<50	**NA**
Note: Not reported if < 50 students in the cohort for analysis					

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	75.0%	89.6%	79.6%	80.3%	**81.5%**
b. Developmental completers	63.0%	67.5%	63.6%	58.4%	**64.0%**
c. Developmental non-completers	37.3%	39.3%	32.3%	42.5%	**NA**
d. All students in cohort	54.4%	60.2%	55.6%	57.6%	**60.5%**

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	60.2%	57.2%	53.8%	57.0%	**NA**
b. Black/African American only	54.9%	66.4%	55.6%	62.0%	**NA**
c. Asian only	<50	<50	<50	<50	**NA**
d. Hispanic/Latino	<50	<50	<50	<50	**NA**
Note: Not reported if < 50 students in the cohort for analysis					

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	673	647	586	533	**525**
b. Career degrees	345	352	340	282	**NA**
c. Transfer degrees	179	154	149	149	**NA**
d. Certificates	149	141	97	102	**NA**
e. Unduplicated graduates	551	548	511	427	**NA**

ALLEGANY COLLEGE OF MARYLAND
2021 ACCOUNTABILITY REPORT

		AY 16-17	AY 17-18	AY 18-19	AY 19-20	Benchmark AY 2024-25
21	First-year GPA of 2.0 or above at transfer institution	88.0%	87.2%	88.0%	82.0%	**90.0%**

		FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	Benchmark FY 2024 Graduates
22	Graduate transfers within one year	27.0%	23.6%	27.7%	29.1%	**30.0%**

Goal 3: Innovation

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
23	Credit program pass rates in licensure/certification examinations required for employment					
	a.Registered Nursing Licensure Exam	83.3%	88.8%	97.8%	88.6%	**85.0%**
	Number of Candidates	72	80	92	79	
	b.Practical Nursing Licensure Exam	87.5%	100.0%	100.0%	100.0%	**85.0%**
	Number of Candidates	8	9	15	7	
	c.Dental Hygiene National Board Exam	94.7%	94.7%	100.0%	89.5%	**80.0%**
	Number of Candidates	19	19	20	19	
	d.National MLT Registry	85.7%	100.0%	90.0%	100.0%	**80.0%**
	Number of Candidates	7	5	10	6	
	e.Respiratory Therapy Certification Exam	89.5%	88.0%	75.0%	90.0%	**80.0%**
	Number of Candidates	19	16	16	19	
	f.Occupational Therapy Assistant Cert. Exam	71.4%	75.0%	94.0%	<5*	**85.0%**
	Number of Candidates	13	16	17	<5*	
	g.Physical Therapist Assistant Cert. Exam	100.0%	81.3%	80.0%	100.0%	**85.0%**
	Number of Candidates	16	16	15	12	
	h.Medical Assistant	100.0%	90.0%	100.0%	100.0%	**85.0%**
	Number of Candidates	8	10	7	11	

Note: Not reported if <5 candidates in a year
* OTA Cohort was significantly disrupted due to COVID-19 and will be reported in FY21

		FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	Benchmark Not Required
24	Graduates employed within one year	78.0%	80.0%	76.0%	74.0%	**NA**

		FY 2014 Graduates	FY 2015 Graduates	FY 2016 Graduates	FY 2017 Graduates	Benchmark Not Required
25	Income growth of career program graduates					
	a. Median annualized income one year prior to graduation	$ 10,484	$ 11,636	$ 11,060	$ 10,888	**NA**
	b. Median annualized income three years after graduation	$ 33,848	$ 31,916	$ 33,036	$ 30,484	**NA**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
26	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	5,874	5,559	5,345	4,238	**5,100**
	b. Annual course enrollments	9,134	9,552	9,256	7,239	**9,100**

ALLEGANY COLLEGE OF MARYLAND
2021 ACCOUNTABILITY REPORT

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
27	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	3,770	3,264	3,204	2,922	**3,200**
	b. Annual course enrollments	6,152	5,092	4,817	3,765	**4,700**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
28	Enrollment in contract training courses					
	a. Unduplicated annual headcount	4,451	4,572	4,662	4,238	**4,400**
	b. Annual course enrollments	6,945	7,879	8,006	6,815	**8,100**

Note: NA designates not applicable

* designates data not available

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

To ensure equity is in the forefront of Anne Arundel Community College's (AACC) student success efforts, it has been the focus of two strategic plans and recognized as an institutional priority. The overarching purpose of *Engagement Matters: Pathways to Completion* (FY2017–2020) was to ensure equity and that the College remains student-ready and committed to academic excellence.

In FY2021, AACC launched its new strategic plan: *Engagement Matters II: Excellence through Innovation* (FY2021-FY2024). *Engagement Matters II* provides an intentional and focused approach to institutional assessment as the College continued to emphasize equity and culture with the objectives of excellence, engagement, innovation and resources.

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 – 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 FY 2021, AACC continued to strengthen its ability to adapt, transform, and innovate during the COVID-19 pandemic. The College quickly implemented nine Riverhawk Recovery teams to develop and implement strategies in response to the pandemic and our community's needs, especially student support measures that enabled them to progress in their academic studies while adapting to new learning environments. The unpredictable nature of the pandemic continued to have significant impact on operations in FY 2021, both inside and outside the classroom.

The Coronavirus Aid, Relief, and Economic Security (CARES) Act funding was essential to AACC efforts supporting continued access and success for students during the massive shift to online learning at a scale unprecedented in the College's almost 60-year history. From May 1, 2020 – June 30, 2021, nearly $2.2 million CARES federal emergency student aid was distributed to 2,734 AACC students to mitigate costs of attendance or emergency costs that arose due to the pandemic, such as tuition, food, housing, health care (including mental health care), or childcare. These funds were prioritized for students with exceptional need, such as students who received Pell Grants or undergraduates with extraordinary financial circumstances. There was also immediate concern about challenges students were already facing in regard to the digital divide. These challenges were only magnified as a result of the pandemic.

In response, CARES funding was utilized to obtain hundreds of laptops and hotspots to create a robust technology lending library for students. Every student that requested access to technology was provided with it. CARES funding was also leveraged to provide resiliency grants to faculty to create or enhance over 290 online courses for both online synchronous and asynchronous sections. The goal was improvement towards standards of outcome alignment, accessibility, engagement and meeting Q-Car standards for excellence in support of reducing achievement gaps in online course outcomes. CARES funds were also leveraged to embed tutoring and support services into courses, including in all math and English sections, in support of student success in an online environment. CARES funds also allowed textbooks, lab kits, and technology to be shipped directly to students' homes to support the pivot to online learning.

The College was also fortunate to receive funding from the Governor's Emergency Education Relief (GEER) Fund, a federal grant for governors under CARES. In FY 2021, this funding provided targeted scholarships to nearly one hundred students in workforce development courses and continuing professional education that led to government or industry certification or licensure. As mentioned previously, CARES funding was utilized to improve AACC's online course designs and to enhance student engagement in online learning. As a result of these efforts, the course success rates for fall 2020 significantly improved from spring 2020 at the early stage of the pandemic. The incomplete course grades decreased from 366 in spring 2020 to 64 fall 2020. The overall success rate for fall 2020 was comparable to fall 2019 (72.8% vs. 72.9%) when most of the courses were delivered though face-to-face instruction. The overall success rate for fall 2020 online courses was 72.0%. The success rate for online asynchronous courses was 72.5% (11,347 out of 15,643 grades earned) and the success rate for online synchronous courses was 71.4% (9,666 out of 13,539 grades earned).

The College is committed to providing an accessible environment to accommodate student needs, which has contributed to the academic growth and increasing enrollment of students with disabilities. CARES funding was also utilized to improve accessibility to ensure that students

with disabilities have an equal opportunity to participate in educational and co-curricular offerings. AACC's Disability Support Services (DSS) provides reasonable and ethical accommodations consistent with ADA guidelines using an individualized, student-centered approach and modeling best practices through training, collaboration, and engagement. For instance, students who are blind or visually impaired have received individualized attention from faculty during instruction, as well as technology assistance ranging from testing accommodations to voice recognition and screen enlarger support. As a result of faculty and staff's efforts, AACC students who are blind or visually impaired have been able to take increasingly more credits and make faster progress towards degree completion. Prior to fall 2017, AACC had one or two students who were blind or visually impaired taking three to six credit hours per semester. In fall 2020, three of the twelve graduating seniors from Maryland School for the Blind were enrolled at AACC, and five braille-reading students who were blind or visually impaired were taking a combined total of 45 credit hours. The academic performance of the students who self-identified as disabled and registered for accommodations with DSS has improved. The average GPA for students with disabilities improved from 2.77 in fall 2019 to 2.88 in fall 2020.

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 2020, 40.5% of the credit student body identified as nonwhite students compared to 36.8% in fall 2017 (Ind. 11a). Similar to Anne Arundel County, the greatest growth by percentage at AACC is among Hispanic/Latino students, who in fall 2019 were 9.3% of the credit student population (up from 7.8% in fall 2017 – Ind. H-a). Of the credit students at AACC, 30.8% received some form of loans, scholarships and/or need-based financial aid (Ind. E-a); 17.3% of credit students received Pell grants (Ind. E-b).

The majority of AACC's student population attends part-time, comprising 73.3% of enrolled credit students (Ind. A), increased by two percentage points compared to the average of part-time student population prior to COVID. In spring 2020, 25.1% of credit students were first-generation college students (Ind. C), which was hold consistent over the last four academic years.

Credit students with developmental education needs at entry in fall 2020 was 25.0%, on par with fall 2020, but significantly lower than fall 2017 and 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 ACTscores; 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).

Of credit students in fall 2020, 34.6% were 25 years of age or older (Ind. F-a.). Of continuing education students, 82.6% were 25 years of age or older in FY 2020 (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 AACC's Fields of Interest 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. In FY 2021, the AACC Foundation was wrapping up its first ever comprehensive fundraising campaign, Launching the Future, that raised nearly $10 million, including $4.2 million in scholarship funding. The College believes no student should be prevented from obtaining their education because of limited financial resources. Each year, the AACC'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.

The COVID-19 pandemic significantly impacted programming offered by the School of Continuing Education and Workforce Development (CEWD). Some program areas were able to quickly pivot and provide an online option for students, while other areas were less able to respond in a quick fashion. Prior to March 2020, the overwhelming majority of courses offered were delivered in a traditional face-to-face format. This included course and programs offered through corporate training, seniors, licensure and certification, correctional education, Job Corps, culinary, English language learning and adult education areas. When the State of Emergency was declared in Maryland, the College made the decision to allow only workforce-related, licensure and certification courses to continue in-person. This substantially reduced the ability to enroll students in all but the culinary and specific workforce programs such as healthcare and skilled trades.

Indicators positively influencing access include:

- Despite the COVID-19 pandemic, the total annual unduplicated headcount of credit

students (Ind 1-b) in FY 2020 (18,424) remained stable compared to FY 2019 (18,692).

- Market share of recent, college-bound high school graduates increased from 58.3% in fall 2019 to 61.9% in fall 2020 (Ind. 4).
- High school enrollment in credit courses continued to increase with 1,468 in fall 2020, a 40.9% increase from fall 2017 (Ind. 5).
- Tuition and Fees as a percent of tuition and fees at Maryland public four-year institutions has held steady at stable 45.6% over the last four years (Ind. 7b).
- Between fall 2017 and fall 2020, the percent of nonwhite credit enrollment increasedfrom 36.8% to 40.5% (Ind. 11-a).
- Percent of minorities that are full-time faculty increased from fall 2017 (17.8%) to fall 2020 (23.2%) (Ind. 12).
- Annual enrollments in online credit courses increased from 22,314 in FY 2019 to 23,856 in FY2020 (Ind. 6-a).
- Annual enrollments in continuing education online courses increased from 2,807 in FY 2019 to5,881 in FY 2020 (Ind. 6-b).

COVID-19 negatively impacted access of continuing education programs, including:

- Decrease in annual unduplicated headcount of continuing education students from 23,074 in FY 2019 to 18,184 in FY 2020 (Ind. 1-c).
- Decrease in unduplicated annual headcount in continuing education community service and lifelong learning courses from 9,065 in FY 2019 to 7,663 in FY 2020 (Ind. 8-a).
- Decrease in annual course enrollments in continuing education community service and lifelong learning courses from 36,388 in FY 2019 to 26,746 in FY 2020 (Ind. 8-b).
- Decrease in unduplicated annual headcount in continuing education basic skills and literacy courses from 3,361 in FY 2019 to 2,923 in FY 2020 (Ind. 9-a).
- Decrease in annual course enrollments in continuing education basic skills and literacy courses from 5,985 in FY 2019 to 5,376 in FY 2020 (Ind. 9-b).

The College continues to work on the following indicators:

- Market share of first-time, fulltime freshmen decreased from 49.4% in fall 2019 to 43.0% in fall 2020 (Ind. 2).
- Market share of part-time undergraduates decreased from 71.0% in fall 2019 to fall 68.9% in 2020 (Ind. 3).
- The percent minorities (nonwhite) of full-time administrative and professional staff decreased from 16.1% in fall 2019 to 15.1% in fall 2020, the lowest point since fall 2017 (Ind.13).

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. Advisors are

assigned to students by Field of Interest 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.

The pandemic disrupted the trend of increasing fall-to-fall retention rates at AACC. Prior to COVID -19, the average retention rate for all students was 62.3%. In fall 2020, there was a 5.0% decrease from fall 2019 in the overall fall-to-fall retention rate. The average retention rate for Pell grant recipients was 55.7% in fall 2020, compared to the average of 58.9% prior to the pandemic.

Other Indicators Positively Influencing Success Include:

- Successful-persister rate after four years for developmental non-completers in the fall 2016 cohort (65.5%) increased from the fall 2015 cohort (56.0%) (Ind. 16-c).
- Increase in successful-persister rate after four years for White students from 79.0% for fall 2015 cohort to 79.3% for fall 2016 cohort. (Ind. 17-a).
- Increase in successful-persister rate after four years for Black/African-American students from 60.2% for fall 2015 cohort to 69.8% for fall 2016 cohort (Ind.17-b).
- The graduation-transfer rate after four years for college-ready students in the fall 2016 cohort increased to 74.1% from the fall 2015 (73.5%) cohort (Ind. 18-a).
- The graduation-transfer rate after four years for developmental completers in the fall 2016 cohort increased to 77.0% from the fall 2015 (63.9%) cohort (Ind. 18-b).
- The graduation-transfer rate after four years for developmental non-completers in the fall 2016 cohort increased to 38.4% from the fall 2015 (34.7%) cohort (Ind. 18-c).
- The graduation-transfer rate after four years for all students in the fall 2016 cohort increased to 57.8% from the fall 2015 (55.6%) cohort (Ind. 18-d).
- Increase in number of associate career degree awards from 696 in FY 2019 to 720 in FY 2020 (Ind. 20-b).
- Increase in number of certificate awards from 666 in FY 2019 to 691 in FY 2020 (Ind. 20-d).
- First-year GPA of 2.0 or above at transfer institution increases from 86.1% in AY 2018-19 to 91.0% in AY 2019-20 (Ind. 21)

The College continues to work on the following indicators:

- Decrease in the Fall-to-Fall retention rate for all students from 62.3% for fall 2018 cohort to 57.3% for fall 2019 cohort, Pell grant recipients from 59.7% for fall 2018 cohort to 55.7% for fall 2019 cohort, developmental students from 57.4% for fall 2018 cohort to 41.8% for fall 2019 cohort, and college-ready students from 70.6% to 62.2% for fall 2019 cohort. (Ind. 14)
- Developmental completers after four years saw a decrease from fall 2015 cohort (36.1%) to fall 2016 cohort (23.7%). (Ind. 15)
- Decrease in successful-persister rate after four years for Asian students from 91.3% for fall 2015 cohort to 81.4% for fall 2016 cohort (Ind. 17-c)
- Decrease in successful-persister rate after four years for Hispanic students from 74.4% for fall 2015 cohort to 67.9% for fall 2016 cohort (Ind. 17-d)
- Decrease in number of total associate career degree and certificate awards from 2,451 in FY 2019 to 2,440 in FY 2020 (Ind. 20-a).
- Decrease in number of unduplicated graduate awards from 2,215 in FY 2019 to 2,061 in FY 2020 (Ind. 20-e).

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 pathway 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.

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. Four programs had 100% pass rates in FY 2020 (Medical Laboratory Technician, Physician Assistant, Radiological Technology, and Therapeutic Massage). Four programs had pass rates over 90%: Practical Nursing (94.7%), Medical Assisting (94.0%), Nursing (96%), EMT – Basic (95.0%), and EMT-Paramedic (95.5%), and (Ind. 23).

Other Indicators Positively Influencing Innovation:

An AACC education contributes to a student's social mobility. The median annualized income for career program graduates from one year prior to graduation to three years after graduation improved from $24,160 for FY 2016 graduates to $27,364 for FY 2017 graduates. (Ind. 25).

The College continues to work on the following indicators:

- Graduates employed within one year decreased from 76.0% for FY 2018 graduates to 73.0% for FY 2019 graduates (Ind. 24)
- Enrollment in continuing education workforce development courses decreased on both unduplicated annual headcount and annual course enrollments. The unduplicated annual headcount decreased from 12,715 in FY 2019 to 8,674 in FY 2020. For this same time period, annual course enrollments decreased from 25,299 to 20,666, (Ind. 26).
- Enrollment in continuing professional education leading to government or industry-required certification or licensure decreases both on unduplicated annual headcount and annual course enrollments. The unduplicated annual headcount decreases from 3,019 in FY 2019 to 2,242 in FY 2020. For this same time period, annual course enrollments decreased from 5,039 to 4.402 (Ind. 27)
- Enrollment in contract training course courses decreased on both unduplicated annual headcount and annual course enrollments. The unduplicated headcount decreased from 11,928 in FY 2019 to 9,215 in FY 2020. For this same time period, annual course enrollments decreased from 25,316 in FY 2019 to 22,019 in FY 2020 (Ind. 28)

SECTION 3: COMMUNITY OUTREACH & IMPACT

The mission of AACC clearly identifies the importance of, and commitment to, assuring support of the diverse needs of Anne Arundel County and the areas surrounding the county. The College's leadership team places strong emphasis on employees supporting and engaging with the community via service on dozens of local, regional and national boards. AACC received the Community Engagement Classification by the Carnegie Foundation in 2015. Further, the AACC received the President's Higher Education Community Service Honor Roll award from the Corporation for National and Community Service. Throughout the pandemic, the College has continued to serve as an Anne Arundel County Department of Health COVID-19 vaccination site.

In support of community partnerships and college readiness, AACC has strong partnerships with Anne Arundel County Public Schools and has over 20 program advisory boards that include representatives from the business and industry. The AACC Foundation has business and community leaders on its board. AACC's Sarbanes Center for Public and Community Service provides leadership and support for community-based learning and scholarly outreach by collaborating with 175 community partners in order to enhance learning beyond the classroom, encourage civic participation, and contribute to the greater good. AACC is a distribution partner of the Maryland Food Bank, providing support to some of the most vulnerable in the community.

SECTION 4: ACCOUNTABILITY INDICATORS

Please see tables on the following pages for AACC's 2021 Accountability Report.

ANNE ARUNDEL COMMUNITY COLLEGE
Degree Progress Four Years after Initial Enrollment
Fall 2016 Entering Cohort

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	2138		575		371		1192	
2	Number attempting fewer than 18 hours over first 2 years	532		88		15		429	
3	Cohort for analysis (Line 1 – Line 2)	1606	100.0%	487	100.0%	356	100.0%	763	100.0%
4	Earned Associate degree from this community college	539	33.6%	252	51.7%	166	46.6%	121	15.9%
5	Earned certificate, but no degree, from this community college	32	2.0%	5	1.0%	7	2.0%	20	2.6%
6	Total associate and certificate graduates (Line 4 + Line 5)	571	35.6%	257	52.8%	173	48.6%	141	18.5%
7	Transferred to Maryland two-year/technical college	65	4.0%	13	2.7%	14	3.9%	38	5.0%
8	Transferred to Maryland public four-year college	561	34.9%	230	47.2%	192	53.9%	139	18.2%
9	Transferred to Maryland private four-year college or university	17	1.1%	6	1.2%	7	2.0%	4	0.5%
10	Transferred to out-of-state two-year/technical college	21	1.3%	4	0.8%	4	1.1%	13	1.7%
11	Transferred to out-of-state four-year college or university	122	7.6%	58	11.9%	28	7.9%	36	4.7%
12	Total transfers (sum of Lines 7 - 11)	786	48.9%	311	63.9%	245	68.8%	230	30.1%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	429	26.7%	207	42.5%	144	40.4%	78	10.2%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	928	57.8%	361	74.1%	274	77.0%	293	38.4%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	234	14.6%	60	12.3%	19	5.3%	155	20.3%
16	Successful transition to higher ed (Line 14 + Line 15)	1162	72.4%	421	86.4%	293	82.3%	448	58.7%
17	Enrolled at this community college last term of study period	71	4.4%	14	2.9%	5	1.4%	52	6.8%
18	Successful or persisting (Line 16 + Line 17)	1233	76.8%	435	89.3%	298	83.7%	500	65.5%

ANNE ARUNDEL COMMUNITY COLLEGE
Minority Degree Progress Four Years after Initial Enrollment
Fall 2016 Entering Cohort

		African American Students		Asian Students		Hispanic Students		White Students (optional data)	
1	First-time full- and part-time fall headcount	395		69		183		1203	
2	Number attempting fewer than 18 hours over first 2 years	153		10		43		253	
3	Cohort for analysis (Line 1 – Line 2)	242	100.0%	59	100.0%	140	100.0%	950	100.0%
4	Earned Associate degree from this community college	50	20.7%	21	35.6%	39	27.9%	346	36.4%
5	Earned certificate, but no degree, from this community college	6	2.5%	3	5.1%	3	2.1%	13	1.4%
6	Total associate and certificate graduates (Line 4 + Line 5)	56	23.1%	24	40.7%	42	30.0%	359	37.8%
7	Transferred to Maryland two-year/technical college	25	10.3%	1	1.7%	5	3.6%	24	2.5%
8	Transferred to Maryland public four-year college	63	26.0%	21	35.6%	36	25.7%	367	38.6%
9	Transferred to Maryland private four-year college or university	3	1.2%	0	0.0%	3	2.1%	8	0.8%
10	Transferred to out-of-state two-year/technical college	4	1.7%	0	0.0%	3	2.1%	14	1.5%
11	Transferred to out-of-state four-year college or university	18	7.4%	5	8.5%	10	7.1%	70	7.4%
12	Total transfers (sum of Lines 7 - 11)	113	46.7%	27	45.8%	57	40.7%	483	50.8%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	40	16.5%	15	25.4%	31	22.1%	280	29.5%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	129	53.3%	36	61.0%	68	48.6%	562	59.2%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	26	10.7%	12	20.3%	17	12.1%	151	15.9%
16	Successful transition to higher ed (Line 14 + Line 15)	155	64.0%	48	81.4%	85	60.7%	713	75.1%
17	Enrolled at this community college last term of study period	14	5.8%	0	0.0%	10	7.1%	40	4.2%
18	Successful or persisting (Line 16 + Line 17)	169	69.8%	48	81.4%	95	67.9%	753	79.3%

Student & Institutional 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 2017	Fall 2018	Fall 2019	Fall 2020
A	Fall credit enrollment				
	a. Unduplicated headcount	13,354	12,886	12,655	11,948
	b. Percent of students enrolled part time	71.4%	71.6%	71.5%	73.3%

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
B	First-time credit students with developmental education needs	62.0%	61.0%	23.9%	25.0%

		FY 2017	FY 2018	FY 2019	FY 2020
C	Credit students who are first-generation college students (neither parent attended college)	25.3%	26.6%	26.6%	25.1%

		FY 2017	FY 2018	FY 2019	FY 2020
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	1,996	1,913	1,974	1,817

		FY 2017	FY 2018	FY 2019	FY 2020
E	Credit students receiving financial aid				
	a. Receiving any financial aid (new)	30.0%	30.5%	29.0%	30.8%
	b. Receiving Pell grants	20.5%	18.3%	17.3%	17.3%

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
F	Students 25 years old or older				
	a. Credit students	35.4%	35.2%	33.4%	34.6%

		FY 2017	FY 2018	FY 2019	FY 2020
	b. Continuing education students	81.2%	79.9%	83.1%	82.6%

		FY 2017	FY 2018	FY 2019	FY 2020
G	Credit students employed more than 20 hours per week	57.5%	56.0%	55.6%	N/A

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	7.8%	8.2%	9.3%	9.3%
	b. Black/African American only	16.7%	16.8%	16.9%	17.1%
	c. American Indian or Alaskan native only	0.3%	0.5%	0.3%	0.2%
	d. Native Hawaiian or other Pacific Islander only	0.2%	0.2%	0.1%	0.2%
	e. Asian only	4.3%	4.6%	4.5%	4.7%
	f. White only	58.1%	57.0%	55.2%	54.5%
	g. Multiple races	4.4%	4.7%	5.1%	5.6%
	h. Foreign/Non-resident alien	1.6%	1.6%	1.6%	1.3%
	i. Unknown/Unreported	6.6%	6.6%	6.9%	7.1%

ANNE ARUNDEL COMMUNITY COLLEGE
2021 ACCOUNTABILITY REPORT

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
I	Credit student distance education enrollment (new)				
	a. Enrolled exclusively in distance education	17.7%	19.1%	19.4%	92.6%
	b. Enrolled in some, but not all, distance education	23.9%	25.1%	26.8%	3.2%
	c. Not enrolled in any distance education	58.3%	55.9%	53.8%	4.2%

		FY 2017	FY 2018	FY 2019	FY 2020
J	Unrestricted revenue by source (new)				
	a. Tuition and fees	35.0%	34.0%	33.0%	32.0%
	b. State funding	27.0%	27.0%	26.0%	26.0%
	c. Local funding	38.0%	39.0%	40.0%	42.0%
	d. Other	0.0%	1.0%	1.0%	1.0%

		FY 2017	FY 2018	FY 2019	FY 2020
K	Expenditures by function (formerly #27)				
	a. Instruction	50.3%	49.9%	48.8%	49.1%
	b. Academic support	14.7%	15.8%	16.7%	16.0%
	c. Student services	9.3%	9.7%	9.9%	10.0%
	d. Other	25.6%	24.7%	24.6%	24.9%

Goal 1: Access

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2020	Benchmark FY 2025
1	Annual unduplicated headcount						
	a. Total	45,045	39,695	40,391	35,362	51,965	36,871
	b. Credit students	19,908	18,734	18,692	18,424	20,965	17,871
	c. Continuing education students	26,876	22,409	23,074	18,184	31,000	19,000

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2020	Benchmark Fall 2025
2	Market share of first-time, full-time freshmen Note: Methodology changed starting in Fall 2019.	46.9%	43.9%	49.4%	43.0%	55.0%	55.0%

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2020	Benchmark Fall 2025
3	Market share of part-time undergraduates Note: Methodology changed starting in Fall 2019.	71.7%	70.2%	71.0%	68.9%	77.0%	74.0%

		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020	Benchmark Fall 2025
4	Market share of recent, college-bound high sch	60.0%	62.0%	58.3%	61.9%	70.0%	67.0%

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2020	Benchmark Fall 2025
5	High school student enrollment	1,042	1,125	1,373	1,468	975	2,055

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark Fall 2020	Benchmark FY 2025
6	Annual enrollment in online/hybrid courses						
	a. Credit, online	20,411	20,153	22,314	23,856	26,000	40,500
	b. Continuing education, online	3,172	3,581	2,807	5,881	2,500	2,800
	c. Credit, hybrid	4,281	4,249	4,096	3,546		3,500
	d. Continuing education, hybrid	451	555	723	542		1,100

		FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2020	Benchmark FY 2026
7	Tuition and mandatory fees						
	a. Annual tuition and fees for full-time students (new)	$4,100	$4,160	$4,280	$4,400	**NA**	**NA**
	b. Percent of tuition/fees at Md public four-year institutions	44.3%	44.0%.	44.2%	45.6%	**45.0%**	**45.0%**
	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 2020	Benchmark FY 2025
8	Enrollment in continuing education community service and lifelong learning courses						
	a. Unduplicated annual headcount	9,273	9,179	9,065	7,663	12,000	8,900
	b. Annual course enrollments	33,781	34,025	36,388	26,746	35,000	38,300

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2020	Benchmark FY 2025
9	Enrollment in continuing education basic skills and literacy courses						
	a. Unduplicated annual headcount	3,558	3,248	3,361	2,923	4,100	3,100
	b. Annual course enrollments	6,437	5,794	5,985	5,376	7,800	5,400

		FY 2017	FY 2018	FY 2019	FY 2020		Benchmark FY 2025
10	Adult education student achievement of: (new)						
	a. At least one ABE educational functioning level	19.8%	33.4%	27.1%	16.0%		**30.0%**
	b. At least one ESL educational functioning level	21.2%	23.7%	28.6%	28.2%		**30.0%**
	Note: Not reported if < 50 students in the cohort						

11 Minority student enrollment compared to service area population (formally #10)	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**	**Benchmark Fall 2020**	**Benchmark Fall 2025**
a. Percent nonwhite credit enrollment	36.8%	37.9%	39.6%	40.5%	37.0%	42.0%
	FY 2017	**FY 2018**	**FY 2019**	**FY 2020**	**Benchmark FY 2020**	**Benchmark FY 2025**
b. Percent nonwhite continuing education enrol	37.8%	38.3%	37.6%	36.7%	50.0%	37.8%
	July 2017	**July 2018**	**July 2019**	**July 2020**	**Benchmark Not Required**	**Benchmark Not Required**
c. Percent nonwhite service area population, 15 or older (formally 18 or older)	29.4%	30.2%	31.0%	31.8%	NA	NA
	Fall 2017	**Fall 2018**	**Fall 2019**	**Fall 2020**	**Benchmark Fall 2020**	**Benchmark Fall 2025**
12 Percent minorities (nonwhite) of full-time facul (formally #11)	17.8%	19.2%	21.2%	23.2%	25.0%	26.0%
	Fall 2017	**Fall 2018**	**Fall 2019**	**Fall 2020**	**Benchmark Fall 2020**	**Benchmark Fall 2025**
13 Percent minorities (nonwhite) of full-time administrative and professional staff (formally #12)	17.4%	17.7%	16.1%	15.1%	25.0%	20.0%

Goal 2: Success

	Fall 2016 Cohort	**Fall 2017 Cohort**	**Fall 2018 Cohort**	**Fall 2019 Cohort**	**Benchmark Fall 2019 Cohort**	**Benchmark Fall 2024 Cohort**
14 Fall-to-fall retention (formally #13)						
a. All students (new)	63.3%	61.4%	62.3%	57.3%		62.0%
b. Pell grant recipients (new)	59.3%	58.0%	59.7%	55.7%		62.0%
c. Developmental students	61.0%	57.8%	57.4%	41.8%	68.0%	61.0%
d. College-ready students	68.4%	67.8%	70.6%	62.2%	68.0%	70.0%

	Fall 2013 Cohort	**Fall 2014 Cohort**	**Fall 2015 Cohort**	**Fall 2016 Cohort**	**Benchmark Fall 2016 Cohort**	**Benchmark Fall 2021 Cohort**
15 Developmental completers after four years	44.5%	43.6%	36.1%	23.7%	50.0%	50.0%

	Fall 2013 Cohort	**Fall 2014 Cohort**	**Fall 2015 Cohort**	**Fall 2016 Cohort**	**Benchmark Fall 2016 Cohort**	**Benchmark Fall 2021 Cohort**
16 Successful-persister rate after four years						
a. College-ready students	87.1%	86.0%	89.7%	89.3%	85.0%	87.0%
b. Developmental completers	84.6%	87.2%	86.0%	83.7%	85.0%	85.0%
c. Developmental non-completers	45.6%	43.2%	56.0%	65.5%	NA	NA
d. All students in cohort	74.1%	74.6%	75.8%	76.8%	75.0%	76.0%

		Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Not Required	Benchmark Not Required
17	Successful-persister rate after four years						
	a. White only (new)	76.8%	76.2%	79.0%	79.3%	NA	NA
	b. Black/African American only	65.0%	64.3%	60.2%	69.8%	NA	NA
	c. Asian only	89.0%	84.8%	91.3%	81.4%	NA	NA
	d. Hispanic/Latino	64.2%	67.7%	74.4%	67.9%	NA	NA
	Note: Not reported if < 50 students in the cohort for analysis						

		Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2016 Cohort	Benchmark Fall 2021 Cohort
18	Graduation-transfer rate after four years						
	a. College-ready students	73.7%	68.5%	73.5%	74.1%	70.0%	74.0%
	b. Developmental completers	56.3%	60.5%	63.9%	77.0%	65.0%	69.0%
	c. Developmental non-completers	26.8%	26.5%	34.7%	38.4%	NA	NA
	d. All students in cohort	52.7%	53.5%	55.6%	57.8%	55.0%	60.0%

		Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Not Required	Benchmark Not Required
19	Graduation-transfer rate after four years						
	a. White only (new)	54.3%	54.8%	58.5%	59.2%	NA	NA
	b. Black/African American only	44.9%	46.7%	43.7%	53.3%	NA	NA
	c. Asian only	67.1%	66.7%	72.5%	61.0%	NA	NA
	d. Hispanic/Latino	47.7%	45.1%	54.1%	48.6%	NA	NA
	Note: Not reported if < 50 students in the cohort for analysis						

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2020	Benchmark FY 2025
20	Associate degrees and credit certificates awarded						
	a. Total awards	2,398	2,247	2,451	2,440	NA	NA
	b. Career degrees	671	653	696	720	NA	NA
	c. Transfer degrees	1,034	969	1,089	1,029	NA	NA
	d. Certificates	693	625	666	691	NA	NA
	e. Unduplicated graduates (new)	2,110	1,967	2,215	2,061	NA	NA

		AY 16-17	AY 17-18	AY 18-19	AY 19-20	Benchmark AY 2019-20	Benchmark AY 2024-25
21	First-year GPA of 2.0 or above at transfer instit	85.9%	86.0%	86.1%	91.0%	no benchmark set	no benchmark set
	(formally #26)						

		FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates		Benchmark FY 2024 Graduates
22	Graduate transfers within one year (new)	48.8%	56.1%	55.8%	55.7%		58.0%

Goal 3: Innovation

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2020	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment (formally #25)						
a. EMT-Basic	75.0%	76.0%	79.0%	95.0%	85%	85%
Number of Candidates	48	46	63	38		
b. EMT-Paramedic	90.0%	100.0%	94.0%	95.5%	90%	95%
Number of Candidates	20	29	15	21		
c. Practical Nursing	100.0%	100.0%	100.0%	94.7%		98%
Number of Candidates	5	9	23	18		
d. Medical Assisting - Certificate	100.0%	100.0%	100.0%	94.0%	95%	98%
Number of Candidates	15	22	23	17		
e. Medical Laboratory Technician	92.0%	90.0%	100.0%	100.0%	95%	97%
Number of Candidates	12	10	26	9		
f. Nursing-RN	98.0%	97.0%	97.6%	96.0%	90%	98%
Number of Candidates	106	102	123	121		
g. Physical Therapy Assistant	96.4%	100.0%	100.0%	80.0%	90%	95%
Number of Candidates	28	21	21	16		
h. Physician Assistant	93.0%	96.0%	97.0%	100.0%	95%	98%
Number of Candidates	57	48	29	37		
i. Radiological Technology	100.0%	100.0%	100.0%	100.0%	95%	100%
Number of Candidates	14	17	10	6.0%		
j. Therapeutic Massage	93.0%	89.0%	96.0%	100.0%	95%	97%
Number of Candidates	28	18	24	6.0%		
k. Surgical Technology	71.0%	89.0%	100.0%	89.0%	85%	90%
Number of Candidates	7	9	10	8		

Note: Not reported if <5 candidates in a year

	FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	Benchmark Not Required	Benchmark Not Required
24 Graduates employed within one year (new)	75.0%	73.0%	76.0%	73.0%	**NA**	**NA**

	FY 2014 Graduates	FY 2015 Graduates	FY 2016 Graduates	FY 2017 Graduates	Benchmark Not Required	Benchmark Not Required
25 Income growth of career program graduates (new)						
a. Median annualized income one year prior to graduation	$18,892	$19,080	$19,776	$21,452	**NA**	**NA**
b. Median annualized income three years after graduation	$44,528	$43,936	$43,936	$48,816	**NA**	**NA**
			24160	27364		

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2020	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses (formally #30)						
a. Unduplicated annual headcount	16,013	11,720	12,715	8,674	20,000	10,000
b. Annual course enrollments	34,949	26,555	25,299	20,666	39,000	20,000

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2020	Benchmark FY 2025
27	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure (formally #31)						
	a. Unduplicated annual headcount	3,365	3,029	3,019	2,242	4,100	2,700
	b. Annual course enrollments	6,670	6,136	5,309	4,402	8,000	5,000

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2020	Benchmark FY 2025
28	Enrollment in contract training courses (formally #33)						
	a. Unduplicated annual headcount	14,387	11,289	11,928	9,215	16,000	10,000
	b. Annual course enrollments	32,446	25,694	25,316	22,019	32,000	20,000

Note: NA designates not applicable

* designates data not available

BALTIMORE CITY COMMUNITY COLLEGE
2021 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 4.9% to 7,025 in FY 2020 (Indicator 1b); this measure was not impacted by the COVID-19 pandemic as the timing occurred after the spring 2020 semester was already underway for two months. However, as experienced by 15 of the 16 Maryland community colleges, BCCC fall 2020 credit enrollment decreased (Characteristic A) which is reflected in the College's fall 2020 market shares of first-time, full-time freshmen and part-time undergraduates (Indicators 2 and 3). While the number declined, the proportion of part-time students increased slightly to 71.8% in fall 2020 (Characteristic A). The characteristics and personal responsibilities of the majority of BCCC's students make full-time enrollment challenging: 52.5% 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). The College continued to expand its course offerings and modalities which included more sessions within the fall and spring semesters. In fall 2020, BCCC introduced 14-week and 10-week sessions and continued its 12-week and two 8-week accelerated sessions. As reflected in the credit student enrollment in distance education, BCCC had a stable proportion of students enrolled in distance education prior to the pandemic (Characteristic I). When the College transitioned to the remote learning environment, thoughtful consideration was given to creating a balance of asynchronous and synchronous sections.

The market share of recent, college-bound high school graduates decreased slightly, by 23 students, to 36.6%, but remained well above the fall 2016 and fall 2017 market shares (Indicator 4) largely due to the continuation 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 which was continued and enhanced to welcome the fourth cohort of over 200 participants. A new Director of MSP/Associate Director of Admissions was appointed in summer 2021. Moving forward, recruitment efforts will include increased high school visits, college fairs, subject- and program-specific classroom visits, information sessions, counselor activities, and peer recruitment. The focus on MSP participants' retention will refresh initiatives

including greater faculty engagement, study hall, academic warning campaign, end-of-year celebration initiatives, and greater participant engagement in student organizations. The number of dual enrolled high school students increased to 442 for fall 2020 (Indicator 5), despite the decline in overall enrollment. In partnership with the Baltimore City Public School System (BCPSS), the College has taken several steps to support student success and increase enrollment in P-TECH at each school (Carver Vocational Technical, Paul Laurence Dunbar High Schools, and New Era Academy). In the past year, three new career pathway options were added so participants have a choice of nine degree programs. The College hosts three P-TECH orientation sessions each summer with additional sessions for parents to ensure that all students and parents understand program expectations. A BCCC P-TECH liaison works with all students to facilitate College processes and scheduling in addition to monitoring students' progress. The liaison coordinates the following to meet the academic, social, and emotional needs of these young students: career pathway program information sessions, Student Support & Wellness Services Center support, and tutoring services. In 2021, three P-TECH students graduated from BCCC and high school at the same time. Two students graduated with an associate degree in Cyber Security and Assurance, including the BCCC Valedictorian, who had a summer internship with IBM and is transferred to Bowie State University.

Due to the transition to a remote learning environment, enrollments in credit online courses increased to 9,152 in FY 2020 (Indicator 6a) enrollment in hybrid sections remained stable at 1,211 enrollments. Continuing education online course enrollments fell sharply in FY2020 due to the end of a partnership with a vendor for online classes for Veteran spouses (MyCAA) (Indicator 6b). Prior to COVID-19, the focus was on further developing computing access and skills with the intent to grow enrollment in online courses.

Low incomes and extensive personal and job responsibilities are characteristic of most BCCC students, making affordability a key issue; the proportion of credit students receiving financial aid increased to 49.7% in part due to CARES Act funding (Characteristic 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, at 36.8% in FY 2020 (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. Students enrolled in summer 2020 and 2021 sessions were provided textbooks at no expense to them and in fall 2020 and spring 2021, textbooks were shipped at no charge to the students.

BCCC's unduplicated headcount in continuing education decreased to 4,193 in FY 2020 (Indicator 1c.) largely due to the effects of the pandemic. 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 sharply in FY 2020 (Indicator 8). Community service offerings were primarily focused on senior citizens in recent years. With COVID-19 restrictions, enrollment of seniors and engagement with

Senior Centers was quite limited. When BCCC returns to an in-person learning environment, outreach and partnerships with City's senior centers will return.

The unduplicated annual headcount and annual course enrollments in continuing education basic skills and literacy courses fell in FY 2020 to 2,981 and 5,572, respectively (Indicator 9). As in-person classes resume on campus and in the community, BCCC anticipates a return to pre-pandemic enrollments. Ongoing grant funding will allow for increases of 10% per year in Adult Basic Education (ABE) and English for Speakers of Other Languages (ESOL) classes at no charge to the students. WDCE offers five levels of instruction for ABE and ESOL (Literacy to Pre-GED) and classes are offered year-round starting each month. With the transition to remote learning, a laptop-loaner program was implemented; expanded online tools and instructional resources were made available at no cost to students including GED Academy, Khan Academy and NewsELA; and one-on-one testing and student support was provided to ensure access to classes and transition onto advanced level classes and workforce training programs. Graduates of the ABE program (GED recipients) are encouraged to continue their academic careers at BCCC through an annual GED Scholarship program. The annual unduplicated headcount in ESOL courses decreased to 1,547 (Characteristic D) which reflects the continued refugee resettlement declines in the City, State, and nation. The proportion of BCCC's ABE and ESOL students achieving at least one educational functional level declined in FY 2019 and FY 2020. BCCC received MORA grants to support the Refugee Assistance Program and Service to Older Refugees program which support refugees' and asylees' access to English Language and Citizenship classes. Support to ABE students has increased via expanded hours, coaching prospective students, and more preparation for initial test-taking (i.e., digital literacy courses).

The percentage of minority student enrollment at BCCC has always exceeded the corresponding percentage in its service area; 92.7% of fall 2020 credit students and 97.4% of FY 2020 continuing education students were minorities compared to 70.5% of the City's population age 15 or over (Indicator 11). In fall 2020, 77.1% of full-time faculty and 75.3% of full-time administrative/professional staff were minorities (Indicators 12 and 13). The Human Resources Office continues to leverage a variety of methods to attract diverse and qualified candidates. Positions are routinely posted on the BCCC website, Indeed.com, HigherEdJobs.com, LinkedIn, InsideHigherEd.com, AcademicCareers.com, DiversityJobs.com, MarylandDiversity.com, Chronicle Vitae, Higher Education Recruitment Consortium, Glassdoor.com, and The Chronicle of Higher Education. Positions requiring specialized skills may solicit a more focused recruiting approach with niche websites including the Society for Human Resource Management, College & University Professional Association for Human Resources, Dice, Idealist Careers, Chesapeake Human Resources Association, CareerBuilder, American Association of Community Colleges, and International Facility Management Association. The remote environment facilitated the College's move toward virtual recruiting processes and job fairs. The virtual environment coupled with the high unemployment rate afforded the College a larger pool of applicants.

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

BCCC is currently in the process of revising the College's "Strategic Plan." The Board of Trustees approved the current goals and objectives in April 2018 and the College has been

legislatively mandated to "review, and if necessary, revise the BCCC Strategic Plan". The current Plan is actually a broad "Framework" and requires more work to transform it into a comprehensive Plan for 2021 - 2024. The Framework is serving as a foundation from which the comprehensive plan will be created to include measurable outcomes. In April 2021, the College conducted its Strategic Planning Kick-Off with 210 faculty and staff in attendance. Keeling & Associates, a higher education consulting firm, has been facilitating the Plan development activities. Throughout the spring and summer 2021, Keeling & Associates have conducted information gathering interviews with various stakeholder groups. The initial sessions were held with the executive, senior and mid-level leadership teams to ensure the necessary infrastructure; additional sessions for Cabinet members were held to develop a stronger culture of accountability. Sessions were conducted with faculty, staff from all College divisions, the Board of Trustees, students, and business community representatives.

The context for the Plan discussions included a review of observations and emerging themes from the planning process; internal and external factors that have strategic and practical significance in shaping the College's priorities for the planning period; and articulation of arears in which aspirational growth is possible as well as those in which excellence may not be sustainable. Keeling & Associates facilitated conversations to explore how BCCC might reimagine credit and non-credit programs to be more responsive to the needs of the workforce, the city of Baltimore, and the interests and intentions of prospective students and their communities; become more student-centered through its programs and services, and in the ways in which students navigate from enrollment and matriculation to completion and career; and become the employer of choice, transform institutional culture, and reward and celebrate areas of excellence. The following primary themes emerged from the interview sessions.

- Modernize programs; build links between credit and workforce development, enhance faculty and industry partnerships; develop in areas of growth and innovation, and shape the curriculum to respond to student interests and workforce needs.
- Put students first; enhance the student experience through seamless customer service and improved technology, build affinity and pride; reach a sustainable enrollment and improve retention; stay affordable while becoming more efficient.
- Build and invest in partnerships, relationships with industry and City schools; strengthen connections with the City of Baltimore; get external perspectives and bolster brand, identity, and reputation
- Become the employer of choice; recruit, develop, retain, and celebrate employees who are student-centered and committed.
- Restore and steward facilities and infrastructure.

The "Strategic Planning Sessions" will continue in September and October 2021 where an expanded group of faculty and staff will help to reach consensus about the College's strategic priorities, goals, and objectives for the Plan period. A final Plan is scheduled to be presented to the BCCC Board of Trustees for approval in November 2021.

BCCC's fall-to-fall retention rate increased slightly for Pell grant recipients and college-ready students but fell for the fall 2019 cohorts of developmental students leading to a decline in the

overall rate (Indicator 14). The four-year developmental completer rate increased for the fall 2016 cohort to 36.4% (Indicator 15). In summer 2020, BCCC began utilizing multiple measures to a greater extent to assess and place students into developmental or college-level math and English/reading coursework and changed its academic standing policy to add an additional level of "probation" to allow students extra time to return to good academic standing after being placed on "warning.". The Math department focused on providing support to instructors for the remote learning environment which continued in fall 2021. Every weekly department meeting includes "Each One, Teach One" sessions where faculty share best practices for successful techniques and technologies; sessions are recorded to share with all faculty. One-on-one Zoom training sessions are offered for any faculty needing assistance. The use of Open Educational Resources (OERs) continued in MAT 92 (Intermediate Algebra), MAT 128 (Pre-Calculus I) and MAT 129 (Trigonometry Pre-Calculus II), including sections designated for dual-enrolled students. MAT 92 and MAT 128 saw improvements in course pass rates in spring 2021.

While the proportion of credit students receiving Pell grants in FY 2020 decreased slightly to 37.2%, the number of students increased by 40 (Characteristic E), the fall-to-fall retention rate for the 2019 cohort of Pell grant recipients increased slightly to 35.0%. The proportion of credit students receiving any form of financial assistance increased to 49.7%, representing an increase of 245 students, largely due to Coronavirus Aid, Relief, and Economic Security (CARES) Act Higher Education Emergency Relief Fund disbursements. BCCC is committed to student success by allocating as much of its resources as possible to instruction, academic support, and student services (Characteristic K). The percentages of expenditures spent for instruction, academic support and student services all increased in FY 2020. The dollars spent for instruction, academic and student services continue to emphasize the commitment by the College to its students.

The Student Support and Wellness Services Center (SSWSC) recognized the students' needs for extra support and implemented new virtual workshops to help them manage the challenges of school and life through electronic devices during the last year. Such workshops included Social Media Diet, Video Games and the Brain, and Living in a Virtual Environment. In partnership with the House of Ruth, the "Dynamics of Intermate Partner Violence" was held in fall 2020 and in spring 2021 the One Love organization helped to support a workshop on health relationships.

BCCC's overall successful-persister rate for all students in the fall 2016 cohort increased slightly to 57.7% and the developmental completers' rate increased to 77.6%, remaining nearly triple that of the developmental non-completers (Indicator 16). The successful-persister rate for African American students remained stable at 54.3% for the fall 2016 cohort (Indicator 17a). Increases in the developmental completion rate impact nearly all other outcome measures. The need for remediation has decreased but increasing the completion of developmental coursework remains a priority. The streamlined levels of developmental courses in math and reading/English have made a positive impact. BCCC continues its work to expand support services, offer creative scheduling options, increase financial aid literacy and access, and increase staff training. Student success remains BCCC's number one strategic goal.

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 up to 230 participants who meet low-income, first-generation, and disability

federal guidelines. For over 30 years, the program has provided services to enhance participants' academic, personal, social, financial literacy, and career skills. BCCC's TRIO/SSS-STAIRS grant was renewed by the U.S. Department of Education in September 2020 for the 2020 – 2025 grant cycle. The program utilizes a variety of holistic services to enhance the development of non-cognitive and academic skills. Strength-based and proactive academic advising serves as a framework for the program design and increases participants' awareness of their strengths, fosters supportive relationships, expands engagement opportunities, and boosts motivation. In AY 2020-21, the program enrolled 63 new participants and served 201 students. The program hosted year-round virtual activities to create a sense of belonging despite the remote learning environment. Activities included a welcome back event and workshops that covered topics including overcoming math anxiety, test-taking skills, and 'Chit Chat' sessions. To increase participants' knowledge of financial aid, the 'Cash for College' workshop reviewed the various types of financial aid and empowered participants to create a plan of action to seek additional funding to cover the rising costs of college. The TRIO/SSS Canvas course was redesigned to engage participants via eight self-paced modules that contain interactive learning activities and resources. The new Peer Mentoring and Leadership Development program involves connecting participants with peer mentors who will serve as role models to encourage student engagement and assist with navigating College resources. Participants are eligible to apply for the program's book award scholarships in the fall and spring semesters on a first-come, first-served basis. In AY 2020-21, 36 participants received book awards. The program works with BCCC campus partners to offer a wide range of services to support academic success and completion. In May 2021, 37 participants graduated with associate degrees, nine graduated with certificates, and seven reported plans to transfer to senior institutions in fall 2021. The annual Recognition Day was held virtually in May 2021 to honor graduates and students' academic achievements.

Due to the transition to remote learning in the middle of the spring 2020 semester, more grades of "Incomplete" were issued. This was of particular concern for students in the Nursing and Health Professions programs as many clinical and lab sections and experiences were cancelled for safety reasons. Because of these factors, the total number of degrees and certificates awarded fell to 544 in FY 2020 and the number of graduates fell to 484 (Indicator 20). However, in FY 2021, the number of degrees and certificates awarded increased to 581 and the number of graduates increased to 520.The performance of BCCC transfer students at senior institutions increased in AY 2109-20. The percentage of students with a cumulative GPA of 2.0 or above after the first year increased from 81.6% to 87.8% (Indicator 21).

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

As noted, in spring 2020 students who were in their final semester of Nursing and Health Professions (NHP) programs were not able to complete all their clinical and lab instruction; this led to declines in the number of graduates eligible to take the respective licensing exams. Overall, licensure examination pass rates remained high with both Physical Therapy Assistant and Respiratory Care graduates' rates increasing to 100% in FY 2020 (Indicator 23). The Dental Hygiene graduates' pass rate increased to 93.8%. The Nursing pass rate fell slightly to 77.1% and the Licensed Practical Nursing graduates' rate decreased to 80.0%. To facilitate the acquisition of knowledge, theories, principles, and practices of each discipline, program faculty

provided tutoring sessions as well as examination review sessions in every course. To promote acceptable course pass rates, Nursing and Practical Nursing programs have instituted a mandatory tutoring policy. To better prepare graduates for the licensing examination pass rates, BCCC provides a review course, at no cost to the graduates, in each NHP program to reinforce critical concepts and principles. The Natural and Physical Sciences department serves a number of students who enroll in NHP programs; the faculty are committed to preparing students to be successful in these and other science programs. In spring 2020, full-time and adjunct faculty were required to complete a 20-hour online course on virtual/online teaching pedagogy provided by the E-Learning department. Key faculty served as resources to assist other faculty needing help with virtual teaching. Biology and Chemistry faculty curated and adapted lab experiments from the existing lab manual and OER sites to have students perform some lab experiments using materials found at home. Students recorded short videos of themselves conducting these home experiments which they uploaded to their Canvas courses as part of lab reports. Students' performance and feedback showed that they benefited from these home-adapted experiments. Science faculty were added to tutor shells with Zoom links for one-on-one sessions with students in their respective course areas to ensure more available times. High-enrolled General Biology courses, with over 900 seats in 2020 (494 in BIO 101 and 435 in BIO 102) had course content completely sourced and curated from OER sites with assistance from the Maryland Open-Source Textbook grant, saving students an average of $120. Course facilitators in General Biology, Anatomy and Physiology, and Microbiology assisted in creating blueprint shells in Canvas to standardize courses' general instruction guides, content, and assessment tools.

The proportion of graduates employed within one of year of graduation increased to 80.8% for the FY 2019 graduates and the median annualized income of career program graduates three years after graduation increased from $37,944 for the FY 2014 graduates to $46,804 for the FY 2016 graduates (Indicators 24 and 25). The slight decline to $45,420 for the FY 2017 graduates may be due to the increases in layoffs and reductions in hours for many due to the pandemic. The annual unduplicated headcount and annual course enrollments in workforce development decreased in FY 2020 (Indicator 26). The annual unduplicated headcount and annual course enrollments in Continuing Professional Education leading to government or industry-required certification or licensure decreased (Indicator 27). The unduplicated headcount and annual course enrollments in contract training decreased (Indicator 28). While COVID-19 presented challenges in FY 2020, BCCC plans to increase access to workforce training programs. The College has expanded funding options for eligible students through a series of new grants and scholarships. In the past year, COVID-related relief funding has been utilized to support those negatively impacted by the pandemic to retrain and find new employment. Further enhancements include developing new programs and courses for in-demand occupations such as Certified Community Health Worker (CHW). The Maryland Department of Health (MDH) gave approval for the BCCC Certified CHW. As a result, students completing the program will be eligible for certification from MDH. This is only one of seven accredited programs in Maryland and the only program in the Baltimore region. The College has contracted with the Department of Homeland Services, Baltimore City Department of Social Services, and Mayor's Office of Economic Development to provide workforce training thereby expanding access to education and training for Baltimore residents placing them on a career pathway. Non-credit to credit courses and programs are being aligned for credit articulations in specific career pathways. For example, graduates of the Baltimore Police Academy earn up to 39 credits toward their associate degree in

Criminal Justice. Similarly, completers of the workforce Emergency Medical Technicians (EMT-B) training program earn nine credits toward their associate degree.

COVID Institutional Response

What are three COVID-related initiatives/programs your institution implemented that your institution will be adopting permanently?

1) **Changes in Distance Education -** Prior to the pandemic, all distance education sections were conducted asynchronously. When the transition to a remote learning environment occurred, the E-Learning department coordinated a massive training effort for faculty which continued throughout the last year. Best practices for online instruction via Canvas were shared utilizing the Kaleidoscope: Online Leaning and Teaching course. E-Learning certified over 100 faculty members. E-Learning's technical support to students and faculty expanded. Over 2,000 students each semester received assistance and over 180 faculty received training throughout the year on low- or no-cost technologies to enhance remote instruction. Expanded orientations for faculty and students for Canvas and Zoom use were included in virtual new student orientations, faculty academy sessions, and special sessions for students and faculty who are part of the dual-enrollment, P-TECH, and Mayor's Scholars Program populations. Virtual tutoring was implemented and expanded; in fall 2020, four tutors were added to support writing, math, and chemistry. Greater utilization of Canvas tutoring course shells for synchronous and asynchronous engagement generated more student traffic to tutoring sessions and other tutoring resources hosted in Canvas. Embedded tutors became more broadly utilized in courses where they hadn't been before such as sociology, history, and psychology. These efforts are expected to continue even as the College transitions to a return to a more campus-based environment.

2) **Support Services Options -** Prior to the pandemic, many support services were offered only in person or via telephone. With the transition to remote learning, providing remote support services became a necessity. The Virtual Help Desk was implemented to serve as a high touchpoint platform offering new and returning students an opportunity to engage directly with advisors for immediate support services. The collaboration of student services areas (Admission, Financial Aid, Advising, Student Accounting and Registrar) in supporting the Virtual Help Desk (VHD) enables students to receive a continuum of services that support enrollment, academic, and financial needs. To enhance support for all advisors and for students who may be self-registering, the Student Success Center (SSC) collaborated with the Enrollment Management team to create customized course schedule templates based on students' major, schedule preferences, and previous courses or placement assessments. The SSC implemented virtual advising services through the VHD, emails, and phone calls; students can receive virtual individualized and/or group advising sessions. The Student Support and Wellness Services Center held virtual weekly mental heath events during AY 2020-21 which had better attendance than the bi-monthly events which were previously held on campus. Students have been seeking counseling appointments via Zoom or phone to a great extent. The Disability Support Services Center implemented virtual processes including intake sessions and documentation submission, drop-in office hours, and an interactive PowerPoint presentation about seeking accommodative services in the virtual environment. In addition to the existing 24-hour access to online resources, the library implemented LibAnswers/LibChats in summer 2020 to enable students to ask

librarians for help with finding resources needed for assignments. Many of these initiatives are expected to continue as the College transitions to a return to a more campus-based environment.

3) Student and Staff Activities Venues - Through programming with Student Government Association and student organizations, staff have been able to program activities for students virtually to enhance the student experience. A selection of virtual programming will remain in place. One such event that the office will host in both in person and virtual formats is the Clubs and Organizations, and Campus Departments Resource Fair. It is important for students to know how they can get involved and what resources are available to them. This event had high attendance during "Welcome Weeks" in 2020 and 2021. "Welcome Weeks" for faculty and staff were conducted virtually for fall 2020, spring 2020, and fall 2021. The use of Zoom permitted more break-out sessions and greater capacities for various presentations without the worry of physical space. It is anticipated that these virtual sessions will continue to some extent as the College transitions to a return to a more campus-based environment.

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. BCCC'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 COVID-19 and 21215 has remained one of the highest zip codes in the State and among the lowest in terms of vaccinations. In partnership with CVS, the College served as a host site for community COVID-19 testing. BCCC expanded the partnership with CVS and the Baltimore City Department of Health to serve as a host site for COVID-19 vaccinations. Food insecurity became more of a concern for the City during the pandemic. Therefore, the College joined forces with federal and local community kitchens and World Central Kitchen to provide free meals to local residents. In summer 2021, BCCC staff helped distribute 150 meals per day, five days a week to City youth and families.

BCCC's main campus served as a site for voter registration and as an early and General Election voting center. From October 26 – November 3, the Physical Education Center at the Liberty Campus served as a polling location for City residents. In spring and summer 2021, the West Pavilion served as a training location for the Baltimore City Police Department's SWAT Team. The Student Support and Wellness Services Center (SSWSC) continued its partnership with the National Alliance on Mental Illness (NAMI) Baltimore to support the "I Will Listen Week" focused on increasing awareness of mental illness and reducing stigma. NAMI supported BCCC's daily activities to serve the community which included a virtual version of "I Will Listen Week" that was shared on BCCC's social media. In fall 2020, SSWSC held a virtual City-wide "Holiday Blues" event focused on developing coping skills for the negative effect that winter and the holidays can have on one's mood.

Student & Institutional 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 2017	Fall 2018	Fall 2019	Fall 2020
A	Fall credit enrollment				
	a. Unduplicated headcount	4,188	4,523	4,909	4,181
	b. Percent of students enrolled part time	68.2%	65.8%	67.8%	71.8%

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
B	First-time credit students with developmental education needs	85.7%	90.7%	90.2%	47.0%

		FY 2017	FY 2018	FY 2019	FY 2020
C	Credit students who are first-generation college students (neither parent attended college)	CCSSE Not Admin	48.4%	CCSSE Not Admin	35.9%

		FY 2017	FY 2018	FY 2019	FY 2020
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	3,765	3,129	2,543	1,547

		FY 2017	FY 2018	FY 2019	FY 2020
E	Credit students receiving financial aid				
	a. Receiving any financial aid	50.8%	47.4%	47.8%	49.7%
	b. Receiving Pell grants	40.8%	38.3%	38.5%	37.2%

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
F	Students 25 years old or older				
	a. Credit students	55.3%	52.3%	50.6%	52.5%

		FY 2017	FY 2018	FY 2019	FY 2020
	b. Continuing education students	78.9%	76.7%	78.9%	75.8%

		FY 2017	FY 2018	FY 2019	FY 2020
G	Credit students employed more than 20 hours per week	CCSSE Not Admin	44.1%	CCSSE Not Admin	44.4%
			(161/365)		(67/151)

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	2.3%	2.4%	3.4%	3.7%
	b. Black/African American only	73.4%	69.1%	75.8%	76.5%
	c. American Indian or Alaskan native only	0.2%	0.2%	0.1%	0.05%
	d. Native Hawaiian or other Pacific Islander only	0.1%	0.0%	0.1%	0.02%
	e. Asian only	2.0%	1.1%	1.6%	2.0%
	f. White only	6.9%	4.9%	5.9%	6.6%
	g. Multiple races	1.8%	1.7%	2.0%	2.1%
	h. Foreign/Non-resident alien	11.2%	18.7%	9.3%	7.4%
	i. Unknown/Unreported	2.1%	1.9%	1.8%	1.6%
		4188	4523	4909	4181

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
I	Credit student distance education enrollment				
	a. Enrolled exclusively in distance education	12.5%	10.3%	10.5%	100.0%
	b. Enrolled in some, but not all, distance education	29.3%	28.7%	29.3%	0.0%
	c. Not enrolled in any distance education	58.2%	61.0%	60.2%	0.0%

BALTIMORE CITY COMMUNITY COLLEGE
2021 ACCOUNTABILITY REPORT

		FY 2017	FY 2018	FY 2019	FY 2020
J	Unrestricted revenue by source				
	a. Tuition and fees	19.7%	21.4%	22.4%	23.1%
	b. State funding	73.6%	71.9%	71.3%	71.3%
	c. Local funding	1.1%	1.1%	0.7%	1.0%
	d. Other	5.6%	5.6%	5.6%	4.6%

		FY 2017	FY 2018	FY 2019	FY 2020
K	Expenditures by function				
	a. Instruction	43.2%	37.5%	35.8%	41.6%
	b. Academic support	9.5%	12.7%	12.3%	13.4%
	c. Student services	11.2%	10.8%	9.7%	10.0%
	d. Other	36.2%	39.0%	42.2%	35.0%

Goal 1: Access

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
1	Annual unduplicated headcount					
	a. Total	16,049	13,974	13,177	11,119	**14,300**
	b. Credit students	6,346	6,054	6,694	7,025	**7,473**
	c. Continuing education students	9,798	8,015	6,611	4,193	**7,152**

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
2	Market share of first-time, full-time freshmen	12.9%	25.1%	27.5%	18.4%	**23.4%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
3	Market share of part-time undergraduates	36.7%	23.1%	35.4%	33.7%	**38.7%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2024
4	Market share of recent, college-bound high school graduates	19.2%	9.4%	38.2%	36.6%	**37.0%**

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
5	High school student enrollment	139	230	245	442	**640**
	(Note: Fall 2018 includes those who enrolled after EIS)					

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	6,697	6,921	7,200	9,152	**7,639**
	b. Continuing education, online	879	914	1,121	135	**176**
	c. Credit, hybrid	677	856	1,217	1,211	**740**
	d. Continuing education, hybrid	0	0	0	0	**0**

		FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2026
7	Tuition and mandatory fees					
	a. Annual tuition and fees for full-time students	3196	3196	3364	3556	**NA**
	b. Percent of tuition/fees at Md public four-year institutions	34.5%	33.8%	34.7%	36.8%	**36.8%**
	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 2025
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	784	415	105	39	**78**
b. Annual course enrollments	1,109	546	124	47	**95**

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
9 Enrollment in continuing education basic skills and literacy courses	5,895	4,965	4.353	2,981	**3802**
a. Unduplicated annual headcount	13,287	10,073	8,395	5,572	**7,604**
b. Annual course enrollments					

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
10 Adult education student achievement of:					
a. At least one ABE educational functioning level	23.6%	34.2%	27.2%	21.5%	**36.2%**
b. At least one ESL educational functioning level	38.0%	40.1%	32.5%	24.8%	**43.3%**
Note: Not reported if < 50 students in the cohort					

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
11 Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	92.1%	93.8%	93.4%	92.7%	**93.0%**

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
b. Percent nonwhite continuing education enrollment	87.7%	89.4%	97.5%	97.4%	**92.0%**

	July 2017	July 2018	July 2019	July 2020	Benchmark Not Required
c. Percent nonwhite service area population, 15 or older	70.2%	70.2%	70.3%	70.5%	**NA**

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
12 Percent minorities (nonwhite) of full-time faculty	76.7%	72.9%	78.3%	77.1%	**BCCC does not benchmark.**

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
13 Percent minorities (nonwhite) of full-time administrative and professional staff	74.6%	75.0%	77.1%	75.3%	**BCCC does not benchmark.**

Goal 2: Success

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2024 Cohort
14 Fall-to-fall retention					
a. All students	35.5%	38.3%	35.2%	31.2%	**36.0%**
b. Pell grant recipients	34.8%	37.1%	34.8%	35.0%	**40.0%**
c. Developmental students	37.1%	37.1%	36.2%	31.3%	**36.0%**
d. College-ready students	53.2%	46.7%	25.0%	29.3%	**34.0%**

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	26.6%	28.9%	33.1%	36.4%	**46.0%**

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	56.0%	na (n=34)	64.3%	na (n=21)	**69.3%**
b. Developmental completers	77.2%	74.3%	76.7%	77.6%	**82.6%**
c. Developmental non-completers	31.9%	26.8%	28.9%	27.0%	**NA**
d. All students in cohort	52.2%	51.1%	57.1%	57.7%	**62.7%**

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	na (n=22)	27.7%	na (n=18)	na (n=23)	**NA**
b. Black/African American only	51.0%	48.4%	54.5%	54.3%	**NA**
c. Asian only	na (n=23)	na (n=20)	na (n=29)	na (n=17)	**NA**
d. Hispanic/Latino	na (n=13)	na (n=23)	na (n=9)	na (n=19)	**NA**

Note: Not reported if < 50 students in the cohort for analysis

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	46.0%	na (n=34)	54.3%	na (n=21)	**58.3%**
b. Developmental completers	42.6%	48.9%	51.7%	43.7%	**71.1%**
c. Developmental non-completers	23.3%	22.6%	23.3%	23.6%	**NA**
d. All students in cohort	33.0%	37.1%	41.5%	36.7%	**51.5%**

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	na (n=22)	23.0%	na (n=18)	na (n=23)	**NA**
b. Black/African American only	32.9%	34.5%	39.3%	35.3%	**NA**
c. Asian only	na (n=23)	na (n=20)	na (n=29)	na (n=17)	**NA**
d. Hispanic/Latino	na (n=13)	na (n=23)	na (n=9)	na (n=19)	**NA**

Note: Not reported if < 50 students in the cohort for analysis

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	488	656	629	544	**706**
b. Career degrees	205	234	279	250	**NA**
c. Transfer degrees	175	217	152	134	**NA**
d. Certificates	108	205	198	160	**NA**
e. Unduplicated graduates	457	586	553	484	**NA**

	AY 16-17	AY 17-18	AY 18-19	AY 19-20	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	88.3%	80.0%	81.6%	87.8%	**90.3%**

	FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year*	60.9%	65.1%	43.8%	14.3%	**48.0%**

* FY 2019 pending further validation with National Student Clearinghouse.

Goal 3: Innovation

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Nursing - National Council	84.1%	85.4%	80.8%	77.1%	**90.0%**
Number of Candidates	44	48	52	48	
b. Licensed Practical Nurse - National Council	85.7%	90.0%	93.8%	80.0%	**90.0%**
Number of Candidates	7	10	16	10	
c. Physical Therapy - Assessment Systems	78.6%	72.7%	83.3%	100.0%	**90.0%**
Number of Candidates	14	11	12	11	
d. Dental Hygiene - National (Written) Board	100.0%	100.0%	84.6%	100.0%	**90.0%**
Number of Candidates	14	15	13	13	
e. Respiratory Care - MD Entry Level Exam	93.3%	73.3%	84.6%	100.0%	**95.0%**
Number of Candidates	15	15	13	8	

Note: Not reported if <5 candidates in a year

	FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	Benchmark Not Required
24 Graduates employed within one year	84.7%	84.2%	79.8%	80.8%	**NA**

	FY 2014 Graduates	FY 2015 Graduates	FY 2016 Graduates	FY 2017 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	$21,052	$22,388	$22,920	$23,440	**NA**
b. Median annualized income three years after graduation	$37,944	$40,288	$46,804	$45,140	**NA**

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	2,628	2,020	1,630	700	**2,472**
b. Annual course enrollments	3,495	3,100	2,132	808	**3,296**

	FY 2017	FY 2018	FY 2019	FY 2020	**Benchmark FY 2025**
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	1,219	1,158	1,089	739	**2,472**
b. Annual course enrollments	1,695	2,273	2,460	1,023	**3,296**

	FY 2017	FY 2018	FY 2019	FY 2020	**Benchmark FY 2025**
28 Enrollment in contract training courses	2,958	1,143	1,740	726	**2025**
a. Unduplicated annual headcount	4,385	2,472	2,837	1,057	**2,700**
b. Annual course enrollments					

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	825		55		282		488	
2	Number attempting fewer than 18 hours over first 2 years	376		34		28		314	
3	Cohort for analysis (Line 1 – Line 2)	449	100.0%	21	100.0%	254	100.0%	174	100.0%
4	Earned Associate degree from this community college	69	15.4%	4	0.0%	65	25.6%	0	0.0%
5	Earned certificate, but no degree, from this community college	20	4.5%	1	4.8%	8	3.1%	11	6.3%
6	Total associate and certificate graduates (Line 4 + Line 5)	89	19.8%	5	23.8%	73	28.7%	11	6.3%
7	Transferred to Maryland two-year/technical college	42	9.4%	3	14.3%	21	8.3%	18	10.3%
8	Transferred to Maryland public four-year college	45	10.0%	6	28.6%	34	13.4%	5	2.9%
9	Transferred to Maryland private four-year college or university	1	0.2%	0	0.0%	1	0.4%	0	0.0%
10	Transferred to out-of-state two-year/technical college	2	0.4%	0	0.0%	1	0.4%	1	0.6%
11	Transferred to out-of-state four-year college or university	15	3.3%	1	4.8%	8	3.1%	6	3.4%
12	Total transfers (sum of Lines 7 - 11)	105	23.4%	10	47.6%	65	25.6%	30	17.2%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	29	6.5%	2	9.5%	27	10.6%	0	0.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	165	36.7%	13	61.9%	111	43.7%	41	23.6%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	79	17.6%	1	4.8%	75	29.5%	3	1.7%
16	Successful transition to higher ed (Line 14 + Line 15)	244	54.3%	14	66.7%	186	73.2%	44	25.3%
17	Enrolled at this community college last term of study period	15	3.3%	1	4.8%	11	4.3%	3	1.7%
18	Successful or persisting (Line 16 + Line 17)	259	57.7%	15	71.4%	197	77.6%	47	27.0%

		African American Students		Asian Students		Hispanic Students		White Students (optional data)	
1	First-time full- and part-time fall headcount	666		26		30		59	
2	Number attempting fewer than 18 hours over first 2 years	298		9		11		36	
3	Cohort for analysis (Line 1 – Line 2)	368	100.0%	17	100.0%	19	100.0%	23	100.0%
4	Earned Associate degree from this community college	52	14.1%	7	41.2%	2	10.5%	4	17.4%
5	Earned certificate, but no degree, from this community college	17	4.6%	0	0.0%	1	5.3%	1	4.3%
6	Total associate and certificate graduates (Line 4 + Line 5)	69	18.8%	7	41.2%	3	15.8%	5	21.7%
7	Transferred to Maryland two-year/technical college	34	9.2%	2	11.8%	0	0.0%	4	17.4%
8	Transferred to Maryland public four-year college	34	9.2%	4	23.5%	2	10.5%	3	13.0%
9	Transferred to Maryland private four-year college or university	1	0.3%	0	0.0%	0	0.0%	0	0.0%
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	14	3.8%	0	0.0%	1	5.3%	0	0.0%
12	Total transfers (sum of Lines 7 - 11)	85	23.1%	6	35.3%	3	15.8%	7	30.4%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	24	6.5%	2	11.8%	1	5.3%	1	4.3%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	130	35.3%	11	64.7%	5	26.3%	11	47.8%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	59	16.0%	3	17.6%	3	15.8%	7	30.4%
16	Successful transition to higher ed (Line 14 + Line 15)	189	51.4%	14	82.4%	8	42.1%	18	78.3%
17	Enrolled at this community college last term of study period	11	3.0%	1	5.9%	1	5.3%	1	4.3%
18	Successful or persisting (Line 16 + Line 17)	200	54.3%	15	88.2%	9	47.4%	19	82.6%

Carroll Community College 2021 Performance Accountability Report

Mission

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

Institutional Assessment

Commission question
Please specify how your institution utilized CARES funding over the past year. What are some ways your institution was able to leverage those funds for student access and success?

Federal CARES Act funding allowed Carroll Community College to fulfill its mission and goals during unprecedented pandemic circumstances. The College was allocated $1.104M in CARES funding, which it distributed evenly between student aid and College operations. Carroll awarded over $550,000 in Federal HEERF I funds to qualified students negatively impacted by COVID-19 in Spring and Fall 2020, and an additional $552,441 in HEERF II funds to students in 2021. Students who lacked computers and wi-fi access were provided with loaner laptops and mobile hot-spots. The College provided stipends for or covered registration fees for full-time and adjunct faculty who completed professional development or projects related to best practices in online and remote instruction. In addition, the College allocated more than $300,000 in HEERF and College funds to provide science students with free home lab kits in fall 2020 and spring 2021. Specific examples of the ways the College used funds to support student access and success include:

Summer 2020:
- Provided stipends for science faculty who redesigned course curriculum for online learning

Fall 2020:
- Dispersed $540 Financial Aid awards to 344 eligible students
- Purchased/loaned 72 laptops and 33 hotspots to students who lacked access to a computer and/or reliable internet service
- Purchased science lab kits and supplies for remote student learning

Spring 2021:
- Dispersed $820 Emergency Financial Aid Grant Award to 671 eligible students enrolled in 6+ credits
- Dispersed $300 Emergency Financial Aid Grant Award to 95 eligible students enrolled in 3-5 credits
- Contracted an online proctoring service to provide remote testing to Nursing students
- Purchased/loaned 33 laptops and 12 hotspots to students who lacked access to a computer and/or reliable internet service

Critical to providing quality services to students has been the College's use of CARES funding to provide employees equipment and internet access for remote work during the pandemic. The College utilized CARES funding to purchase laptops for 210 faculty and staff. Funds were also allocated for proper signage, sanitation, and protective equipment so the college could comply with health directives for on-campus activities.

As is shown in indicator I, the College had already been making strides to increase online course and program options for students prior to spring 2020. The pandemic escalated this process: following the onset of COVID-19, the College successfully shifted all classes and services to remote delivery. Non-credit added 30 online courses to its offerings during the pandemic. Credit enrollments went from 70-80% face-to-face instruction to 70-80% online in order to comply with pandemic-related guidance from the county health department.

Credit enrollments by instructional method

	Fall 2019	Spring 2020	Fall 2020	Spring 2021
Hybrid	2%	7%	5%	17%
Face-to-face	81%	72%	13%	16%
Online	16.9%	20%	85%	67%

Student and Institutional Characteristics

Though the College's revenue from tuition and fees fell slightly over the past year, the institution remains economically healthy. Compared to prior years, many FY2021 student indicators were relatively stable, despite the effects of the COVID-19 pandemic on enrollment. Carroll continues to reduce the portion of new students requiring remediation, largely a result of expanding placement methods in 2019 to include high school GPA. Internal evaluations of this placement method show that students benefit from fewer barriers to college-level courses and perform as well or better in their first credit-bearing Math and English classes. In non-credit, the College has maintained enrollments in English language learning despite the pandemic. Demographically, the College's population remains similar to prior years, with slight upticks in the number of Hispanic/Latinx and multiracial students.

Access

Similar to FY2020, in FY2021 Carroll's biggest gain in improving access to higher education was growing its dual credit high school student population. The College's partnership with Carroll County Public Schools remains strong, with continued robust enrollments of county high school students.

Efforts to extend the College's reach to a more diverse population have had mixed results, however. As noted above, the portion of the student body identifying as racial and ethnic minorities slightly increased, remaining above the percentage in Carroll County. However, the decline in pass rates in adult basic education compared to the growing enrollment shows that this

population, which is more vulnerable than students the College serves in other departments, may need additional support and security.

Financial Aid awarded 94 students Maryland Promise funds during the fall 2020 and spring 2021 semesters. The College realized a 10% increase in Maryland Promise applicants and has since awarded an additional 42 students for the year using supplementary Maryland Promise funding the state made available to Carroll. The College awarded a new "First in My Family" scholarship to six students during this time frame as well.

The College actively tracks Adult Education students' progression after GED or ESOL certification and has been working to ease students' paths to ongoing credit or non-credit coursework at Carroll. Student Support Services plans to conduct in-class presentations to Adult Education students to ensure they are connected to appropriate on-campus services and the education options available to them at the College.

Success

Generally, Carroll students perform very well on retention and completion measures. One indicator that may at face value seem to indicate weaker performance may be misleading: though the College's developmental completers rate has declined slightly, this change is due not to decreased student performance, but to a smaller number of students requiring remediation. As can be seen in Indicator B, the percentage of first-time credit students needing developmental education declined from 63% in Fall 2018 to 12% in Fall 2020. As greater numbers of Carroll students place directly in college-level courses using multiple measures, faculty indicate that the population of students requiring developmental courses has become increasingly at-risk. While Carroll has redoubled its efforts to support students in developmental courses, these learners may face barriers in both academic and personal endeavors.

The College's graduation and transfer rates remain strong, with nearly 77% of college-ready students graduating and/or transferring to another institution, and 86% showing overall success with their educational outcomes. The College added eleven new articulation agreements in FY2021. In coordination with faculty and academic affinity groups, Carroll has worked to ensure that most 100-level courses transfer as General Education requirements. The College will continue work with two and four-year partners to review courses that are denied and come to agreement on course outcomes, with the eventual goal that all AA, AS, AAT, AFA, and ASE graduates transfer with junior-level standing and do not have to take any lower-level courses upon transfer.

Carroll also joined the national Alpha Alpha Alpha honor society for first-generation college students and inducted 50 students into the inaugural class during the 2020-2021 academic year. This Honor Society allows member students access to resources such as scholarships and networking opportunities, in addition to improving chances for transfer to a four-year institution. As evidenced in indicator C, a significant subset (38%) of credit students at Carroll are first-generation college students, so this is an important focus for the College's advising and retention efforts.

Enrollment and graduation rates of students of color have grown. The College has increased focus on Diversity, Equity, and Inclusion in the last several years, creating a new administrative position, the Executive Director of Diversity, Equity, and Inclusion. The Executive Director has been working to build the College's capacity in DEI efforts and routinely provides direction and training across the College to foster as inclusive an institution as possible. Carroll conducted its biennial student satisfaction survey in spring 2021, and over 90% of all students agreed or strongly agreed that the College creates an atmosphere of inclusivity for all members of the community.

Behavioral and mental health was of special importance in FY2021, as anecdotal reports and survey results showed that many students faced additional stress due to the pandemic and its economic strain. The College's Student Government Organization launched a mental health newsletter to share resources and information. Carroll's Behavioral Intervention Team worked closely with students referred to their services. Trained facilitators offered Mind/Body Skills workshops to students and employees, with plans to expand into the Honors and Communications classes in Fall 2021.

Innovation

Carroll graduates continue to perform well both at transfer institutions and in gaining employment. In recent years, the College Foundation has revived the Alumni Association, which serves in part to strengthen networking opportunities for graduates and continuing education completers to maintain a high level of performance and success in the workplace.

Carroll's recruitment and marketing efforts have been modernized for accessibility and many are hosted in a virtual format. In fall 2020, the Marketing and Creative Services team conducted a national student survey on media preferences; results helped inform approaches to marketing, recruitment, and outreach. The College plans to expand its efforts to further individualize advising and student support, providing warm, personalized messages to the community that demonstrate how Carroll can meet individual educational needs.

The College graduated its first class of 11 Law Enforcement students from the Police Entry Level Training Academy, ensuring the curriculum and courses in the program are relevant and high quality. The College continues to offer dual enrollment College Writing and Introduction to Statistical Methods courses at Carroll County Public Schools.

Continuing Education and Training (CET) has developed two new manufacturing programs, Manufacturing Associate and CNC Operator. A new Augmented Reality (AR) welding curriculum was installed and is in use this year and allows the College to adapt to changing needs and safety concerns of our students. CET also implemented a web-based survey tool to evaluate students' experience in the classroom.

Carroll's credit licensure and certification programs continue to have strong outcomes. Advisors work closely with students seeking entry into these competitive programs. Recognizing that pre-nursing and -PTA students may stall educationally if they don't readily progress in these programs, advisors worked with Institutional Research staff to identify students who likely

would not gain entry into these programs to help them explore other options in healthcare or science. The team also used National Student Clearinghouse data to track outcomes for these students to help identify viable pathways for students beyond their associate degree.

Community Outreach & Impact

Although Carroll's work with the community was limited this year by the pandemic, the College endeavored to engage with the county to the greatest extent possible while prioritizing safety for all constituents. Primarily, interactions centered around COVID-19; College leadership collaborated closely with the county Health Department to establish safe practices on campus. Both credit and continuing education students in allied health programs were on the front lines in local facilities as interns or employees. The College worked with county officials to ensure these individuals were included with the healthcare workers first eligible for vaccination. Later, leadership coordinated with officials to hold vaccination clinics for all College employees. The College's Advantage C business service partnered with the Health Department to offer free webinars to the community focused on the coronavirus, navigating the FFCRA and CARES Act, and re-opening businesses during the pandemic.

Beyond the pandemic, Carroll planned virtual events for the county. For example, as part of Diversity, Equity, and Inclusion programming, the College hosted a virtual panel discussion of African American leaders from Carroll County; panelists discussed their experiences as Black professionals. The event was open to the community with 51 attending. In Fall 2020, the College launched a Democracy Lab, a virtual gathering space for students, staff, and community members to discuss difficult subjects in ways that foster healthy behaviors, skills, and habits of mind. The lab is facilitated by an Assistant Professor of Philosophy and includes skills-building workshops and seminars aimed at building understanding across cultural and political divides and strengthening community investment in civic work. Additionally, Advantage C hosted an all-day virtual conference on Cyber-security Business Risks.

Despite the challenges of the pandemic, the Carroll community remained engaged, pursuing innovative practices wherever possible. Though enrollment continues to be a challenge, as is the case for many institutions of higher education during the pandemic, Carroll's transfer, graduation, and persistence rates remain strong. The College will continue to work diligently to best serve its community as the state emerges from the pandemic.

CARROLL COMMUNITY COLLEGE
2021 ACCOUNTABILITY REPORT

Student & Institutional 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 2017	Fall 2018	Fall 2019	Fall 2020
A	Fall credit enrollment				
	a. Unduplicated headcount	3,021	3,050	3,126	3,060
	b. Percent of students enrolled part time	67.0%	67.8%	65.2%	67.0%

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
B	First-time credit students with developmental education needs	57.5%	62.7%	31.4%	11.6%

		FY 2017	FY 2018	FY 2019	FY 2020
C	Credit students who are first-generation college students (neither parent attended college)	18.2%	17.6%	21.9%	38.3%

		FY 2017	FY 2018	FY 2019	FY 2020
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	206	202	215	247

		FY 2017	FY 2018	FY 2019	FY 2020
E	Credit students receiving financial aid				
	a. Receiving any financial aid	29.3%	26.5%	28.3%	31.8%
	b. Receiving Pell grants	18.0%	15.5%	15.9%	17.0%

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
F	Students 25 years old or older				
	a. Credit students	24.4%	23.9%	21.7%	21.2%

		FY 2017	FY 2018	FY 2019	FY 2020
	b. Continuing education students	85.0%	76.3%	76.0%	75.3%

		FY 2017	FY 2018	FY 2019	FY 2020
G	Credit students employed more than 20 hours per week	57.4%	45.0%	47.7%	46.0%

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	4.8%	4.8%	4.6%	5.7%
	b. Black/African American only	3.9%	4.4%	4.4%	4.5%
	c. American Indian or Alaskan native only	0.1%	0.2%	0.2%	0.4%
	d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.0%	0.2%
	e. Asian only	2.7%	2.4%	2.8%	2.9%
	f. White only	83.4%	83.0%	82.8%	81.4%
	g. Multiple races	2.3%	2.1%	2.4%	3.3%
	h. Foreign/Non-resident alien	0.2%	0.4%	0.3%	0.2%
	i. Unknown/Unreported	2.6%	2.8%	2.6%	1.6%

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
I	Credit student distance education enrollment				
	a. Enrolled exclusively in distance education	9.6%	9.6%	9.5%	53.5%
	b. Enrolled in some, but not all, distance education	19.9%	20.5%	19.6%	35.9%
	c. Not enrolled in any distance education	70.5%	69.8%	70.9%	10.6%

CARROLL COMMUNITY COLLEGE
2021 ACCOUNTABILITY REPORT

		FY 2017	FY 2018	FY 2019	FY 2020
J	Unrestricted revenue by source				
	a. Tuition and fees	42.5%	39.1%	38.0%	36.5%
	b. State funding	27.5%	28.0%	28.1%	28.2%
	c. Local funding	29.2%	32.4%	33.2%	34.9%
	d. Other	0.8%	0.5%	0.7%	0.5%

		FY 2017	FY 2018	FY 2019	FY 2020
K	Expenditures by function				
	a. Instruction	45.8%	43.7%	43.4%	44.8%
	b. Academic support	12.7%	12.5%	12.7%	12.5%
	c. Student services	9.2%	10.4%	10.3%	10.3%
	d. Other	32.3%	33.4%	33.5%	32.4%

Goal 1: Access

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
1	Annual unduplicated headcount					
	a. Total	11,842	11,288	10,756	9,177	**10,635**
	b. Credit students	4,659	4,314	4,256	4,304	**4,500**
	c. Continuing education students	7,408	7,309	6,785	5,098	**7,000**

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
2	Market share of first-time, full-time freshmen	44.0%	41.2%	44.6%	44.9%	**45.0%**

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
3	Market share of part-time undergraduates	66.8%	66.7%	69.1%	69.3%	**70.0%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2024
4	Market share of recent, college-bound high school graduates	52.8%	51.1%	49.8%	50.6%	**55.0%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
5	High school student enrollment	291	398	620	685	**700**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	2,055	2,019	2,031	2,786	**3,850**
	b. Continuing education, online	182	238	414	269	**450**
	c. Credit, hybrid	676	592	477	699	**650**
	d. Continuing education, hybrid					

		FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2026
7	Tuition and mandatory fees					
	a. Annual tuition and fees for full-time students	$4,884	$5,160	$5,100	$5,100	**NA**
	b. Percent of tuition/fees at Md public four-year institutions	52.7%	54.5%	53.3%	52.8%	**50.0%**
	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 2025
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	2,224	2,141	1,982	1,821	**1,975**
b. Annual course enrollments	4,464	4,317	4,029	3,494	**4,000**

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	398	350	363	355	**350**
b. Annual course enrollments	670	648	643	532	**650**

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
10 Adult education student achievement of:					
a. At least one ABE educational functioning level	13.5%	19.6%	24.5%	13.8%	**20.0%**
b. At least one ESL educational functioning level	33.3%	30.8%	28.1%	14.5%	**30.0%**
Note: Not reported if < 50 students in the cohort					

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
11 Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	14%	14%	17%	17%	**17.0%**

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
b. Percent nonwhite continuing education enrollment	13.9%	13.8%	15.2%	19.4%	**17.0%**

	July 2017	July 2018	July 2019	July 2020	Benchmark Not Required
c. Percent nonwhite service area population, 15 or older	9.6%	10.0%	11.7%	11.0%	**NA**

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
12 Percent minorities (nonwhite) of full-time faculty	9.5%	9.2%	14.9%	13.8%	**17.0%**

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
13 Percent minorities (nonwhite) of full-time administrative and professional staff	7.1%	8.0%	6.4%	7.5%	**9.0%**

Goal 2: Success

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2024 Cohort
14 Fall-to-fall retention					
a. All students	45.6%	46.6%	47.6%	47.5%	**50.0%**
b. Pell grant recipients	65.0%	67.6%	59.3%	50.2%	**65.0%**
c. Developmental students	59.8%	66.1%	58.5%	49.1%	**65.0%**
d. College-ready students	70.0%	71.1%	70.3%	60.9%	**75.0%**

CARROLL COMMUNITY COLLEGE
2021 ACCOUNTABILITY REPORT

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	61.6%	56.9%	51.0%	50.6%	**55.0%**

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	90.8%	89.3%	82.9%	86.7%	**90.0%**
b. Developmental completers	84.3%	85.6%	88.1%	83.9%	**90.0%**
c. Developmental non-completers	31.9%	31.7%	44.5%	32.2%	**NA**
d. All students in cohort	76.1%	74.9%	76.5%	73.8%	**80.0%**

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	76.6%	74.5%	77.1%	74.2%	**NA**
b. Black/African American only	N<50	N<50	N<50	N<50	**NA**
c. Asian only	N<50	N<50	N<50	N<50	**NA**
d. Hispanic/Latino	N<50	N<50	N<50	N<50	**NA**
Note: Not reported if < 50 students in the cohort for analysis					

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	73.0%	79.2%	75.4%	76.9%	**80.0%**
b. Developmental completers	66.2%	69.7%	68.3%	69.0%	**70.0%**
c. Developmental non-completers	17.2%	21.7%	22.6%	19.1%	**NA**
d. All students in cohort	58.7%	61.8%	60.3%	73.8%	**60.0%**

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	58.5%	61.5%	60.9%	60.7%	**NA**
b. Black/African American only	N<50	N<50	N<50	N<50	**NA**
c. Asian only	N<50	N<50	N<50	N<50	**NA**
d. Hispanic/Latino	N<50	N<50	N<50	N<50	**NA**
Note: Not reported if < 50 students in the cohort for analysis					

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	609	532	520	548	**650**
b. Career degrees	150	135	156	162	**NA**
c. Transfer degrees	431	372	343	330	**NA**
d. Certificates	28	25	21	56	**NA**
e. Unduplicated graduates	601	519	507	514	**NA**

		AY 16-17	AY 17-18	AY 18-19	AY 19-20	Benchmark AY 2024-25
21	First-year GPA of 2.0 or above at transfer institution	88%	91%	88%	93%	**90%**

		FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	Benchmark FY 2024 Graduates
22	Graduate transfers within one year	33.6%	47.1%	64.0%	63.0%	**65.0%**

Goal 3: Innovation

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
23	Credit program pass rates in licensure/certification examinations required for employment					
	a. Physical Therapist Assistant	100.0%	100.0%	96.0%	100.0%	**90.0%**
	Number of Candidates	25		26	17	
	b. LPN	100.0%	100.0%	91.7%	100.0%	**90.0%**
	Number of Candidates	8		12	13	
	c. RN	84.3%	90.7%	92.4%	96.9%	**90.0%**
	Number of Candidates	83		66	65	
	d. NRP/EMS	80.0%	69.0%	71.0%	85.7%	**80.0%**
	Number of Candidates	5		7	7	
	Note: Not reported if <5 candidates in a year					

		FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	Benchmark Not Required
24	Graduates employed within one year	88.4%	86.1%	86.9%	85.7%	**NA**

		FY 2014 Graduates	FY 2015 Graduates	FY 2016 Graduates	FY 2017 Graduates	Benchmark Not Required
25	Income growth of career program graduates					
	a. Median annualized income one year prior to graduation	$ 15,388	$ 16,696	$ 13,140	$ 14,728	**NA**
	b. Median annualized income three years after graduation	$ 57,404	$ 49,288	$ 52,784	$ 50,616	**NA**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
26	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	4,873	4,886	4,495	2,889	**4,500**
	b. Annual course enrollments	7,610	7,543	7,038	4,830	**7,500**

CARROLL COMMUNITY COLLEGE
2021 ACCOUNTABILITY REPORT

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
27	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	2,573	2,522	2,287	1,709	**2,500**
	b. Annual course enrollments	3,783	3,655	3,572	2,632	**3,600**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
28	Enrollment in contract training courses					
	a. Unduplicated annual headcount	3,058	2,990	2,721	1,849	**2,750**
	b. Annual course enrollments	4,573	4,443	4,020	2,934	**4,500**

Note: NA designates not applicable
    * designates data not available

Carroll Community College Degree Progress Four Years after Initial Enrollment Fall 2016 Entering Cohort

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	693		210		267		216	
2	Number attempting fewer than 18 hours over first 2 years	150		37		12		101	
3	Cohort for analysis (Line 1 – Line 2)	543	100.0%	173	100.0%	255	100.0%	115	100.0%
4	Earned Associate degree from this community college	228	42.0%	100	57.8%	128	50.2%	0	0.0%
5	Earned certificate, but no degree, from this community college	3	0.6%	1	0.6%	1	0.4%	1	0.9%
6	Total associate and certificate graduates (Line 4 + Line 5)	231	42.5%	101	58.4%	129	50.6%	1	0.9%
7	Transferred to Maryland two-year/technical college	22	4.1%	4	2.3%	11	4.3%	7	6.1%
8	Transferred to Maryland public four-year college	157	28.9%	85	49.1%	71	27.8%	1	0.9%
9	Transferred to Maryland private four-year college or university	38	7.0%	14	8.1%	21	8.2%	3	2.6%
10	Transferred to out-of-state two-year/technical college	2	0.4%	0	0.0%	1	0.4%	1	0.9%
11	Transferred to out-of-state four-year college or university	42	7.7%	12	6.9%	21	8.2%	9	7.8%
12	Total transfers (sum of Lines 7 - 11)	261	48.1%	115	66.5%	125	49.0%	21	18.3%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	161	29.7%	83	48.0%	78	30.6%	0	0.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	331	61.0%	133	76.9%	176	69.0%	22	19.1%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	55	10.1%	15	8.7%	32	12.5%	8	7.0%
16	Successful transition to higher ed (Line 14 + Line 15)	386	71.1%	148	85.5%	208	81.6%	30	26.1%
17	Enrolled at this community college last term of study period	15	2.8%	2	1.2%	6	2.4%	7	6.1%
18	Successful or persisting (Line 16 + Line 17)	401	73.8%	150	86.7%	214	83.9%	37	32.2%

Carroll Community College Degree Progress Four Years after Initial Enrollment Fall 2016 Entering Cohort

		African American Students		Asian Students		Hispanic Students		White Students (optional data)	
1	First-time full- and part-time fall headcount	22		17		32		576	
2	Number attempting fewer than 18 hours over first 2 years	11		1		3		126	
3	Cohort for analysis (Line 1 – Line 2)	11	100.0%	16	100.0%	29	100.0%	450	100.0%
4	Earned Associate degree from this community college	2	18.2%	5	31.3%	13	44.8%	194	43.1%
5	Earned certificate, but no degree, from this community college	0	0.0%	0	0.0%	2	6.9%	1	0.2%
6	Total associate and certificate graduates (Line 4 + Line 5)	2	18.2%	5	31.3%	15	51.7%	195	43.3%
7	Transferred to Maryland two-year/technical college	1	9.1%	2	12.5%	1	3.4%	16	3.6%
8	Transferred to Maryland public four-year college	3	27.3%	6	37.5%	9	31.0%	133	29.6%
9	Transferred to Maryland private four-year college or university	0	0.0%	2	12.5%	5	17.2%	27	6.0%
10	Transferred to out-of-state two-year/technical college	0	0.0%	0	0.0%	0	0.0%	2	0.4%
11	Transferred to out-of-state four-year college or university	1	9.1%	2	12.5%	1	3.4%	35	7.8%
12	Total transfers (sum of Lines 7 - 11)	5	45.5%	12	75.0%	16	55.2%	213	47.3%
13	Graduated from this college and transferred (Line 6 ⊓ Line 12)	2	18.2%	5	31.3%	12	41.4%	135	30.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	5	45.5%	12	75.0%	19	65.5%	273	60.7%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	0	0.0%	1	6.3%	0	0.0%	51	11.3%
16	Successful transition to higher ed (Line 14 + Line 15)	5	45.5%	13	81.3%	19	65.5%	324	72.0%
17	Enrolled at this community college last term of study period	1	9.1%	1	6.3%	0	0.0%	10	2.2%
18	Successful or persisting (Line 16 + Line 17)	6	54.5%	14	87.5%	19	65.5%	334	74.2%

Cecil College

2021 Institutional Performance Accountability Report

Mission

Cecil College provides a supportive learning environment that focuses on innovation, student success, academic progress, and workforce development. We are committed to promoting opportunities that enrich the quality of life for the diverse communities we serve.

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 2021-2025 Strategic Plan is bold, focused, and measurable. The plan focuses on academic access, equity, and success; academic excellence; workforce development; and community partnerships and engagement.

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.

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 2020-21, 266 high school students completed these on-site courses. Additionally, an Early College program currently enrolls 270 high school students from two districts and homeschool. Completers earn a Cecil College Associate of Arts degree in General Studies just prior to graduation from high school. Overall, the number of high school student enrollments increased from 302 in fall 2017 to 472 in fall 2020 (indicator 5).

Total annual unduplicated headcount enrollment decreased by 13.3% between fiscal year 2017 and fiscal year 2020 (indicator 1a). Over the same time period, the annual credit enrollment decreased by10.9% (indicator 1b), and the number of Continuing Education students decreased by 15.8% (indicator 1c). Cecil College's market share of Cecil County residents enrolled first-time full-time in Maryland colleges or universities was 58.8% in fall 2020 (indicator 2). More significantly, the College enrolls 80.8% part-time undergraduate students from the service area, and dominates the market for part-time students (indicator 3).

Online education options also increase access for students who need a more flexible course schedule. Enrollment in online credit courses increased slightly (5.1%) from FY2017 to FY2020, while online continuing education course enrollments increased by 11.3% during the same time period (indicators 6a and 6b). In March 2020, the vast majority of courses converted to a remote teaching format; this continued into 2020-2021. The College continues to offer a variety of online and face-to-face options that meet student needs and follow current CDC recommendations and the guidance of the Cecil County Public Health Officer. The College currently has three online degree programs and four online certificate programs. The College plans to continue 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 a mentoring program. The percent of nonwhite service area population 15 years or older in July 2020 was 14.1% (indicator 11c); the percent of nonwhite credit enrollment at Cecil College was 23.0% in fall 2020 (indicator 11a), and the percent of nonwhite continuing education enrollment was 19.1% (indicator 11b).

The number of participants in noncredit and lifelong learning courses at the College decreased by 15.1% in the past four years (indicator 8a). Growth in this area is very vulnerable to downturns in the economy and the restrictions imposed due to the covid-19 pandemic; 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 2020, these programs had a 34.8% decrease in enrollment compared to fiscal year 2017 (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 72.0% of Cecil College students are first generation students (indicator C) the issues of financial literacy and financial aid are important topics of discussion at Cecil College. In FY2020, 81.9% of our credit students received financial aid (indicator Ea) and 34.7% received Pell grants (indicator Eb). Tuition and fees at Cecil College are 49.2% of tuition and fees at Maryland public four-year institutions (indicator 7b).

Indicator 14b 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. The retention rate for all students has grown slightly since fall 2016, to 52.9% (indicator 14a). The retention rate for developmental students has averaged 49.2%, while the retention rate for college-ready students has averaged 55.2% (indicators 14c and 14d).

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 67.4%. The graduation-transfer rate after four years (indicator 18) for college-ready students is 62.8%. Developmental completers increased by 6.3 percentage points from the fall 2013 cohort to the fall 2016 cohort (indicator 15); the current graduation-transfer rate for this group is 47.5% (indicator 18).

15.9% of FY2019 graduates transferred within one year (indicator 22). Of the Cecil College graduates who transferred to a four-year institution, 91.0% had a cumulative GPA of 2.0 or above in academic year 2019-20.

Cecil College has continued to revise and implement a number of initiatives to improve student persistence and completion:
- Starting in fall 2021, the College will be implementing more changes to both math and English developmental education sequences. The developmental education sequence for math has been decreased to a single course for most students, with an optional week-long Bootcamp for students who need a little bit of help preparing for the course. Imbedded tutors are being added to math developmental courses as needed. The developmental education sequence for English has also been decreased to a single course, with an optional non-credit Writing and Reading: Keys to Success for students who feel they are not ready for these courses. Imbedded tutors have been added to the remaining developmental education course as well as to some sections of EGL 101 College Composition.
- 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 2020-21 was 60.0%, compared to 56.8% in 2019-20.
- 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 80.5% of level II (second semester) students were retained within spring 2021, and 97.7% of level IV (fourth semester) students were retained within spring 2021.

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.

State Plan Goal 3 – Innovation

The College remains firmly committed to advancing the use of innovative technology in the learning environment. 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 2020-21, the covid-19 pandemic necessitated many innovations in teaching. Innovations made by Cecil College faculty include: developed take-home laboratory kits for some biology and physics courses; adopted iHuman software, an innovative simulation and case study online program for patient assessment and care management that supported clinical and lab courses in the health sciences; adopted Electude's Light Vehicle Solutions e-learning platform for the automotive program; developed processes where students could complete ceramics assignments at home and drop off their work for firings; implemented an escape room online teaching strategy to facilitate critical thinking; increased and colorized illustrations in Anatomy and Physiology manuals; used audio-visual links to teach online and hybrid drawing and painting courses; and use of online tools like Mentimeter and Padlet to increase student engagement/participation in online courses.

Immersive field experiences support student success and the acquisition of skills applicable to the selected workforce. Cecil College has 24 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, 135 full-time and adjunct faculty have completed this course. In addition, twelve 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 13.1% from fiscal year 2017 to fiscal year 2020 (indicator 27). Enrollment in continuing education workforce development courses decreased from fiscal year 2017 to fiscal year 2020 by 15.1%. These decreases occurred almost exclusively in FY2020 and were due to pandemic-related enrollment restrictions (indicator 26).

The annual course enrollments in contract training courses dropped significantly in FY2020 due to the pandemic. Pre-pandemic headcounts averaged approximately 240 students per year; the FY2020 headcount was 107 (indicator 28).

What are three COVID-related initiatives/programs your institution implemented that your institution will be adopting permanently?

During the pandemic virtual enrollment services were offered by several departments. Because our Student Services staff was not able to work on campus and couldn't meet with students face-to-face, Financial Aid, Admissions, Advising, Career Services, and Registration created online chatrooms so that students could communicate with registration staff, admissions officers, academic advisors, financial aid advisors and career services in real time. Student Services also offered "virtual office hours" via zoom if students wanted to see staff members on camera and speak privately. Additionally, all of our support programs continued to be offered via zoom or TEAMS including the annual career fair, new student orientation, multicultural programs, study skills workshops, etc. These changes have been well received by students and the College will continue to offer these services post-pandemic.

During the pandemic, Cecil College implemented Hy-flex capabilities in several courses. This allowed instructors to maintain social distancing while teaching students in two classrooms simultaneously or by teaching some students in person while other students participated remotely. This technology will continue to be used to facilitate access to courses for students who may have other responsibilities. This additional course delivery type also led the College to examine its course schedule and to institute changes that provide clearer descriptions of course options.

The covid-19 pandemic brought to light the extent of Cecil students' technology needs. As a result, technology scholarships are now being offered through the Cecil College Foundation.

Before the pandemic, the College's Writing Center offered in-person, drop-in tutoring and asynchronous online tutoring. In March 2020, the College added scheduled, synchronous online tutoring in the Writing Center. Over the past year, student use of this option has slowly increased and this option will continue to be offered as students return to campus. Similarly, the Math and Testing Center started offering online tutoring and test-proctoring services in spring 2020. Online Math tutoring was initially offered on a drop-in basis; as this service continues, students will be required to make an appointment. Virtual test-proctoring will continue to be offered for the foreseeable future.

Community Outreach and Impact

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

In the past year, many of the College's community outreach and impact programs were negatively affected by the pandemic. Many of these programs experienced declines in enrollment or participation.

Healthcare Careers. Cecil College's Healthcare Careers' noncredit certificate programs prepare students academically, technically, and professionally to begin a new career in health care, in areas such as Medical Assistant, Paramedic, Certified Nursing Assistant/Geriatric Nursing Assistant, and Phlebotomy. Overall, 60 participants completed Healthcare Careers programs in FY2020. Healthcare careers also provides Basic Life Support/CPR AED courses; 72 students completed this course in FY2020.

Workforce and Business Solutions. The Workforce and Business Solutions department provides professional development for students as they prepare for employment. Strong relationships with the local Workforce Investment Board, Department of Social Services, and regional associations provide CCE with a direct link to business leaders and therefore, the needs of the business community. Warehousing, leadership development, and team building programs are attractive to many of Cecil County's businesses. For FY21, over 20 individuals from 2 organizations participated in customized training programs.

Trades programs are aligned with public school specialized classroom space availability to supplement Career and Technical Education coursework. In 2021, the Veterinary Assistant program graduated 6 students, the HVAC program had 6 completers, and the Welding program prepared 3 students to test for their Entry Level 1 Certification. In addition, Cecil College and Heating and Air Conditioning Contractors of Maryland partnered to offer a Maryland state-approved four-year HVAC/R apprenticeship program starting in fall 2018; currently 16 students are enrolled in the program.

Through the Cecil Leadership program, existing and emerging leaders in business, government, and tourism engage, collaborate, and commit to Cecil County's ongoing development. In 2021, the program's virtual speaker series had 63 participants. Session topics included hospitality, healthcare, small business, education, and government.

Transportation Training. For FY21, Cecil College's Truck Driver training program enrolled 82 students, and had 80 graduates. Truck Driver Training students interacted with at least nine companies in recruitment fair events, through which a large percentage of students secure jobs. The employment rate for the truck driver training program graduates is 85%. In FY21 the Transportation department executed corporate contracts with Amtrak, Aberdeen Proving Ground, Delmarva, and Maryland MVA, among others

Driver Education provides services to the youth of Cecil County. Five Driver Education cars are in use seven days a week. The program operates throughout Cecil County via satellite locations including five high schools, Elkton Station, and the North East Campus. In FY21, 559 students completed the classroom portion of the state's driver education program.

Lifelong Learning. Lifelong Learning continued growth across all departments. These departments include Personal Enrichment, Youth Education, Senior Education, and Summer Camps. Personal enrichment courses include topics such as floral design, sculpture, boating and boater safety, financial planning, holistic and healthy living, and photography. In addition,

Lifelong Learning hosts annual community events such as the Mind, Body, & Spirit Festival. In 2021, this event was held as a virtual speaker event that drew 139 attendees.

Participation in the senior education programs was on a significant upward trend prior to COVID-19. This past fiscal year saw a decline of 84% in total registration. For FY22, however, enrollment is up 350% at this same period over FY21, and is just 1 enrollment less of the total enrollment from all of FY20 (pre-pandemic). The 2021 55+ Healthy Lifestyles Expo, which was a virtual speaker series that spanned seven event days, had a total of 1,147 attendees.

Pre-pandemic, summer camps were the largest growth department in Lifelong Learning due to the addition of new and updated classes, increased marketing, and a new online registration system. In summer 2020, all summer camps were held virtually, and enrollment declined 60% compared to summer 2019. In 2021, a few summer camps were able to be held in person and enrollment improved. The College anticipates a return to pre-pandemic enrollment for summer 2022.

Adult Education. Following a statewide trend for Adult Education, enrollment in the College's Adult Education Program demonstrated a significant decrease in enrollment due to the restrictions of the COVID-19 pandemic. Classes were not able to be held at the Cecil County Detention Center, the Family Education Center, or in the Cecil County Public Schools. The Program successfully transitioned to offering both ABE and GED level virtual classes utilizing Blackboard. In addition, the Intake Assessment Specialist completed a required Comprehensive Adult Student Assessment System (CASAS) training and was able to begin administering the CASAS pre and post-tests virtually.

In spite of low enrollment, eight students earned a high school credential by passing the GED test, 16 students or 27% increased an educational functioning level as demonstrated by standardized test results, and seven students completed the "Transition: Become a Credit Student" course helping them be better prepared for credit bearing courses. The Transition/Outreach Specialist provided intensive support and guidance to students in reaching their employment and post-secondary education goals.

Milburn Stone Theatre. The Milburn Stone Theatre (MST) is a community theater hosted by Cecil College. MST fosters and supports education and appreciation of the arts while striving to become the premier theatrical house in the region for our audience, regardless of their age or interests. While the theatre could not present the 2020/2021 Season that was planned, the focus of their virtual efforts was to engage the patrons and volunteers throughout the physical closure of the space. Virtual offerings started off as workshops that the MST Staff offered on various subjects about theatre including performing, resume writing, set building, stage craft, and more. Performances, also free of charge, were offered on YouTube. These included a telling of "Much Ado About Nothing" and some dramatic readings of Edgar Allen Poe's literary works. Starting in January of 2021, MST started releasing episodes of a podcast that told the personal stories of the last Tsar Of Russia through readings of his and his wife's letters to one another. Finally in the spring and summer, three virtual productions were released which included two musicals, "Songs for a New World" & "Daddy Long Legs" and a play "All in the The Timing".

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	527		207		172		148	
2	Number attempting fewer than 18 hours over first 2 years	171		70		31		70	
3	Cohort for analysis (Line 1 – Line 2)	356	100.0%	137	100.0%	141	100.0%	78	100.0%
4	Earned Associate degree from this community college	98	27.5%	50	36.5%	44	31.2%	4	5.1%
5	Earned certificate, but no degree, from this community college	7	2.0%	3	2.2%	2	1.4%	2	2.6%
6	Total associate and certificate graduates (Line 4 + Line 5)	105	29.5%	53	38.7%	46	32.6%	6	7.7%
7	Transferred to Maryland two-year/technical college	13	3.7%	7	5.1%	1	0.7%	5	6.4%
8	Transferred to Maryland public four-year college	43	12.1%	23	16.8%	20	14.2%	0	0.0%
9	Transferred to Maryland private four-year college or university	0	0.0%	0	0.0%	0	0.0%	0	0.0%
10	Transferred to out-of-state two-year/technical college	13	3.7%	2	1.5%	2	1.4%	9	11.5%
11	Transferred to out-of-state four-year college or university	57	16.0%	31	22.6%	19	13.5%	7	9.0%
12	Total transfers (sum of Lines 7 - 11)	126	35.4%	63	46.0%	42	29.8%	21	26.9%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	52	14.6%	30	21.9%	21	14.9%	1	1.3%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	179	50.3%	86	62.8%	67	47.5%	26	33.3%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	53	14.9%	23	16.8%	27	19.1%	3	3.8%
16	Successful transition to higher ed (Line 14 + Line 15)	232	65.2%	62	45.3%	94	66.7%	29	37.2%
17	Enrolled at this community college last term of study period	8	2.2%	1	0.7%	6	4.3%	1	1.3%
18	Successful or persisting (Line 16 + Line 17)	240	67.4%	63	46.0%	100	70.9%	30	38.5%

		African American Students		Asian Students		Hispanic Students		White Students (optional data)	
1	First-time full- and part-time fall headcount	67		2		39		384	
2	Number attempting fewer than 18 hours over first 2 years	22		0		10		128	
3	Cohort for analysis (Line 1 – Line 2)	45	100.0%	2	100.0%	29	100.0%	256	100.0%
4	Earned Associate degree from this community college	4	8.9%	1	50.0%	5	17.2%	83	32.4%
5	Earned certificate, but no degree, from this community college	1	2.2%	0	0.0%	0	0.0%	5	2.0%
6	Total associate and certificate graduates (Line 4 + Line 5)	5	11.1%	1	50.0%	5	17.2%	88	34.4%
7	Transferred to Maryland two-year/technical college	3	6.7%	0	0.0%	2	6.9%	8	3.1%
8	Transferred to Maryland public four-year college	4	8.9%	0	0.0%	3	10.3%	33	12.9%
9	Transferred to Maryland private four-year college or university	0	0.0%	0	0.0%	0	0.0%	0	0.0%
10	Transferred to out-of-state two-year/technical college	4	8.9%	0	0.0%	1	3.4%	8	3.1%
11	Transferred to out-of-state four-year college or university	7	15.6%	1	50.0%	2	6.9%	39	15.2%
12	Total transfers (sum of Lines 7 - 11)	18	40.0%	1	50.0%	8	27.6%	88	34.4%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	3	6.7%	1	50.0%	2	6.9%	42	16.4%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	20	44.4%	1	50.0%	11	37.9%	134	52.3%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	2	4.4%	0	0.0%	5	17.2%	43	16.8%
16	Successful transition to higher ed (Line 14 + Line 15)	22	48.9%	1	50.0%	16	55.2%	177	69.1%
17	Enrolled at this community college last term of study period	1	2.2%	0	0.0%	0	0.0%	7	2.7%
18	Successful or persisting (Line 16 + Line 17)	23	51.1%	1	50.0%	16	55.2%	16 184	71.9%

Student & Institutional 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 2017	Fall 2018	Fall 2019	Fall 2020
A	Fall credit enrollment				
	a. Unduplicated headcount	2,468	2,391	2,377	2,090
	b. Percent of students enrolled part time	64.9%	67.3%	67.9%	71.1%

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
B	First-time credit students with developmental education needs	56.4%	55.0%	37.4%	22.2%

		FY 2017	FY 2018	FY 2019	FY 2020
C	Credit students who are first-generation college students (neither parent attended college)	**94.0%**	78.0%	79.0%	72.0%

		FY 2017	FY 2018	FY 2019	FY 2020
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	62	57	82	71

		FY 2017	FY 2018	FY 2019	FY 2020
E	Credit students receiving financial aid				
	a. Receiving any financial aid	74.0%	74.9%	79.5%	81.9%
	b. Receiving Pell grants	35.7%	35.3%	31.7%	34.7%

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
F	Students 25 years old or older				
	a. Credit students	30.1%	26.7%	22.6%	23.9%

		FY 2017	FY 2018	FY 2019	FY 2020
	b. Continuing education students	63.0%	67.7%	68.4%	46.3%

		FY 2017	FY 2018	FY 2019	FY 2020
G	Credit students employed more than 20 hours per week	64.0%	46.7%		78.0%

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	6.2%	5.9%	6.2%	6.0%
	b. Black/African American only	9.8%	8.3%	8.8%	7.9%
	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	1.2%	1.4%	1.7%	1.7%
	f. White only	77.1%	77.5%	75.6%	77.0%
	g. Multiple races	4.4%	5.8%	5.6%	5.5%
	h. Foreign/Non-resident alien	0.6%	0.5%	0.2%	0.1%
	i. Unknown/Unreported	0.3%	0.2%	1.5%	1.5%

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
I	Credit student distance education enrollment				
	a. Enrolled exclusively in distance education	6.3%	7.2%	6.0%	30.5%
	b. Enrolled in some, but not all, distance education	34.4%	32.7%	30.8%	62.6%
	c. Not enrolled in any distance education	59.2%	60.1%	63.2%	6.9%

Cecil College
2021 ACCOUNTABILITY REPORT

		FY 2017	FY 2018	FY 2019	FY 2020	
J	Unrestricted revenue by source					
	a. Tuition and fees	36.0%	34.0%	33.0%	32.0%	
	b. State funding	23.0%	23.0%	23.0%	24.0%	
	c. Local funding	41.0%	43.0%	42.0%	42.0%	
	d. Other	1.0%	1.0%	2.0%	1.0%	

		FY 2017	FY 2018	FY 2019	FY 2020	
K	Expenditures by function					
	a. Instruction	41.0%	40.0%	40.0%	40.0%	
	b. Academic support	10.0%	11.0%	13.0%	13.0%	
	c. Student services	13.0%	13.0%	13.0%	13.0%	
	d. Other	36.0%	36.0%	34.0%	34.0%	

Goal 1: Access

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
1	Annual unduplicated headcount					
	a. Total	6,932	6,788	6,787	6,010	**7,000**
	b. Credit students	3,301	3,082	2,992	2,941	**3,000**
	c. Continuing education students	3,849	3,912	3,965	3,239	**4,000**

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
2	Market share of first-time, full-time freshmen	51.7%	56.4%	60.8%	58.8%	**58.0%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
3	Market share of part-time undergraduates	82.1%	82.7%	84.2%	80.8%	**83.0%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2024
4	Market share of recent, college-bound high school graduates	49.2%	53.4%	58.5%	54.0%	**55.0%**

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
5	High school student enrollment	302	392	465	472	**550**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	2,761	2,831	2,636	2,902	**3,500**
	b. Continuing education, online	150	179	279	167	**325**
	c. Credit, hybrid	1,100	1,096	1,110	852	**900**
	d. Continuing education, hybrid	0	0	0	64	**20**

		FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2026
7	Tuition and mandatory fees					
	a. Annual tuition and fees for full-time students	$3,660	$4,500	$4,650	$4,770	**NA**
	b. Percent of tuition/fees at Md public four-year institutions	40.4%	48.5%	49.1%	49.2%	**49.5%**
	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 2025
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	1,957	2,043	2,056	1,662	**2,200**
	b. Annual course enrollments	3,731	3,966	4,044	3,439	**4,400**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	371	317	336	242	**350**
	b. Annual course enrollments	601	523	507	337	**550**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
10	Adult education student achievement of:					
	a. At least one ABE educational functioning level	21.00%	30.00%	35.00%	28.00%	**35.0%**
	b. At least one ESL educational functioning level	N/A	N/A	32.00%	N/A	**32.0%**
	Note: Not reported if < 50 students in the cohort					

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
11	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	22.3%	21.9%	23.5%	23.0%	**25.0%**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
	b. Percent nonwhite continuing education enrollment	16.4%	18.3%	19.5%	19.1%	**21.0%**

		July 2017	July 2018	July 2019	July 2020	Benchmark Not Required
	c. Percent nonwhite service area population, 15 or older	13.2%	13.4%	13.8%	14.1%	**NA**

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
12	Percent minorities (nonwhite) of full-time faculty	15.1%	19.6%	16.7%	14.90%	**20.0%**

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
13	Percent minorities (nonwhite) of full-time administrative and professional staff	11.1%	14.6%	15.4%	11.3%	**16.0%**

Goal 2: Success

		Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2024 Cohort
14	Fall-to-fall retention					
	a. All students	51.8%	57.7%	51.0%	52.9%	**55.0%**
	b. Pell grant recipients	46.5%	52.1%	50.2%	49.7%	**52.0%**
	c. Developmental students	48.3%	51.4%	51.0%	46.2%	**52.0%**
	d. College-ready students	53.1%	59.7%	51.0%	56.9%	**60.0%**

Cecil College
2021 ACCOUNTABILITY REPORT

		Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2021 Cohort
15	Developmental completers after four years	51.4%	63.5%	36.6%	32.6%	**35.0%**

		Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2021 Cohort
16	Successful-persister rate after four years					
	a. College-ready students	83.7%	91.2%	86.2%	80.3%	**82.0%**
	b. Developmental completers	63.4%	63.5%	89.1%	70.9%	**72.0%**
	c. Developmental non-completers	27.0%	16.3%	33.3%	38.5%	**NA**
	d. All students in cohort	59.3%	62.8%	74.8%	67.4%	**70.0%**

		Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Not Required
17	Successful-persister rate after four years					
	a. White only	Not Avail	Not Avail	77.6%	71.9%	**NA**
	b. Black/African American only	n<50	n<50	84.9%	51.1%	**NA**
	c. Asian only	n<50	n<50	n<50	n<50	**NA**
	d. Hispanic/Latino	n<50	n<50	n<50	n<50	**NA**

Note: Not reported if < 50 students in the cohort for analysis

		Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2021 Cohort
18	Graduation-transfer rate after four years					
	a. College-ready students	48.9%	52.2%	68.9%	62.8%	**65.0%**
	b. Developmental completers	41.2%	42.5%	56.9%	47.5%	**55.0%**
	c. Developmental non-completers	19.1%	11.6%	19.4%	33.3%	**NA**
	d. All students in cohort	37.4%	39.3%	50.5%	50.3%	**52.0%**

		Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Not Required
19	Graduation-transfer rate after four years					
	a. White only	Not Avail	Not Avail	53.1%	52.3%	**NA**
	b. Black/African American only	n<50	n<50	n<50	n<50	**NA**
	c. Asian only	n<50	n<50	n<50	n<50	**NA**
	d. Hispanic/Latino	n<50	n<50	n<50	n<50	**NA**

Note: Not reported if < 50 students in the cohort for analysis

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
20	Associate degrees and credit certificates awarded					
	a. Total awards	365	557	451	464	**450**
	b. Career degrees	143	193	147	171	**NA**
	c. Transfer degrees	148	286	209	227	**NA**
	d. Certificates	74	78	95	66	**NA**
	e. Unduplicated graduates	300	392	346	370	**NA**

		AY 16-17	AY 17-18	AY 18-19	AY 19-20	Benchmark AY 2024-25
21	First-year GPA of 2.0 or above at transfer institution	94.5%	85.6%	89.0%	91.0%	**92.0%**

		FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	Benchmark FY 2024 Graduates
22	Graduate transfers within one year	12.6%	16.3%	13.0%	15.9%	**18.0%**

Goal 3: Innovation

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
23	Credit program pass rates in licensure/certification examinations required for employment					
	a. National Counsil of Nursing (NCLEX-RN0	94.1%	94.6%	100.0%	88.9%	95.0%
	Number of Candidates	51	37	36	45	NA
	b. Licensed Practical Nurse	100.0%	100.0%	100.0%	100.0%	100.0%
	Number of Candidates	4	6	10	10	NA
	c. National Physical Therapy Examination (NPTE-PTA)	100.0%	100.0%	100.0%	100.0%	100.0%
	Number of Candidates	14	7	16	9	NA
	d. Commercial Truck Driver	91.0%	95.0%	98.0%	99.0%	95.0%
	Note: Not reported if <5 candidates in a year	108	77	102	127	NA

		FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	Benchmark Not Required
24	Graduates employed within one year	63.0%	69.0%	66.0%	64.0%	**NA**

		FY 2014 Graduates	FY 2015 Graduates	FY 2016 Graduates	FY 2017 Graduates	Benchmark Not Required
25	Income growth of career program graduates					
	a. Median annualized income one year prior to graduation	$16,172	$15,516	$13,292	$15,032	**NA**
	b. Median annualized income three years after graduation	$43,796	$37,752	$47,560	$41,628	**NA**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
26	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	1,645	1,637	1,760	1,396	1,800
	b. Annual course enrollments	2,657	2,481	2,790	2,192	2,900

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
27	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	1,414	1,319	1,413	1,229	1,400
	b. Annual course enrollments	2,166	1,979	2,315	1,911	2,300

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
28	Enrollment in contract training courses					
	a. Unduplicated annual headcount	183	283	250	107	**275**
	b. Annual course enrollments	450	473	300	157	**425**

Note: NA designates not applicable

* designates data not available

2021 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 FY2021, the college served 4,124 unique credit and non-credit students.

The student population is quite varied. Approximately three-fourths of fall 2020 credit students were enrolled part-time while 25.7% were persons of color and more than one-third were the first in their family to attend college. Some 28.9% received a Pell grant in FY2020 while 46.4% received some sort of financial aid. In FY2020, 26.1% of credit students and 98.5% of non-credit students were over the age of 25. And 500 non-credit students were enrolled in English courses for speakers of other languages.

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

The COVID pandemic had a profound impact on academic year 2021. From the fall of 2020 through spring of 2021, the pandemic has had a significant negative effect on enrollment, resulting in a loss of -10.2% of FTE over the course of the fiscal year. The uncertainty of the safety of in-person education, plus the hasty move to entirely online instruction, and presumably a host of related issues stemming from the pandemic, created hesitancy in our constituency. Enrollment in first-time students was down 14.1% in the fall. The draw rate of recent high school graduates in our service region was the lowest it has been in over 10 ten years (16%). In addition, enrollment of credit high school students experienced the first decline in four years and a drop of -23% from the previous fall.

Despite the College's well-planned and coordinated response to changing conditions, students were reluctant to attend. Chesapeake Recovery Operations met twice a week throughout the year and the "Back to the Peake" planning committee met throughout the year to plan the college's response to the conditions dictated by the pandemic and plan for a gradual return to normal

operations. These groups monitored the rates of COVID cases in the region, deliberated policies for students and employees, and managed safety protocols on campus.

Almost all credit courses, except clinical instruction for healthcare education and a few sections that required in-person learning, such as welding, were held online during FY2021. Approximately half of the non-credit course offerings were cancelled. Some programs were able to transition to an online format, and a few others, such as Commercial Driver's License training, continued to meet in person, with safety protocols in place. But the conscious intention to maintain safety and limit in-person contact led to a drastic decline in non-credit enrollments. The annual unduplicated headcount for continuing education student declined -59.3% to 1,685. The number of enrollments in Continuing Professional Education courses leading to government or industry-required certification or licensure declined -20.9% in FY2021.

The college continued to offer access to educational content in the safest possible manner while monitoring COVID positivity rates in the region and following the advice of the Centers for Disease Control (CDC) and other experts. Almost all fall and spring classes at the College were offered online with a limited number of in-person classes held to allow students to complete clinical requirements for health profession programs. 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 that required in-person access to training equipment. All necessary face-to-face instruction employed 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 in online courses were up by 7.4% 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 all transitioned to provide services remotely throughout the academic year. And the necessity of online instruction for most courses which was initialized in spring 2020, continued throughout the next academic year. The percentage of credit online sections increased from 24.3% in FY2020 to 85.5% in FY2021. While face-to-face sections made up only 10% of credit sections in FY2021, the annual credit enrollments in online courses jumped to 9,334, a 177% increase from the year before.   Non-credit offerings also experienced a similar shift. In FY2020 the college ran 848 non-credit sections, 77.2% of which were offered completely in-person, and only 18.0% online. In FY2021 the number of sections decreased to 599 and the percentage of online sections increased to 64.4%.

Chesapeake considered additional approaches to mitigating the continuing issues students had accessing both technology and internet access. In early fall laptops were acquired to loan to students who otherwise would not have them. 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. 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. The number of students receiving any financial aid was the highest in three years (46.4%.) 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 developed ways to support students who lacked necessary computer and internet access including access to campus Wi-Fi while the campus was still closed but before buildings were open and later, when conditions permitted, socially-distanced workstations were set up in the library and Cambridge Center for students to access technology through the campus.

Academic Support Center services were moved 100% online, with expanded hours including more evenings and weekend support. Testing services also migrated online, and Testing Center staff worked with faculty to develop online testing solutions where necessary. Relief funds were utilized to purchase equipment to pilot Hi-Flex courses in order to refine the student experience in that modality. The Teaching & Learning Center provided support for faculty to ensure best practices in online course design and development.

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. In addition, targeted direct mail pieces were distributed at a rate more than twice that of prior years. 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.   Last year's inaugural online new student orientation program content was updated, consisting of two parts, a "live" online event, and a series of videos educating students about the supports and resources available at the college. One of the evening virtual sessions targeted nontraditional students. These were well-attended, and proved useful as an ongoing, online resource for our students. Various information sessions, normally held in person at area high schools, were shifted to virtual delivery as well, with great success.   In particular, our information sessions for prospective dual enrollment students saw increased attendance in this format.

The pandemic ended our non-credit spring term abruptly in FY2020. In FY2021 the college attempted to recover with emphasis on running non-credit Health Professions, Adult Basic Education, and skilled trades programs when possible. In total, non-credit continuing education enrollments fell by 58.1% in FY2021. This included a -45.7% drop in basic skills courses and a decline of -36.6% in all workforce development. General education (also known as lifelong learning) decreased -94.1% and the decision was made to discontinue our Institute of Adult Learning (IAL) programs due to the availability of similar programs elsewhere in the five counties. With the main focus on continuing non-credit Healthcare, Adult Basic Education (online) and Skilled Trades, efforts were made to allow these students to attend in person safely or to access their instruction online. Necessary personal protective equipment (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 making use

of federal and state emergency funds where appropriate. In cooperation with the Workforce Investment Board (WIB), non-credit workforce programs made use of the Governor's Emergency Education Relief Fund (GEERS) providing funding to support recruiting, program improvement, and scholarships to assist students with the cost of job training. Some non-credit programs developed online content and instructional formats to continue delivery of services when face-to-face instruction was not feasible. One example was the Certified Nursing Assistant program which was able to continue to provide needed training with online services.

During the pandemic, while the college did observe a decrease in enrollment of minority students, the percentage of nonwhite students still exceeded the percentage in the service area population. While 21% of the adults 15 years or older in the region are nonwhite, they comprised 25.7% of credit students and 50.4% of non-credit students in FY2021. Chesapeake College remains 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.

Goal 2: Success

While ABE and ESL sections served fewer students during the pandemic, a larger percentage were able to achieve a functional level (20.9% vs. 10.3% a year ago). The change to an online format allowed for offering classes at each level instead rather than combining students of multiple levels into one class. Plus, meeting online enabled people from the full 5 county area to fill a class, unlike when meeting face-to-face when the student pool was determined by geography.

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. The number of credit awards increased in FY2021 after two years of small declines. In the past few years, as enrollments have declined, the number of graduates has remained fairly steady. The ratio of credit awards to credit enrollment has increased in three of the past four years.

Fall-to-fall retention rates continue to be variable and are influenced by many factors. The rates for Pell Grant Recipients and College Ready Students both declined, but the retention rates for Developmental Students improved. These results must be interpreted in the light of the pandemic when we saw a decline in enrollment in fall 2020. With enrollment down across the board we might expect large groups like Pell recipients and college ready students to show declines.

Chesapeake's health professions licensure pass rates in 2020 maintained a high success rate overall.   The five programs combined to achieve 96.8% pass rate on 61of 64 first-time test takers. Nursing, radiology and paramedic all met targets, and set-backs for the Physical Therapy Assistant and Surgical Technology program pass rates were based on single students in small cohorts missing the threshold.

COVID not only impacted student access but also student success initiatives. Chesapeake faculty and staff worked hard to engage students in a primarily online instructional environment. Faculty were supported in developing effective student-engagement strategies in the online classroom. Many courses were adapted to online instruction. Library Services and Academic Support hours were increased through virtual means, making tutoring more accessible at more times. 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. These expanded and additional services seemed to have assisted students during a very difficult year.

Goal 3: Innovation

The college has strived to implement innovative state-of-the-art techniques and programs to advance its academic mission and support the advancement of education in the region, but the challenges of the past year have served as a catalyst to promote innovation as the college was forced to rethink operations. Much of that innovation grew out of the necessity to continue to provide services while the campus was closed. Various services and courses were moved online to reach students where they reside.

The broad transition to online instruction allowed for the college to make accelerated progress on our initiative to meet the standards of the National Council for State Authorization Reciprocity Agreements (NC-SARA). This demonstrates that Chesapeake College meets comparable standards for distance education with other states. Not only does this impact instruction, but the quality of services offered to our distance education students is improved. Reaching more students with more services, with more convenience, is a boon to our region.

Some of the many ways in which Chesapeake embraces instructional and student support innovation are demonstrated below.

- The Academic Support Center developed new ways for students to access tutoring services and varied schedules to provide them.
- The Teaching & Learning Center continues to provide a faculty mentoring initiative for improved online course design
- Chesapeake continues to pilot the Hi-Flex classroom modality, allowing instruction in synchronous, in person or online format, to suit students' needs.
- Funding for a Student Tech Tutor position has been secured to support expanded online enrollments.
- Placement testing was administered online, with proctoring.
- Advising services can now be provided online.
- Transcripts can now be uploaded to secure folders for more efficient use for advising and allied health admissions.
- All TRiO application materials are available electronic and we have moved our files to our electronic database system BLUMEN.
- Several non-credit programs had their in-class instruction converted to online modules.

- Student forms were moved online saving students printing/scanning or mailing.
- Students records now kept online eliminating most filing (Digital Imaging to follow will improve efficiency for record keeping more).
- Connections with local partners in K-12 system, business and industry have been strengthened and made more accessible through online means.
- Many events, meetings, and resources were moved online to make them accessible to students remotely and promote engagement, including Student Life activities, Financial literacy workshops, academic preparation workshops, recruiting presentations, livestreaming athletic events, and more.

In the past year, the pandemic has caused a shift in the economy resulting in the loss of many jobs. Chesapeake is applying resources to expand workforce development programs, particularly those that lead to licensure and certification. While numbers declined this past year, headcount was down -46% and course enrollments decreased by -37%, the college worked creatively to keep these programs viable when most of the campus was closed. Collaboration with the Workforce Investment Board and use of the Governor's Emergency Education Relief Fund (GEERS) funding helped many residents re-tool for post-pandemic economy. Skilled trades programs were promoted through a new marketing campaign that included information on how to receive funding for job re-training.

The college's positive contribution to the workforce can be seen in the wage growth of career program graduates. This data shows the median annualized wages for career program graduates increased 125% from one year before graduation to three years after graduation. In dollars, this translates to an increase in earnings from about $22,000 a year to $49,000 a year.

Community Outreach and Impact

College's outreach in FY2021 was limited and mostly restricted to community resources related to COVID. At the early stage of the crisis, the college hosted much needed COVID testing for the five county region as hundreds of local citizens made use of this resource. The health professions program lent the three ventilators to a local hospital when hospital resources were overwhelmed with cases and they donated N95 respirators to the Queen Anne's County Emergency Center. The college's COVID planning committee frequently consulted with the Queen Anne's County Health Dept. and other local authorities to effectively plan response to changing conditions and protocols. Through partnership with the University of Maryland Medical System residents were later able to obtain the vaccine on campus when it became available, thus helping to boost the rates of vaccinations on the Eastern Shore. Students from the Chesapeake College nursing program participated in administering the vaccines.

In addition, Chesapeake hosted numerous "Chesapeake Chats" virtual information sessions, as well as a virtual career training fair. Both programs focused on providing vital information to our constituents, with topics ranging from keeping employees & customers safe during COVID to the abundance of resources available to assist in occupational training. These events brought in hundreds of members of our extended community and fomented our position within the region as a trusted source for information and educational opportunities during the pandemic.

The Cambridge Center served as the polling place for the City of Cambridge elections in October. From a centralized location, we were able to safely provide accessible voting access to a record number of voters in Cambridge. The college's COVID protocols (temperature checks and physical distancing) were in place.

Institutional Response

What are three of the biggest challenges your institution faced due to the COVID pandemic?

The COVID pandemic has seriously interrupted college enrollment patterns. As a result, Chesapeake College has experienced significant enrollment declines primarily as a result of lower draw rate of recent high school graduates and reduced student persistence. While the fall of 2021 shows some recovery of first-time students, it is not yet clear whether the typical enrollment patterns will resume, or if recent high school graduates who did not enroll will eventually return to a path that includes higher education. Furthermore, lower levels of student success and engagement resulted in more withdrawals and failures, and fewer re-enrollments. Federal relief funds currently mitigate the financial fallout from lost tuition dollars, but they are temporary. The College is acting purposefully now to position itself to increase enrollment in the next 2-3 years, at which point it is anticipated relief funding may not be available.

The hasty transition to providing student services (instruction, admissions, advising, testing, etc) in a short period of time was a significant challenge. Not only was this a challenge of technological capabilities, and a change in normal practices, but it was important to do so while maintaining sufficient quality to keep students engaged and ensure their success. Prior to COVID, approximately 25% of class sections and 29% of student enrollments were online. These were supported by teaching faculty and student services that were well-versed in that modality. Moving to a much higher percentage, near 85% for portions of the pandemic, required efforts by faculty, staff, and services, who were unaccustomed to online student instruction and support. The necessary response to adverse conditions has been a catalyst for innovation and has allowed the college to now reach more students in more and different ways.

In the process of dealing with the various changes in service delivery, there was significant additional administrative burden of navigating COVID policies, best-practices, & documentation. Managing the decisions behind these efforts required many hours of deliberation, research, planning, and execution by employees at all levels, in addition to typical operating procedures. The time needed to keep up-to-date on current conditions, consult guidelines, and consider options that would allow for the safe continuity of services, was daunting. This coupled with the reality that people were disconnected, working from home, out of their normal routines, and coping with other pandemic-related stressors, made for a very challenging year.

Chesapeake College Degree Progress Four Years after Initial Enrollment Fall 2016 Entering Cohort

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	526		143		197		186	
2	Number attempting fewer than 18 hours over first 2 years	223		45		37		141	
3	Cohort for analysis (Line 1 – Line 2)	303	100.0%	98	100.0%	160	100.0%	45	100.0%
4	Earned Associate degree from this community college	95	31.4%	46	46.9%	49	30.6%	0	0.0%
5	Earned certificate, but no degree, from this community college	4	1.3%	1	1.0%	0	0.0%	3	6.7%
6	Total associate and certificate graduates (Line 4 + Line 5)	99	32.7%	47	48.0%	49	30.6%	3	6.7%
7	Transferred to Maryland two-year/technical college	24	7.9%	8	8.2%	14	8.8%	2	4.4%
8	Transferred to Maryland public four-year college	65	21.5%	27	27.6%	36	22.5%	2	4.4%
9	Transferred to Maryland private four-year college or university	3	1.0%	2	2.0%	1	0.6%	0	0.0%
10	Transferred to out-of-state two-year/technical college	12	4.0%	5	5.1%	3	1.9%	4	8.9%
11	Transferred to out-of-state four-year college or university	23	7.6%	11	11.2%	11	6.9%	1	2.2%
12	Total transfers (sum of Lines 7 - 11)	127	41.9%	53	54.1%	65	40.6%	9	20.0%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	59	19.5%	31	31.6%	28	17.5%	0	0.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	167	55.1%	69	70.4%	86	53.8%	12	26.7%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	43	14.2%	12	12.2%	26	16.3%	5	11.1%
16	Successful transition to higher ed (Line 14 + Line 15)	210	69.3%	81	82.7%	112	70.0%	17	37.8%
17	Enrolled at this community college last term of study period	12	4.0%	1	1.0%	9	5.6%	2	4.4%
18	Successful or persisting (Line 16 + Line 17)	222	73.3%	82	83.7%	121	75.6%	19	42.2%

Chesapeake College Degree Progress Four Years after Initial Enrollment Fall 2016 Entering Cohort

		African American Students		Asian Students		Hispanic Students		White Students (optional data)	
1	First-time full- and part-time fall headcount	74		9		46		342	
2	Number attempting fewer than 18 hours over first 2 years	32		3		23		145	
3	Cohort for analysis (Line 1 – Line 2)	42	100.0%	6	100.0%	23	100.0%	197	100.0%
4	Earned Associate degree from this community college	7	16.7%	3	50.0%	5	21.7%	71	36.0%
5	Earned certificate, but no degree, from this community college	0	0.0%	0	0.0%	0	0.0%	3	1.5%
6	Total associate and certificate graduates (Line 4 + Line 5)	7	16.7%	3	50.0%	5	21.7%	74	37.6%
7	Transferred to Maryland two-year/technical college	4	9.5%	0	0.0%	0	0.0%	18	9.1%
8	Transferred to Maryland public four-year college	4	9.5%	2	33.3%	6	26.1%	52	26.4%
9	Transferred to Maryland private four-year college or university	0	0.0%	0	0.0%	0	0.0%	3	1.5%
10	Transferred to out-of-state two-year/technical college	2	4.8%	0	0.0%	2	8.7%	7	3.6%
11	Transferred to out-of-state four-year college or university	3	7.1%	0	0.0%	2	8.7%	11	5.6%
12	Total transfers (sum of Lines 7 - 11)	13	31.0%	2	33.3%	10	43.5%	91	46.2%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	4	#DIV/0!	2	33.3%	3	13.0%	46	23.4%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	16	38.1%	3	50.0%	12	52.2%	119	60.4%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	6	14.3%	1	16.7%	2	8.7%	28	14.2%
16	Successful transition to higher ed (Line 14 + Line 15)	22	52.4%	4	66.7%	14	60.9%	147	74.6%
17	Enrolled at this community college last term of study period	6	14.3%	1	16.7%	2	8.7%	7	3.6%
18	Successful or persisting (Line 16 + Line 17)	28	66.7%	5	83.3%	16	69.6%	154	78.2%

92

Chesapeake College
2021 Accountability Report

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

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
A	Fall credit enrollment				
	a. Unduplicated headcount	2,188	1,981	2,184	1,904
	b. Percent of students enrolled part time	73.5%	75.8%	74.2%	73.4%

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
B	First-time credit students with developmental education needs	73.2%	39.5%	37.5%	32.4%

		FY 2017	FY 2018	FY 2019	FY 2020
C	Credit students who are first-generation college students (neither parent attended college)		36.8%		35.1%

		FY 2017	FY 2018	FY 2019	FY 2020
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	530	559	510	500

		FY 2017	FY 2018	FY 2019	FY 2020
E	Credit students receiving financial aid				
	a. Receiving any financial aid	49.3%	44.0%	45.8%	46.4%
	b. Receiving Pell grants	34.8%	31.5%	29.6%	28.9%

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
F	Students 25 years old or older				
	a. Credit students	28.0%	27.8%	24.9%	26.1%

		FY 2017	FY 2018	FY 2019	FY 2020
	b. Continuing education students	92.3%	94.5%	97.8%	98.5%

		FY 2017	FY 2018	FY 2019	FY 2020
G	Credit students employed more than 20 hours per week	#N/A		48.0%	

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	5.2%	5.8%	6.1%	6.4%
	b. Black/African American only	14.3%	14.0%	13.8%	12.4%
	c. American Indian or Alaskan native only	1.0%	1.2%	0.8%	0.7%
	d. Native Hawaiian or other Pacific Islander only	0.1%	0.0%	0.2%	0.3%
	e. Asian only	1.6%	1.2%	1.7%	1.7%
	f. White only	69.0%	68.5%	68.6%	70.3%
	g. Multiple races	3.3%	2.9%	2.7%	3.0%
	h. Foreign/Non-resident alien	1.2%	1.5%	1.6%	1.2%
	i. Unknown/Unreported	4.4%	4.8%	4.4%	4.0%

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
I	Credit student distance education enrollment				
	a. Enrolled exclusively in distance education	14.3%	15.6%	17.3%	93.7%
	b. Enrolled in some, but not all, distance education	34.3%	36.3%	34.8%	3.0%
	c. Not enrolled in any distance education	51.3%	48.1%	48.0%	3.3%

Chesapeake College
2021 Accountability Report

		FY 2017	FY 2018	FY 2019	FY 2020
J	Unrestricted revenue by source				
	a. Tuition and fees	31.8%	31.9%	30.4%	30.7%
	b. State funding	30.1%	30.0%	31.1%	31.1%
	c. Local funding	29.8%	30.1%	28.2%	30.7%
	d. Other	8.4%	8.0%	8.5%	7.5%

		FY 2017	FY 2018	FY 2019	FY 2020
K	Expenditures by function				
	a. Instruction	47.5%	49.4%	48.0%	48.4%
	b. Academic support	9.0%	6.9%	7.1%	7.6%
	c. Student services	9.3%	9.3%	9.3%	9.5%
	d. Other	34.3%	34.4%	35.5%	34.5%

Goal 1: Access

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
1	Annual unduplicated headcount					
	a. Total	8,383	7,583	7,380	6,832	**8,195**
	b. Credit students	2,803	2,839	2,790	2,849	**3,419**
	c. Continuing education students	5,797	4,917	4,769	4,136	**4,966**

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
2	Market share of first-time, full-time freshmen	41.3%	39.0%	42.0%	39.1%	**45.0%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
3	Market share of part-time undergraduates	63.7%	71.0%	72.2%	68.2%	**73.0%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2024
4	Market share of recent, college-bound high school graduates	55.5%	51.0%	45.9%	52.5%	**50.0%**

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
5	High school student enrollment	363	394	456	350	**496**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	3,076	3,713	3,944	4,259	**6,500**
	b. Continuing education, online	427	404	458	496	**1,000**
	c. Credit, hybrid	764	776	812	908	
	d. Continuing education, hybrid	0	0	72	37	

		FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2026
7	Tuition and mandatory fees					
	a. Annual tuition and fees for full-time students	$4,760	$4,760	$4,850	$4,850	**NA**
	b. Percent of tuition/fees at Md public four-year institutions	51.4%	50.3%	50.1%	50.2%	**47.9%**
	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 2025
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	1,902	1,735	1,459	1,193	**654**
	b. Annual course enrollments	4,404	4,713	4,330	3,006	**1,186**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	875	873	808	744	**912**
	b. Annual course enrollments	1,384	1,711	1,628	1,289	**1,728**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
10	Adult education student achievement of:					
	a. At least one ABE educational functioning level	19.8%	20.6%	20.0%	10.3%	**20.1%**
	b. At least one ESL educational functioning level	28.6%	29.1%	23.7%	15.2%	**27.1%**
	Note: Not reported if < 50 students in the cohort					

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
11	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	26.9%	27.0%	27.2%	25.7%	**29.5%**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
	b. Percent nonwhite continuing education enrollment	35.7%	36.7%	34.3%	50.4%	**38.0%**

		July 2017	July 2018	July 2019	July 2020	Benchmark Not Required
	c. Percent nonwhite service area population, 15 or older	20.3%	20.4%	20.7%	21.0%	**NA**

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
12	Percent minorities (nonwhite) of full-time faculty	7.7%	7.7%	9.4%	9.8%	**12.7%**

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
13	Percent minorities (nonwhite) of full-time administrative and professional staff	13.6%	14.6%	12.4%	12.0%	**14.2%**

Goal 2: Success

		Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2024 Cohort
14	Fall-to-fall retention					
	a. All students	48.3%	51.7%	52.1%	49.7%	**56.0%**
	b. Pell grant recipients	47.1%	50.2%	51.6%	48.5%	**55.0%**
	c. Developmental students	45.2%	47.0%	39.0%	41.1%	**39.0%**
	d. College-ready students	55.6%	60.9%	61.0%	55.1%	**62.0%**

Chesapeake College
2021 Accountability Report

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	38.4%	41.3%	39.6%	41.3%	**39.0%**

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	88.2%	89.9%	82.6%	73.3%	**89.0%**
b. Developmental completers	79.5%	86.3%	84.5%	75.6%	**81.0%**
c. Developmental non-completers	35.3%	48.7%	32.9%	42.2%	**NA**
d. All students in cohort	67.0%	78.8%	72.5%	73.3%	**84.0%**

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	70.7%	81.5%	71.8%	78.2%	**NA**
b. Black/African American only	49.2%	<50	65.2%	<50	**NA**
c. Asian only	<50	<50	<50	<50	**NA**
d. Hispanic/Latino	<50	<50	<50	<50	**NA**

Note: Not reported if < 50 students in the cohort for analysis

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	76.5%	80.7%	73.6%	70.4%	**79.0%**
b. Developmental completers	50.3%	60.1%	55.8%	53.8%	**62.0%**
c. Developmental non-completers	24.3%	35.9%	24.3%	26.7%	**NA**
d. All students in cohort	48.2%	61.2%	55.6%	55.1%	**65.0%**

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	52.1%	44.4%	56.8%	63.3%	**NA**
b. Black/African American only	31.7%	<50	47.8%	44.4%	**NA**
c. Asian only	<50	<50	<50	<50	**NA**
d. Hispanic/Latino	<50	<50	<50	<50	**NA**

Note: Not reported if < 50 students in the cohort for analysis

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	299	329	301	292	**355**
b. Career degrees	115	114	100	104	**NA**
c. Transfer degrees	135	152	143	139	**NA**
d. Certificates	49	64	58	49	**NA**
e. Unduplicated graduates	292	324	297	289	**NA**

	AY 16-17	AY 17-18	AY 18-19	AY 19-20	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	86.8%	82.4%	84.5%	84.4%	**87.0%**

	FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year	73.5%	57.8%	53.1%	43.3%	**60.0%**

Goal 3: Innovation

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Radiologic Technology (AART)	83.3%	90.0%	100.0%	100.0%	**95.0%**
Number of Candidates	6	10	10	6	
b. Registered Nurse (NCLEX-RN)	65.0%	84.6%	100.0%	97.5%	**90.0%**
Number of Candidates	40	39	32	40	
c. Physical Therapist Assistant (NPTE)	85.7%	100.0%	100.0%	75.0%	**90.0%**
Number of Candidates	7	6	4	4	
d. Surgical Technology (NBSTSA)	100.0%	66.7%	87.5%	80.0%	**90.0%**
Number of Candidates	7	6	8	5	
e. Paramedic, National Registry Exam	84.6%	85.7%	92.3%	100.0%	**90.0%**
Number of Candidates	13	7	13	9	

Note: Not reported if <5 candidates in a year

	FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	Benchmark Not Required
24 Graduates employed within one year	89.1%	87.5%	87.1%	82.5%	**NA**

	FY 2014 Graduates	FY 2015 Graduates	FY 2016 Graduates	FY 2017 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	$18,776	$16,544	$21,872	$21,888	**NA**
b. Median annualized income three years after graduation	$48,084	$45,928	$51,128	$49,240	**NA**

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	3,122	2,390	2,563	2,256	**2,568**
b. Annual course enrollments	5,009	4,020	4,276	3,727	**4,282**

Chesapeake College
2021 Accountability Report

		FY 2017	FY 2018	FY 2019	FY 2020	**Benchmark** **FY 2025**
27	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	1,746	1,657	1,730	1,501	**1,828**
	b. Annual course enrollments	3,154	2,852	2,998	2,619	**3,167**

		FY 2017	FY 2018	FY 2019	FY 2020	**Benchmark** **FY 2025**
28	Enrollment in contract training courses					
	a. Unduplicated annual headcount	2,343	1,646	1,470	1,536	**1,663**
	b. Annual course enrollments	3,317	2,412	1,985	2,153	**2,343**

Note: NA designates not applicable

* designates data not available

COLLEGE OF SOUTHERN MARYLAND

I. MISSION

Institutional Mission Statement (MHEC approved January 2019, reviewed FY21)
The College of Southern Maryland enhances lives and strengthens the economic vitality of a diverse and changing region by providing affordable postsecondary education, workforce development, and cultural and personal enrichment opportunities.

Institutional Vision Statement (Board Approved, May 2021)
CSM will be the region's first choice for accessible, inclusive, and innovative education that transforms communities.

Institutional Values (Board Approved, May 2021)
Collaboration- We are stronger when we work together.
Equity- We provide each individual with the opportunity, resources, and access needed to be successful.
Excellence- We commit to high standards and clear expectations.
Inclusivity- We respect contributions and differing abilities of everyone, providing space for all.
Innovation- We value creativity and ingenuity, embracing new ideas and perspectives.
Integrity- We are transparent and honest.
Respect- We treat others with dignity.

II. INSTITUTIONAL ASSESSMENT

Overview
Like other community colleges in the state, CSM began and ended the 2021 fiscal year in a mostly remote environment due to the global pandemic. By November 2020, Executive Leadership knew operations would need to remain in a remote setting for the rest of the year for everyone's safety and planned accordingly. Financial, professional development, and wellness support was offered to all employees in order to continue to provide the best service to our student populations. While credit and non-credit learning opportunities remained primarily virtual (there were a few exceptions depending on the discipline), there were limited campus activities, by appointment, to support students with great precautions to ensure the health and safety of staff, faculty, and students. For example, the Testing Centers remained open Tuesdays and Wednesdays, by appointment, to meet the needs of dual enrolled students, ADA requirements, and testing.

New CSM Strategic Plan- Defining our Future
Regardless of the challenges of working remote, CSM successfully researched, wrote, and implemented a new three-year institutional strategic plan. Work in the fall included a 15-member Strategic Plan Steering Committee made up of faculty, staff, and a student. Additionally, inclusive, cross-institutional subcommittees were established (including over 70 individuals) to review the current Mission Statement, rewrite the Institutional Vision Statement, and rewrite the Institutional Values. A comprehensive Environmental Scan was also completed. All documents were vetted across the college using numerous communication vehicles including an all-campus survey to ensure all constituents had representation. The work was also shared

with the Board of Trustees (BOT) on a consistent basis for their input. The main focus of the January 2021 BOT Retreat was to discuss the direction of the college for the next several years.

The result of this hard work was the CSM 2021-2024 Strategic Plan- DEFINING OUR FUTURE. The plan received full Board of Trustees approval in May 2021. Below are the four overarching goals of the new plan:
GOAL #1 IMPROVE STUDENT PROGRESS AND COMPLETION
GOAL #2 ENSURE EQUITY IN ALL PROGRAMS AND SERVICES
GOAL #3 BUILD AND SUSTAIN THE REGIONAL WORKFORCE PIPELINE
GOAL #4 FOSTER AND SUSTAIN A HIGH-PERFORMING EMPLOYEE CULTURE

State Plan Goal I: Access
Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.
Unduplicated Student Headcount
Over the last four years, CSM's annual unduplicated headcount has declined 19.8% from 23,244 in FY17 to 18,653 in FY20 (Indicator 1). The breakout of credit and continuing education unduplicated headcounts both follow the same pattern at 10.7% and 28.2% 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 tuition and fees remained the same for FY21, which allowed CSM students to pay only 50.9% of the cost of Maryland four-year public institutions (Indicator 7). The College is dedicated to providing an accessible, accredited, and affordable education to a diverse student population.

Diversity, Equity, and Inclusion
In FY21, the CSM Board of Trustees published an Equity Statement affirming its "commit[ment] to the change we seek." Accordingly, it formulated, as one of four goals for CSM's new 2021-2024 Institutional Strategic Plan, a goal to "Ensure equity in all programs and services." In formulating strategies under this goal, the College has reaffirmed its commitments to use disaggregated data to close equity gaps; to expand digital access and technology to ensure equity; and to recruit, retain, and build the cultural competency and equity-mindedness of faculty and staff.

The first two strategies will compel us to collect and analyze disaggregated institutional data regarding enrollments; early momentum metrics; and retention, transfer, and graduation rates at both the college and program levels. During this reflection process, CSM discovered a number of racial/ethnic (and gender and socio-economic) equity gaps which was communicated in the new CSM Equity Scorecard. The college spent time in FY21 devising strategies and practices to address the equity gaps, such as using alternative placement methods to eliminate racial disparities in Developmental English placements. Because the COVID-19 pandemic continues to have a disparate impact on communities of color, the Equity Plan also specifies actions to ensure our students have access to technology, support services, and other resources (e.g., food and incidentals) essential for academic success. We raised and distributed funds, and established a laptop loan program, expanded mental health services to reach students with resource challenges, and increased scholarship opportunities through the CSM Foundation over the past year. A great point of pride for the college has been the expansion of the Hawk Feeders, which began as one

self-service micro-pantry on the La Plata campus, which then was expanded to nine pantries to serve students on all campuses. When the pandemic hit, CSM took this idea to the streets and created Mobile Hawk Feeders. Using HEERF, they have set up three full-service pantries using a contact-free drive-up process for safety. During FY21, these Mobile Hawk Feeders served over 350 families with over 8,000 pounds of food.

The second two strategies were created to support increasing the cultural competency and equity-mindedness of CSM's faculty and staff to increase our capacity to design the CSM student experience intentionally in ways that meet the needs of each student. We have devised new recruitment and retention strategies and designed trainings that unpack the meanings and impact of discrimination, unconscious bias, and related concepts. Additionally, in FY21, CSM established an Equity and Inclusion Council as part of a new, participatory governance model. The Council is charged to support the development of CSM's college-wide strategy for equity and inclusive diversity. One example of programming to combat the racial inequities our nation was facing, the Executive Director of Diversity, Equity, and Inclusion hosted a CSM 30 Day Social Justice Challenge. This program garnered over 200 CSM community members to read, watch, listen, talk to each other, shared what we were learning and feeling.

CSM saw an increase in minority student enrollment compared to services area for both nonwhite credit enrollment and nonwhite continuing education enrollment (Indicator 11). The credit number increased from 45.3% to 47.6% and the continuing education number increased from 33.0% to 38.0%. This indicator reflects the hard work the college is doing to recruit and retain students of color.

Financial Assistance
In FY21 CSM awarded over $800,000 institutional scholarship dollars to students seeking learning opportunities in both credit and non-credit programs. The number of non-credit financial awards has increased from 111 in FY20 to 167 in FY21. Additionally, we saw less credit-seeking students take out personal loans to pay for their education, 13.0% down to 7.8% in the past year. An area of struggle for the college is the number of students that compete the FASFA application. CSM has committed as part of the Achieving the Dream work to educate, communicate, and support all students in filling out the FASFA. This work has begun to pay off as the percentage of students filling out the FASFA has increased 5% since last year. Additionally, the college has put Scholarship Finder front and center of all financial aid correspondence to make it easier for students to simply click on the link and search for financial assistance.

State Plan Goal II: Success
Promote and implement practices and policies that will ensure student success.
Achieving the Dream- Year 2
FY21 brought the second year of the Achieving the Dream Action Plan, written specifically to support student success (for credit and continuing education students). The plan has three overarching goals,
1. Clarify the Paths
2. Systemize the Supports
3. Demystify the Finances
This Achieving the Dream work has served as an opportunity for the whole institution to rally

behind our students while facing the challenges of the pandemic. This central focus has increased the collaboration across the institution as work has remained remote, finances have remained tight, and the overall well-being of students and employees has become paramount to our success.

Technology Improvements
Multiple technology improvements happened in FY21. The college continued to fund new and improved instructional technology (e.g., Zoom classrooms). The Division of Learning leveraged technology to ensure the integrity of academic assessments and evaluations of student progress; specifically updating the lockdown browser for academic integrity of student testing and evaluations while in a remote environment. Additionally, CSM committed over $110,000 to repackage and develop courses to meet the rigor and standards of student engagement in an online environment via STW Inc. Additional technology improvements during FY21 include:
- Upgrade to 24 classrooms of audio-visual equipment through Visual Sound (retrofit 24 classrooms with new audio-visual equipment)
- The purchase of 400 laptops, monitors with USB connectors, and keyboards from Dell Technologies
- Replaced and fixed desktops with flexible/mobile computer workstations

Faculty Training
Over 60 full-time and adjunct faculty teaching introductory level courses completed training using student retention and success strategies such as deliberate Kudos to signal that students are doing well and making progress in the course. The faculty were also provided training on ways to use technology to raise flags to alert students that they are missing assignments, missing class lectures and in jeopardy of not doing well in the course overall, inviting the student to engage in an intervention. Additional strategies include activities the help faculty get to know students and understand their goals for being in the class, allowing faculty to customize activities and instruction to meet those student needs. These customizations create synergy for student engagement, retention and success.

Retention and Transfer Rates
Unfortunately, CSM's College-ready students saw a drop in fall-to-fall retention rates from 65.7% to 61.3% as did all students decreasing from 57.0% to 55.0%. Pell grant recipient students and Developmental students fall-to-fall retention remained the same at around 50% (Indicator 14). Graduation-transfer rate after four years increased for College-ready students and Developmental completers (Indicator 18). Very positively, Graduate transfers within one year increased over 4% in the last year and exceeded the four-year average (Indicator 22). With over 150 transfer agreements with over 50 partnering institutions, CSM's transfer success is proving to be one of the strongest opportunities for students.

Number of Degrees and Certificates
Another strong indicator of completion is the number of associate degrees and certificates awarded. In FY21, CSM awarded 1,556 total awards which can be broken down to 272 career degrees, 654 transfer degrees, and 630 certificates (Indicator 20). Performance at transfer institutions during academic year 2019-2020 reveal the majority of students, 88.2%, earned a GPA of 2.00 or above (Indicator 21).

Student Equity and Success Events

Even with the limitations for interactions during remote operations, CSM continued to offer positive and meaningful opportunities for students in a safe, virtual environment. Some of these activities during FY21 include:

- Increased online counseling presence and offerings including regular "Talon Talk" sessions for students
- Student Advocacy Day where 11 CSM students met with their state representatives virtually this year
- Virtual Voter Education Series with the Senator Thomas Mike V. Miller Jr. Center for Leadership
- One Community; Bridging Divides webinar in collaboration with the Division of Academic Affairs, Equity and Inclusive Diversity Office, and St. Mary's College's Center for the Study of Democracy
- Maryland Community College Activities Directors Association Virtual Student Leadership Conference
- Innocence Project Featured Speaker and Exoneree Huwe Burton.
- Miscellaneous Student Government Association activities: Virtual Paint Party, Mobile Hawk Feeder, Social Media Ambassadors, Welcome Back Virtual Fall Festival, Virtual Campfire, Party with the President, Party with the President Holiday Edition, Open House and Meet and Greets, Factuality, Red Cross Blood Drives, Book Clubs, Toys for Tots with the Chapter of the National Society for Black Engineers and Engineering Club.

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

Physical Site Improvements

The Facilities Master Plan Report prepared by JMZ Architect and Planning was presented to the Board of Trustees in January 2021. The plan encompasses the La Plata, Leonardtown, Prince Frederick, and Hughesville Campuses and includes a suggested timeline of projects from 1 – 5 years, 6 – 10 years, and long-range goals. Included in the plan are comprehensive project schedules and estimated costs identified by capital projects and maintenance projects, all meant to improve the learning experience of students. One important improvement for innovative learning was the implementation of simulation options for students in allied health programs in accordance with accrediting agencies' approvals. As previously mentioned, over 20 classrooms were upgraded, 400 laptops and additional equipment were purchased, and all desktop computer stations were upgraded to laptops with docking stations for ease of use on campus and in a remote environment. CSM also used CARES funds to offer Wi-Fi Cafes when safety protocols allowed it, where students could access the internet to support their course work when safety protocols had to be maintained because of the global pandemic.

Velocity Center Officially Opens

The new CSM Velocity Center – where education and innovation meet – opened its doors in September 2020 during a socially distant ribbon-cutting ceremony before about 1,300 Facebook Live onlookers. Operated and managed by CSM, the Center is a place of innovation, learning, and collaboration for academia, the Navy, and the community. This collaborative learning space

supports workforce development and economic growth in Southern Maryland. Specifically, the facility is approximately 13,000 square feet located outside of the Naval Surface Warfare Center, Indian Head Division (NSWC IHD). The Navy utilizes the Center for conferences, meetings, showcases and to hold a multitude of professional development activities and events. Navy scientists and industry leaders can interact with students in tech transfer courses and have a place to tinker and conduct unclassified research. The community can take advantage of the Makerspace in the Velocity Center as well as workforce and professional development courses such as Computer Aided Design, Cyber Security, Drones/Small Unmanned Aircraft Systems, Government Procurement, Social Entrepreneurship and Tech Transfer Entrepreneurship, etc. Events at the Velocity Center include:

- CSM courses
  - Print Reading and Engineering
  - Geometric Tolerancing for Inspectors
- Charles County Government Media Division Team Building Retreat
- National Bomb Squad Advisory Board Meeting
- Naval Surface Warfare Center Indian Head Technology Division; Wargame Event

Remote Professional Development Opportunities
In FY21, the Board of Trustees approved to award a contract to AMTEK for consulting services for remote professional development (this was a piggyback contract from Howard County Public Schools). This innovative project was funded by the GEERS Act Grant. AMTEK is a leading augmented reality education solutions company and has been selected as the authorized distribution and implementation service partner in building out the Velocity Center's hardware and integrated software. The company was specifically selected to design the layout of makerspace, procure specialized equipment, provide technical training for CSM support staff on equipment and maintenance.

Non-credit Initiatives
Non-credit initiatives continued throughout FY21 to support the Southern Maryland community. Some examples of this important work include:
- Partnered with regional workforce investment boards on numerous initiatives, including the launch of SkillUP, an online platform designed to help the Southern Maryland Region build a workforce ecosystem that supports positive economic development.
- Approval of Maryland Center for Environmental Training and the Maryland Department of the Environment (MDE) Memorandum of Understanding to allow CSM to provide training and technical assistance required for the proper orientation and maintenance of sewerage systems, wastewater facilities, and water supply systems operating in Maryland.
- Provided technical assistance and training to the Charles County Health Department for 15 outreach workers that are serving the community (safety and sanitation protocols)
- Offered online and on-demand training to Charles County businesses
- Collaborated with Workforce Development Board and Tri-County Council on Getting Southern Maryland Back to Work initiative

Additional innovative initiatives implemented in FY21 include:

- The College of Southern Maryland has aligned the work of its former credit and non-credit divisions to form its new Division of Learning (DOL). DOL represents the college's commitment to ensuring equity and access to all pathways of education from certificate to credential to degree where all educational experiences are valued and captured to accelerate student completion. This strategy involves numerous initiatives, including the examination and expansion of existing prior learning assessment policies, the development of micro-credentials and badges for competency-based developed courses, and the establishment of non-credit to credit pathways that provide academic credit for eligible non-credit coursework.
- We have focused on academic pathways which allow students to stack credentials for certification. Existing industry training at the College of Southern Maryland has been enhanced to include learning modules on COVID-19 awareness, safe worker and safe workplace protocols. These competencies are also delivered as standalone courses for existing workers and skilled professionals that need to enhance their knowledge of these safe worker, safe workplace protocols.
- In addition to the need for enhanced skills of existing workers, new and emerging occupations will require new skills and certifications. New certificate programs are being developed for Infectious control and barrier protection, Community Health Liaison, Contract Tracing Proficiency, Medical Assisting, Communication and Customer Service skills and others in response to these needs.
- We are engaged, working closer than ever with local community-based organization (CBO) partners. We are partnering with employers who are shifting their employment needs, and we must continue to stay aligned with federal, state and local initiatives that can support key industry sectors in both their contingency and long-term recovery plans.
- In addition, a workforce development response would not be complete without a focus on the basic education of individuals who seek to enter the job market at an entry level and build up from there.
- Pre-COVID community stakeholders including economic development, K-12, chambers of commerce, the workforce system and CSM convened to discuss the regional economic benefits of the delivery of the ACT WorkKeys National Career Readiness Certification program and subsequent designation as a Work Ready Community.

III. ONGOING EFFECTS OF COVID-19 ON THE 2020-21 REPORTING CYCLE

During FY21, CSM leadership attempted to disaggregate segments of our student enrollment to determine if there is a pattern for why student enrollment is lagging. The common denominator was COVID-19 and/or the effects of COVID on the everyday lives of students and families. Students reported facing challenges with loss of income, food insecurities, and challenges with their physical and mental health. In response, the college provided bolstered support to students and families to face these challenges, but continued to see lags in enrollment. In addition, in FY21 the college has awarded over $3 million dollars in Emergency Funding (HEERF) to ease the transition for students to return to campuses. The college has put in place a number of enrollment initiatives and special Informational Programs highlighting interests in students returning, and enhanced safety protocol to relieve anxiety over the virus. In addition, CSM increased marketing and communication with students using text messaging, emails, and

telemarketing.

IV. INSTITUTIONAL RESPONSE TO MHEC QUESTION (New to 2020-21 Report)

Question 1- Please specify how your institution utilized CARES funding over the past year. What are some ways your institution was able to leverage those funds for student access and success?

- Over 2,100 students received approximately $1.25 million dollars in CARES Act Emergency Funds. This money was vital to the persistence and success of CSM students as it was not to be used for tuition and fees but rather living expenses.
- Help A Hawk Funds (a scholarship for one 3-credit course) were awarded to credit and continuing education students; 96% of receivers used the scholarship to continue their studies at CSM.
- CSM allocated $11k to create Wi-Fi Cafés which were available to all enrolled students.
- The CARES funds were also used to provide training for in-time retention strategies for our introductory level courses. Over 60 full-time and adjunct faculty teaching introductory level courses completed training using student retention and success strategies such as deliberate Kudos to signal that students are doing well and making progress in the course. The faculty were also provided training on ways to use technology to raise flags to alert students that they are missing assignments, missing class lectures and in jeopardy of not doing well in the course overall, inviting the student to engage in an intervention.
- The newly formed Division of Learning (now comprised of all credit and non-credit programs), used CARES funds to support faculty development. To enhance faculty development, we provided faculty with training on technologies such as Zoom and Teams, which were leveraged to provide instruction for students to continue instruction. We also enhanced our classroom set-up to allow faculty to continue to use the technologies whether on campus or teaching remotely. Additionally, we used CARES funds to purchase Hyflex technology for classrooms. This emerging instructional technology allows faculty to deliver instruction from their classroom to students in the classroom concurrently with students who may be logged into the class virtually. The professor is able to see, hear and engage both groups of students equally, thus reducing the need for students to miss class. An additional feature of the Hyflex classroom is that it allows the professor to record the day's activities and post them to the learning management system course shell where students can revisit the class for the day as a study session or refresher.
- Division of Learning worked with the Testing Center to provide secure assessments via Honorlock.
- Faculty were supported to redesign their courses for accelerated instructional delivery. Accelerated course delivery has been shown to increase student success and completion.
- Students and faculty have been supported with protective shields and wear (plexiglass, face shields, masks) to allow more face-to-face instruction in a safe environment.
- Students who were in jeopardy of not being able to continue their education were supported financially to allow them to continue their program of study.
- Faculty and academic support staff were provided with technology allowing them to continue to support students in the completion of their courses and to provide student supports for those in need of such.

College of Southern Maryland Degree Progress Four Years after Initial Enrollment Fall 2016 Entering Cohort

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	1866		680		613		573	
2	Number attempting fewer than 18 hours over first 2 years	504		129		44		331	
3	Cohort for analysis (Line 1 – Line 2)	1362	100.0%	551	100.0%	569	100.0%	242	100.0%
4	Earned Associate degree from this community college	421	30.9%	240	43.6%	181	31.8%	0	0.0%
5	Earned certificate, but no degree, from this community college	101	7.4%	47	8.5%	54	9.5%	0	0.0%
6	Total associate and certificate graduates (Line 4 + Line 5)	522	38.3%	287	52.1%	235	41.3%	0	0.0%
7	Transferred to Maryland two-year/technical college	30	2.2%	12	2.2%	13	2.3%	5	2.1%
8	Transferred to Maryland public four-year college	392	28.8%	226	41.0%	151	26.5%	15	6.2%
9	Transferred to Maryland private four-year college or university	19	1.4%	9	1.6%	10	1.8%	0	0.0%
10	Transferred to out-of-state two-year/technical college	27	2.0%	7	1.3%	5	0.9%	15	6.2%
11	Transferred to out-of-state four-year college or university	150	11.0%	65	11.8%	67	11.8%	18	7.4%
12	Total transfers (sum of Lines 7 - 11)	618	45.4%	319	57.9%	246	43.2%	53	21.9%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	364	26.7%	218	39.6%	146	25.7%	0	0.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	776	57.0%	388	70.4%	335	58.9%	53	21.9%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	165	12.1%	59	10.7%	89	15.6%	17	7.0%
16	Successful transition to higher ed (Line 14 + Line 15)	941	69.1%	447	81.1%	424	74.5%	70	28.9%
17	Enrolled at this community college last term of study period	60	4.4%	15	2.7%	32	5.6%	13	5.4%
18	Successful or persisting (Line 16 + Line 17)	1001	73.5%	462	83.8%	456	80.1%	83	34.3%

College of Southern Maryland Degree Progress Four Years after Initial Enrollment Fall 2016 Entering Cohort

		African American Students		Asian Students		Hispanic Students		White Students (optional data)	
1	First-time full- and part-time fall headcount	506		61		132		1005	
2	Number attempting fewer than 18 hours over first 2 years	194		6		29		219	
3	Cohort for analysis (Line 1 – Line 2)	312	100.0%	55	100.0%	103	100.0%	786	100.0%
4	Earned Associate degree from this community college	57	18.3%	19	34.5%	16	15.5%	296	37.7%
5	Earned certificate, but no degree, from this community college	20	6.4%	6	10.9%	9	8.7%	60	7.6%
6	Total associate and certificate graduates (Line 4 + Line 5)	77	24.7%	25	45.5%	25	24.3%	356	45.3%
7	Transferred to Maryland two-year/technical college	11	3.5%	1	1.8%	1	1.0%	14	1.8%
8	Transferred to Maryland public four-year college	76	24.4%	22	40.0%	21	20.4%	239	30.4%
9	Transferred to Maryland private four-year college or university	3	1.0%	0	0.0%	0	0.0%	16	2.0%
10	Transferred to out-of-state two-year/technical college	8	2.6%	2	3.6%	3	2.9%	13	1.7%
11	Transferred to out-of-state four-year college or university	28	9.0%	4	7.3%	11	10.7%	92	11.7%
12	Total transfers (sum of Lines 7 - 11)	126	40.4%	29	52.7%	36	35.0%	374	47.6%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	57	18.3%	18	32.7%	17	16.5%	243	30.9%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	146	46.8%	36	65.5%	44	42.7%	487	62.0%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	33	10.6%	3	5.5%	15	14.6%	102	13.0%
16	Successful transition to higher ed (Line 14 + Line 15)	179	57.4%	39	70.9%	59	57.3%	589	74.9%
17	Enrolled at this community college last term of study period	17	5.4%	3	5.5%	9	8.7%	25	3.2%
18	Successful or persisting (Line 16 + Line 17)	196	62.8%	42	76.4%	68	66.0%	614	78.1%

COLLEGE OF SOUTHERN MARYLAND
2021 ACCOUNTABILITY REPORT

Student & Institutional 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 2017	Fall 2018	Fall 2019	Fall 2020
A	Fall credit enrollment				
	a. Unduplicated headcount	7,201	6,882	6,351	6,164
	b. Percent of students enrolled part time	63.3%	63.8%	64.5%	67.5%

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
B	First-time credit students with developmental education needs	54.9%	49.0%	47.5%	*

		SP 2016	SP 2018	SP 2020	SP 2021
C	Credit students who are first-generation college students (neither parent attended college)	24.3%	29.6%	*	39.8%

		FY 2017	FY 2018	FY 2019	FY 2020
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	153	158	121	416

		FY 2017	FY 2018	FY 2019	FY 2020
E	Credit students receiving financial aid				
	a. Receiving any financial aid	40.2%	32.6%	30.8%	37.8%
	b. Receiving Pell grants	19.2%	18.2%	17.8%	16.7%

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
F	Students 25 years old or older				
	a. Credit students	27.0%	27.8%	26.0%	28.0%

		FY 2017	FY 2018	FY 2019	FY 2020
	b. Continuing education students	54.7%	53.7%	54.3%	57.5%

		SP 2016	SP 2018	SP 2020	SP 2021
G	Credit students employed more than 20 hours per week	53.1%	48.9%	*	47.4%

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	7.1%	7.0%	7.3%	7.6%
	b. Black/African American only	24.9%	26.7%	26.2%	27.3%
	c. American Indian or Alaskan native only	0.4%	0.5%	0.5%	0.6%
	d. Native Hawaiian or other Pacific Islander only	0.4%	0.3%	0.3%	0.2%
	e. Asian only	3.2%	3.5%	3.7%	3.8%
	f. White only	55.9%	53.7%	53.4%	50.9%
	g. Multiple races	6.2%	5.9%	6.4%	6.8%
	h. Foreign/Non-resident alien	0.5%	0.6%	0.7%	0.5%
	i. Unknown/Unreported	1.5%	1.8%	1.6%	2.3%

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
I	Credit student distance education enrollment				
	a. Enrolled exclusively in distance education	14.0%	14.2%	14.5%	89.6%
	b. Enrolled in some, but not all, distance education	30.5%	31.0%	30.6%	9.3%
	c. Not enrolled in any distance education	55.6%	54.8%	54.8%	1.1%

COLLEGE OF SOUTHERN MARYLAND
2021 ACCOUNTABILITY REPORT

		FY 2017	FY 2018	FY 2019	FY 2020	
J	Unrestricted revenue by source					
	a. Tuition and fees	45.7%	44.4%	42.9%	41.3%	
	b. State funding	22.7%	23.4%	23.8%	24.0%	
	c. Local funding	30.5%	31.1%	31.7%	33.0%	
	d. Other	1.1%	1.1%	1.6%	1.7%	

		FY 2017	FY 2018	FY 2019	FY 2020	
K	Expenditures by function					
	a. Instruction	42.9%	42.4%	42.1%	41.2%	
	b. Academic support	9.3%	10.0%	10.0%	12.9%	
	c. Student services	10.2%	9.8%	9.4%	10.4%	
	d. Other	37.6%	37.9%	38.4%	35.5%	

Goal 1: Access

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
1	Annual unduplicated headcount					
	a. Total	23,244	21,238	20,213	18,653	**20,300**
	b. Credit students	10,810	10,265	9,831	9,657	**9,800**
	c. Continuing education students	13,114	11,563	10,910	9,422	**10,500**

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
2	Market share of first-time, full-time freshmen	52.6%	53.8%	50.6%	52.3%	**52.0%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
3	Market share of part-time undergraduates	69.9%	68.6%	67.1%	65.4%	**67.0%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2024
4	Market share of recent, college-bound high school graduates	65.8%	63.6%	61.1%	59.0%	**61.0%**

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
5	High school student enrollment	462	442	564	595	**600**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	15,201	14,097	13,835	15,085	**15,000**
	b. Continuing education, online	552	343	367	1,378	**1,300**
	c. Credit, hybrid	3,991	3,660	3,289	4,115	**4,200**
	d. Continuing education, hybrid	175	112	155	839	**1,200**

		FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2026
7	Tuition and mandatory fees					
	a. Annual tuition and fees for full-time students	$4,613	$4,781	$4,913	$4,913	**NA**
	b. Percent of tuition/fees at Md public four-year institutions	49.8%	50.5%	50.7%	50.9%	**50.0%**
	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 2025
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	5,486	5,203	5,191	4,036	**4,200**
	b. Annual course enrollments	10,130	10,517	10,169	7,285	**8,000**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	494	459	433	767	**800**
	b. Annual course enrollments	870	734	722	1,484	**1,100**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
10	Adult education student achievement of:					
	a. At least one ABE educational functioning level	n < 50	n < 50	n < 50	25.0%	**30.0%**
	b. At least one ESL educational functioning level	n < 50	n < 50	n < 50	33.1%	**35.0%**
	Note: Not reported if < 50 students in the cohort					

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
11	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	43.0%	45.0%	45.3%	47.6%	**48.0%**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
	b. Percent nonwhite continuing education enrollment	30.0%	32.6%	33.0%	38.0%	**40.0%**

		July 2017	July 2018	July 2019	July 2020	Benchmark Not Required
	c. Percent nonwhite service area population, 15 or older	38.0%	39.0%	40.0%	40.8%	**NA**

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
12	Percent minorities (nonwhite) of full-time faculty	24.0%	25.4%	25.6%	24.8%	**27.0%**

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
13	Percent minorities (nonwhite) of full-time administrative and professional staff	28.4%	32.9%	31.5%	31.0%	**32.0%**

Goal 2: Success

		Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2024 Cohort
14	Fall-to-fall retention					
	a. All students	55.7%	58.1%	57.0%	55.0%	**58.0%**
	b. Pell grant recipients	44.2%	52.7%	51.5%	51.1%	**55.0%**
	c. Developmental students	50.9%	52.3%	48.1%	48.0%	**50.0%**
	d. College-ready students	69.1%	65.3%	65.7%	61.3%	**66.0%**

COLLEGE OF SOUTHERN MARYLAND
2021 ACCOUNTABILITY REPORT

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	48.0%	46.3%	50.1%	51.7%	**50.0%**

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	85.3%	81.9%	81.6%	83.8%	**85.0%**
b. Developmental completers	77.0%	78.6%	75.2%	80.1%	**80.0%**
c. Developmental non-completers	34.1%	34.7%	32.6%	34.3%	**NA**
d. All students in cohort	69.6%	71.4%	71.3%	73.5%	**75.0%**

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	73.1%	76.3%	74.6%	78.1%	**NA**
b. Black/African American only	61.0%	59.5%	61.4%	62.8%	**NA**
c. Asian only	n < 50	n < 50	88.1%	76.4%	**NA**
d. Hispanic/Latino	63.0%	71.3%	72.8%	66.0%	**NA**
Note: Not reported if < 50 students in the cohort for analysis					

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	75.3%	70.4%	67.1%	70.4%	**72.0%**
b. Developmental completers	54.4%	58.2%	53.5%	58.9%	**57.0%**
c. Developmental non-completers	22.7%	23.5%	19.5%	21.9%	**NA**
d. All students in cohort	53.8%	56.6%	54.4%	57.0%	**57.0%**

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	56.7%	61.2%	58.1%	62.0%	**NA**
b. Black/African American only	45.0%	45.1%	45.5%	46.8%	**NA**
c. Asian only	n < 50	n < 50	67.8%	65.5%	**NA**
d. Hispanic/Latino	50.0%	54.5%	53.1%	42.7%	**NA**
Note: Not reported if < 50 students in the cohort for analysis					

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	1,973	2,350	1,814	1,556	**2,000**
b. Career degrees	303	287	281	272	**NA**
c. Transfer degrees	969	975	835	654	**NA**
d. Certificates	701	1,088	698	630	**NA**
e. Unduplicated graduates	1,314	1,533	1,272	1,135	**NA**

	AY 16-17	AY 17-18	AY 18-19	AY 19-20	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	85.1%	86.5%	88.5%	88.2%	**88.0%**

	FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year	60.5%	67.5%	61.7%	66.1%	**67.0%**

Goal 3: Innovation

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Nursing License Exam (NCLEX) - RN	87.7%	89.3%	86.7%	77.8%	**88.0%**
Number of Candidates	106	84	90	99	**NA**
b. Nursing License Exam (NCLEX) - LPN	85.7%	NA	100.0%	100.0%	**98.0%**
Number of Candidates	7	0	7	5	**NA**
Note: Not reported if <5 candidates in a year					

	FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	Benchmark Not Required
24 Graduates employed within one year	70.0%	73.0%	72.0%	73.0%	**NA**

	FY 2014 Graduates	FY 2015 Graduates	FY 2016 Graduates	FY 2017 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	$21,864	$21,252	$22,168	$19,372	**NA**
b. Median annualized income three years after graduation	$46,520	$46,988	$53,472	$51,628	**NA**

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	7,530	6,139	5,572	4,825	**5,000**
b. Annual course enrollments	10,276	8,351	7,563	6,784	**6,800**

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	5,422	5,124	4,584	3,754	**3,800**
b. Annual course enrollments	6,878	6,516	5,768	4,862	**5,000**

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	3,899	2,711	2,528	3,000	**3,000**
b. Annual course enrollments	6,065	4,078	3,700	4,737	**4,800**

Note: NA designates not applicable

    * designates data not available

Community College of Baltimore County
2021 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 2021 Performance Accountability Report (PAR) represents the beginning of a new five-year reporting cycle. This performance accountability report includes 39 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 2021 Performance Accountability Report* issued by the Maryland Higher Education Commission (MHEC) in May 2021.

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 (Indicators A to K). Through the narrative, CCBC addresses each indicator and discusses progress towards the established benchmarks, which are to be met by 2025. The discussion is framed under the State Goals: Access, Success, and Innovation. A discussion of CCBC's response to COVID-19 and a discussion of Community Outreach and Impact conclude the report.

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 toward its benchmark goals and successfully meeting them by fiscal year 2025.

As shown in Indicator A, the majority of CCBC's student population attends part time (72.2%). Approximately 60 percent (60.4%) of first-time credit students required at least one developmental education course in Fall 2020 (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. This is somewhat ameliorated by the opportunity to complete developmental courses in accelerated formats that follow a corequisite model.

Thirty-five percent (35.1%) of CCBC credit students are first-generation college students (defined here as neither parent having attended college) (Ind. C). CCBC offers programs to provide full-service student support, including 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 and serves as an intensive enrichment program designed to enhance the academic and personal growth of low-income and first-generation college students prior to high school completion.

In FY 2020, 2,386 students enrolled in credit and Continuing Education English for Speakers of Other Languages (ESOL) courses (Ind. D). The academic ESOL program opens doors to opportunities such as improved language skills, associate 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 percentage of students receiving loans, scholarships and/or need-based financial aid remained stable from FY 2019 (Ind. Ea).The percentage of students receiving Pell Grants stayed relatively stable from FY 2019 (Ind. Eb). 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 2019-2020 aid year the maximum award was $6,195. CCBC had 7,588 Pell Grant recipients; the average student award was $3,172.

In Fall 2020, 39.2% of credit students were 25 years old or older, compared to 86.3% 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 used in previous PAR cycles as the source for the percentage of credit students employed more than 20 hours per week (Ind. G). Since CCBC now conducts CCSSE on a three-year schedule, the Office of Planning, Research and Evaluation (PRE) added this question to the Student Satisfaction Survey so the data will be available every other year. This question was first added to the Student Satisfaction Survey in Fall 2020 and will be reported in next year's PAR cycle that will include FY 2021 data. The racial and ethnic distribution of the student population continues to show increases in the percentage of students of color, while the percentage of white students decreased in Fall 2020 (Ind. H).

Due to the COVID-19 pandemic, the percentage of credit students enrolled exclusively in distance education increased from 14.7% to 73.9% in Fall 2020 (Ind. Ia). The majority of courses were taught in a remote format after the onset of the pandemic in March 2020. Credit courses were quickly switched to remote formats and the majority of courses for Summer 2020 and Fall 2020 were offered as online or remote online with a scheduled time. Per requirements put forth by the Maryland Higher Education Commission, institutions counted courses based on where they were taught as opposed to where they would have been taught if there was not a pandemic. For Fall 2020, only 7.9% of CCBC credit students were not enrolled in any distance education classes (Ind. Ic). During the height of the pandemic, CCBC put a lot of effort and time into

continuing to support our students with on-site courses and other resources. During this time, CCBC courses were taught on-site to 27% of our student body.

The majority of CCBC's unrestricted revenue comes from tuition and fees (Ind. Ja). CCBC continues to focus the majority of its expenditure dollars in the instructional area (Ind. Ka).

State Plan Goal 1: Access

CCBC has experienced a decline in student enrollment over the past several fiscal years. The decline from FY 2019 to FY 2020 was 8.0% for total CCBC unduplicated headcount (Ind.1a). Credit unduplicated headcount decreased 6.2% in FY 2020 and has declined in each of the last four years (Ind.1b). Continuing Education unduplicated headcount decreased by 9.4% in FY 2020 (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 at this time. However, CCBC was able to disperse $35 million in aid to students who qualified for tuition-free classes in Fall 2020 and develop 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 decreased 1.5 percentage points to 37.3% (Ind. 2). This indicator will likely increase as more first-time, full-time freshmen attending CCBC take advantage of 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 increased in Fall 2020 by 0.7 percentage points (Ind. 3). The market share of recent college-bound high school graduates increased 4.3 percentage points to 49.3% (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 increased concurrent high school student enrollment by 8.5% from Fall 2019 to Fall 2020 (Ind. 5). Prior to Fall 2015, the number of concurrent high school students was fewer than 1,000 students. 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, the Early College Access Program, and P-TECH (Pathways in Technology). Through this strong partnership, CCBC will continue to be a valuable asset to high school students. CCBC classes can be a great option for juniors and seniors who have completed the majority of their high school requirements.

Enrollment in credit courses taught online increased by 3.5% in FY 2020 (Ind. 6a). The enrollment in Continuing Education online courses and Continuing Education hybrid courses is

highly skewed in FY 2020 due to the pandemic and the switch to online course delivery. These increases are also attributable to those courses that started out as face-to-face and switched as a result of the pandemic (Ind. 6b,d). Enrollment in hybrid credit courses increased by 6.7%. 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's annual tuition and fees for full-time students was $5,016 in FY 2021 (Ind. 7a). CCBC tuition and fees, as a percentage of Maryland public four-year institution tuition and fees, increased slightly from 51.5% to 51.9% (Ind. 7b). 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 increased in FY 2020 (Ind. 8a,b). Continuing Education head count and course enrollments in basic skills and literacy courses decreased in FY 2020 (Ind. 9a, b). CCBC is committed to broad, diverse course offerings in our Continuing Education programs.

A new indicator for this cycle is the percentage of Adult Basic Education (ABE) and English as a Second Language (ESL) students who achieve at least one educational functioning level during the year reported. In FY 2020, 20% of ABE and 29% of ESL students achieved at least one functioning level (Ind. 10a, b). The decrease in the percentage from FY 2019 to FY 2020 for these students can be at least partially attributed to students not being able to test at the end of the spring semester due to the COVID-19 pandemic.

CCBC remains committed to providing educational and workforce development opportunities to a diverse group of students. The number of non-white credit enrollments increased 1.9 percentage points in Fall 2020 and the number of non-white Continuing Education enrollments increased by 1.7 percentage points (Ind. 11a, b). In Baltimore County, the percentage of non-white service population who are 15 years of age and older is 42.4% (Ind. 11c). This population has been increasing in Baltimore County every year from 2010 census estimates to 2020 census estimates.

The percentage of full-time minority faculty members has increased marginally since Fall 2017, from 26.2% to 27.9% (Ind. 12). Data for full-time administrative and professional staff has also increased during this period from 32.5% in Fall 2017 to 33.6% in Fall 2020 (Ind. 13). CCBC is committed to equity and diversity. In Fall 2020, CCBC's president formed the Diversity, Equity and Inclusion Advisory Council. The college has renewed its commitment to advancing opportunity, ensuring equity, and respecting all faculty, staff and students.

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 all CCBC students increased by 2.1 percentage points from the previous cohort (Ind. 14a). Fall-to-fall retention for students with a Pell Grant increased 3.3 percentage points from the Fall 2018 cohort (Ind. 14b). The fall-to-fall retention for students identified as needing developmental work increased by 3.8 percentage points and the retention

for college-ready students decreased by 2.9 percentage points from the previous cohort (Ind. 14c,d). It is notable that retention rates are higher for developmental students and Pell grant recipients when compared to college-ready students. CCBC is striving to increase retention for all students.

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 adopted and implemented by hundreds of colleges throughout the nation. For the Fall 2016 cohort, 39.6% of developmental students completed within four years of their entry (Ind. 15).

The percentage of students successfully persisting after four years increased for college-ready students from 75.8% to 77.3% (Ind. 16a) and the successful persister rate for all students in the cohort increased slightly from the previous cohort (Ind. 16d). Successful persister rates for developmental completers decreased by 1.0 percentage point and developmental non-completers increased by 3.3 percentage points in the Fall 2016 cohort (Ind. 16b, c). CCBC has committed to implementing measures that help students complete their educational goals successfully.

The rate of white students successfully persisting has decreased 2.0 percentage points from the previous cohort (Ind. 17a). The successful-persister rate for African-Americans for the Fall 2016 cohort is 59.0%, which is an increase from the previous cohort's successful-persister rate of 56.2% (Ind. 17b). The successful-persister rate for Asians continues to be higher than for other groups at 77.2% (Ind.17c). Hispanic/Latino students experienced an increase from 64.1% to 66.5% for the Fall 2016 cohort (Ind. 17d).

The percentage of college-ready students who graduated and/or transferred after four years is 64.0% for the Fall 2016 cohort, an increase of 2.3 percentage points from the previous cohort (Ind. 18a). The number of developmental completers graduating or transferring after four years increased by 1.3 percentage points from the 2015 cohort while developmental non-completers increased by 4.1 percentage points from the previous cohort (Ind. 18b,c). The graduation-transfer percentage of all students in the Fall 2016 cohort increased from the previous cohort by 2.5 percentage points (Ind.18d). The college is committed to assisting students on their path to graduation and transfer and has established goals and initiatives to help us increase the number of students who graduate and/or transfer. CCBC groups incoming CCBC degree, certificate, and workforce training students into one of nine Pathways, based on the student's declared major or main area of interest. Students receive assistance in course selection as well as student success supports and activities geared toward successful degree and certificate completion, transfer and career success.

The graduation-transfer rates increased from the Fall 2015 cohort for white students (0.8 percentage points), African-American students (2.8 percentage points), Asian students (7.1 percentage points), and Hispanic/Latino students (8.8 percentage points) (Ind. 19a, b, c, d). The

volatility of graduation-transfer rates for Asian and Hispanic/Latino students may, in part, be driven by the small size of their respective cohorts; both cohorts have fewer than 100 students each. CCBC continues to expand services to ensure completion and transfer opportunities for all CCBC students.

In FY 2020, CCBC granted 2,668 credit awards to 2,555 graduates (Ind. 20a, d). Career degrees decreased from FY 2019 (Ind. 20b) and transfer degrees also decreased (Ind. 20c). CCBC issued fewer credit certificates in FY 2020 than the number of credit certificates awarded in FY 2019 (Ind. 20d). CCBC is committed to increasing student completion through various initiatives.

For AY 2019-2020, the percentage of CCBC students who transferred to a Maryland public four-year college/university and earned a GPA of 2.0 or above was 86.6% (Ind. 21). The mean first year GPA for these students was 2.94. These calculations are based on students who earned at least 12 credits at CCBC and attended CCBC within two years prior to transfer.

The percentage of transfer program associate degree and certificate graduates who enrolled in a four-year college or university within a year after graduation from CCBC was 59.5%, an increase of 1.0 percentage point from the previous fiscal year graduates (Ind. 22).

State Plan Goal 3: Innovation

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 23. Five programs reported 100% of first-time test takers passing the exam on their initial attempt in FY 2020 (Ind. 23a, d, e, g, j). Eight of the 14 programs reported 90% or more of first-time test takers passing the exams on their first attempt in FY 2020 (Ind. 23a, d, e, f, g, h, j, k). Eight programs reported either an increase or no change in their pass rate from FY 2019 to FY 2020 (Ind. 3a, b, d, e, f, g, h, j). The programs within the School of Health Professions strive to ensure all students are prepared to take required licensure examinations following completion of the program. 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.

A new indicator for this PAR cycle accounts for the percentage of career program associate degree and certificate graduates who were employed in Maryland in the year after graduation. Per data reported by the Maryland Longitudinal Data System (MLDS) Center, 87.8% of CCBC's FY 2019 graduates were employed in Maryland in the year after their graduation (Ind. 24). Another new PAR indicator shows the median annualized income of career program associate degree and certificate graduates who were employed in Maryland one year prior to graduation and three years after graduation. FY 2017 graduates from CCBC were earning a median income of $24,108 one year prior to graduation and a median income of $56,792 three years after graduation (Ind.25a,b).

The unduplicated number of students enrolled in workforce development courses decreased by 2.7% in Fall 2020 and annual course enrollments decreased by 13.1% (Ind. 26a, 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. Head count increased over the past year by 8.2% while course registrations decreased over the past year for continuing professional education leading to government or industry-required certification or licensure (Ind. 27a, b). The unduplicated annual head count and annual course enrollments in contract training courses decreased in FY 2020 (Ind. 28a, b). The college will continue to seek innovative ways to engage businesses and provide contract training programs and services.

Response to Commission's Prompts

Commission Prompt: What are three COVID-related initiatives/programs your institution implemented that your institution will be adopting permanently?

During the COVID-19 pandemic, CCBC implemented several initiatives. Three initiatives that will be adopted permanently are enhanced remote collaboration via Microsoft Teams and Virtual Desktop Infrastructure (VDI), expanded teaching modalities, and expanding telework.

Prior to the pandemic, CCBC used dedicated video conferencing rooms to host distributed meetings for the college's six geographic campuses and centers. These rooms were centrally scheduled and were often used for college meetings that required participation across the college's locations. Prior to the pandemic, the college began transitioning the legacy Nortel telephone system to Microsoft's Skype for Business conferencing system. Skype introduced the college to the benefits of unified communications and desktop conferencing. When the COVID-19 pandemic struck, the college was forced into a remote work model and the existing Skype system was quickly overloaded. Needing a compatible solution quickly, the college immediately transitioned to a Microsoft Teams environment, where Microsoft's Cloud technology allowed the college to scale the use of Teams beyond the current installed Skype for Business system. With Teams, the college was able to scale meeting number and capacity of online meetings beyond the limitations of the college's installed Skype system, providing practically unlimited use.

During the first six months of the pandemic, CCBC provided Teams training to more than 1,500 employees. Adoption by our newly remote workforce was exceptional. Employees working from home embraced the online conferencing and collaboration technology, keeping the college running and providing educational opportunities to those who otherwise would have been denied. Soon, use of the technology became second nature and college employees were using more and more features found in the system. Teams quickly became a popular way for work groups, teams, and committees to conduct day-to-day operations.

As the pandemic draws to an end, Teams usage is not slowing down. Employees find using Teams more efficient than using a telephone or even meeting in person. On a Teams call, employees can share their computer screen and other visual documents without having to print them out. Teams Chat messaging is a much quicker and efficient way to ask a question or share a file with a co-worker. Teams libraries provide organized file storage for work groups, making it easier to find documents and collaborate on the original, thus reducing the number of draft copies

circulating. Overall, Teams has transformed the college's business processes and employee interactions. Even as remote work goes away, employees will continue to use Teams collaboration for the efficiency and improvement it provides to our day-to-day work.

With remote instruction and work brought on by the pandemic, the college needed a technically feasible and affordable way to deliver secure access to college computing resources to remote students and employees. Virtual Desktop Infrastructure (VDI) provided just that solution. VDI gives a remote student or employee the ability to attach to a college desktop computer from their home computer. The student can use their local computer keyboard and screen to remotely operate a desktop computer at the college, on the college network, connected to college resources, without having to be on the college network themselves. This technology solved many computer lab access problems as the student or employee could access and use college software on college machines remotely from their personal computer.

As the pandemic wanes, faculty are seeing new benefits to VDI technology. Whereas in the past, software may have only been available in a particular lab or classroom, today with VDI any college computer lab can be used to gain access to a specific software installation, whether it is installed in that lab or not. This greatly facilitates access to software and provides flexibility in room scheduling. For many software packages, the college is no longer constrained by which desktop the software is actually installed on as remote access by VDI enables one to operate that machine remotely. This allows the college to control software license costs while providing secure access remotely. Many Information Technology (IT) faculty see this as a boon to offering courses at multiple locations around the county and state without having to create multiple iterations of these specialized software labs.

Prior to March 2020, CCBC delivered instruction in three modalities: face-to-face, asynchronous online, and blended online. For the Fall 2020 semester, the academic leadership expanded the instructional formats to include eight modalities: face-to-face, on-site, asynchronous online, blended online, synchronous online, simulcast, remote lecture with on-site lab, lab course on-site, and arranged.

Open access, affordability, and student success are central tenets of CCBC's educational mission and philosophy. Leveraging the benefits of varied instructional modalities helps strengthen teaching and learning practices that are both student- and mission-centric. CCBC serves thousands of students who bring varying comfort levels, technical skills, learning styles, and personal circumstances to the way they connect to instruction. Offering them a rich array of instructional approaches helps meet their needs while also maximizing access, affordability, and success outcomes.

During the 2020-2021 academic year, we discovered that each of these modalities has strengths. The primary strength a variety of instructional modalities provides is the ability to impact teaching and learning on all three fronts: access, affordability and success (or some combination of the three). Therefore, CCBC aims to establish a broad spectrum of modalities ranging from fully face-to-face, synchronous learning to fully online, asynchronous learning, with a variety of combinations in between. This level of flexibility allows students to determine the learning modality that best fits their personal preferences, learning styles, technical skills, and personal

circumstances (e.g., work schedules, access to transportation, considerations around child care or family obligations, etc.).

In the end, remaining attentive to access, affordability, and student success through a rich and varied approach to teaching and learning has allowed CCBC to meet the teaching and learning needs of the students. The modalities offer lessons along the way that allow faculty and staff to make iterative enhancements in each of the modalities. This provides opportunities for continuous improvements and warrants CCBC continuing to offer all of the modalities in the future.

Prior to March 2020, CCBC's telework policy allowed minimal (three days per year in most cases) telework opportunities for exempt employees.

In March 2020, due to the "stay at home" order during the pandemic, CCBC temporarily expanded the telework policy to allow 100% telework to exempt and non-exempt employees who could perform 90% of their job online. CCBC also provided equipment to many employees to use while teleworking. The more liberal telework policy, which was to end Dec. 31, 2020, was extended to June 6, 2021, and then again extended to Aug. 1, 2021.

On Aug. 1, 2021, CCBC returned to the original, more limited telework policy. However, after reviewing the successes of the 2020-2021 telework program with regard to efficiencies, fewer commuting miles, reduced CCBC resources used, and increased employee satisfaction, CCBC has committed to reviewing the telework policy with the hopes of expanding the availability of telework.

To that end, there is a current proposal to senior management to revise and expand the telework policy, formally including part- and full-time non-exempt employees. The intention is to greatly expand the number of days that employees may telework over the year. With expanded telework opportunities, CCBC will be better able to respond to requests for reasonable accommodations under the Americans with Disabilities Act Amendments Act (ADAAA). Expanded telework opportunities will also assist in creating more diverse recruitment pools and attracting new employees to CCBC. The expanded policy will include a telework agreement, ensuring employees and supervisors have a clear understanding of their duties and responsibilities. A draft Human Resources directive is in the hands of senior leadership and is being reviewed.

In addition to the CCBC telework policy, the Maryland legislature recently proposed establishing the Office of Telework Assistance in the Department of Commerce. The office will establish the Business Telework and Assistance Grant to be used to purchase certain equipment or services related to telework. If the grant is approved by the legislature, CCBC intends to apply for this grant by reviewing best practices and developing a telework policy and telework guidelines. To comply with the grant, CCBC will designate certain positions for which employees are eligible to telework, and maximize, to the extent practicable, the number of telework-eligible employees. CCBC will also establish guidelines for security and protection of information systems, and Family Educational Rights and Privacy (FERPA) and Health Insurance Portability and Accountability Act (HIPPA)-protected student and employee information. If funding is available,

CCBC will consider re-implementing the computer loan agreement to support those employees who do not have a computer available for telework.

Community Outreach and Impact

CCBC places a strong emphasis on supporting and engaging with the communities it serves, as well as establishing partnerships within the greater Baltimore region. CCBC has a significant impact within each of the local communities it serves and within Baltimore County as a whole. The college president and members of the leadership team at CCBC, as well as campus and extension center directors, promote CCBC's presence within Baltimore County and surrounding areas from their positions on local and regional boards, chambers of commerce, committees and associations.

From late February 2021 through May 2021, CCBC Essex partnered with Baltimore County Government to host a COVID-19 Vaccine Clinic in the campus Wellness and Athletics Center. Under primary direction from the county's Health Department, the clinic operated weekly on Fridays and, at its peak, administered vaccines to approximately 1,500 patients per day, primarily serving residents of eastern Baltimore County.

The CCBC Essex campus supported the Baltimore County Fire Department by providing space for weeklong recruiting interviews in both the winter and spring of 2021. Fire Department personnel used classrooms in CCBC's new Carol Diane Eustis Center for Health Professions to interview and assess candidates seeking entry to the county's Fire Academy.

Baltimore County citizens and those from the surrounding region benefit from the variety of events hosted on CCBC campuses and the college's participation in community events. Over the past year, due to the COVID-19 pandemic, community events at all three main campuses and extension centers were extremely limited and for the most part took place outside. At the CCBC Catonsville campus, Catonsville Fit held eight weeks of outdoor exercise classes for its members with social distancing in place. The solar-paneled parking lots provided shelter from inclement weather and proved to be viable locations. Two local film companies successfully used the Catonsville campus track and automotive labs for filming marketing videos. The Patapsco Heritage group began its orienteering and mountain biking classes from the campus fields.

Though COVID-19 came with many challenges, personal protective equipment (PPE) for the college was made available to employees and students. CCBC exercised a great number of COVID-19 protocols as we continued to educate using various formats including face-to-face. The college provided each visitor and all staff with branded reusable face masks. Other PPE was provided as needed for staff and students.

The Dental Hygiene program on the CCBC Dundalk campus hosted their annual Sealant Saturday for children ages 6-17 to help to prevent tooth decay. Baltimore County Police and Baltimore County Fire Departments both conducted their promotional exams and interviews on the Dundalk campus.

CCBC Hunt Valley hosted all 2,000 Baltimore County police officers attending their *Fair and Impartial Policing* training. During a year when we have collectively taken inventory of our Diversity, Equity, and Inclusion goals as a college and greater community, we were proud to accommodate the training. This was an especially impressive feat during a year filled with pandemic-related restrictions, but with appropriate precautions in place, the trainings were a success.

In summer 2020, CCBC assisted the Baltimore County Police Department (BCPD) by providing indoor and outdoor space for *Civil Disturbance Training.* For approximately six weeks, BCPD utilized classrooms and parking lots at multiple CCBC locations.

While many organizations struggled through this time, CCBC continued to support the area Chamber of Commerce organizations by sponsoring virtual or other format events for their Outstanding Teacher Awards.

Cost Containment Effort

CCBC remains committed to improving efficiency throughout the college and aggressively pursues cost savings through rigorous management reviews and a college-wide commitment to improving and automating business processes. For FY 2021, CCBC continued to search for new cost-saving measures and efficiencies through careful consideration of past successes, while also looking for new ways to increase cost containment.

To contain expenditures, CCBC reduced computer leasing, renegotiated the Hunt Valley extension center lease, removed salary step increases and cost of living salary increases, reduced hiring and part-time hourly budgets, enacted a travel ban to out-of-state conferences, reduced supply budgets, and reduced utilities. Although these reductions were difficult for CCBC organization managers, CCBC successfully navigated FY 2021 and was able to grant employees a bonus at the end of the year for all their hard work during the coronavirus pandemic.

Community College of Baltimore County Degree Progress Four Years after Initial Enrollment Fall 2016 Entering Cohort

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	4227		1043		1261		1923	
2	Number attempting fewer than 18 hours over first 2 years	1737		440		161		1136	
3	Cohort for analysis (Line 1 − Line 2)	2490	100.0%	603	100.0%	1100	100.0%	787	100.0%
4	Earned Associate degree from this community college	459	18.4%	155	25.7%	303	27.5%	1	0.1%
5	Earned certificate, but no degree, from this community college	48	1.9%	28	4.6%	6	0.5%	14	1.8%
6	Total associate and certificate graduates (Line 4 + Line 5)	507	20.4%	183	30.3%	309	28.1%	15	1.9%
7	Transferred to Maryland two-year/technical college	135	5.4%	20	3.3%	42	3.8%	73	9.3%
8	Transferred to Maryland public four-year college	625	25.1%	240	39.8%	325	29.5%	60	7.6%
9	Transferred to Maryland private four-year college or university	43	1.7%	13	2.2%	26	2.4%	4	0.5%
10	Transferred to out-of-state two-year/technical college	33	1.3%	8	1.3%	12	1.1%	13	1.7%
11	Transferred to out-of-state four-year college or university	124	5.0%	37	6.1%	47	4.3%	40	5.1%
12	Total transfers (sum of Lines 7 - 11)	960	38.6%	318	52.7%	452	41.1%	190	24.1%
13	Graduated from this college and transferred (Line 6 ⊓ Line 12)	318	12.8%	115	19.1%	201	18.3%	2	0.3%
14	Graduated and/or transferred {(Line 6 + Line 12) − Line 13}	1149	46.1%	386	64.0%	560	50.9%	203	25.8%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	389	15.6%	67	11.1%	266	24.2%	56	7.1%
16	Successful transition to higher ed (Line 14 + Line 15)	1538	61.8%	453	75.1%	826	75.1%	259	32.9%
17	Enrolled at this community college last term of study period	99	4.0%	13	2.2%	55	5.0%	31	3.9%
18	Successful or persisting (Line 16 + Line 17)	1637	65.7%	466	77.3%	881	80.1%	290	36.8%

Community College of Baltimore County Degree Progress Four Years after Initial Enrollment Fall 2016 Entering Cohort

		African American Students		Asian Students		Hispanic Students		White Students (optional data)	
1	First-time full- and part-time fall headcount	1992		321		255		1430	
2	Number attempting fewer than 18 hours over first 2 years	953		75		94		526	
3	Cohort for analysis (Line 1 – Line 2)	1039	100.0%	246	100.0%	161	100.0%	904	100.0%
4	Earned Associate degree from this community college	113	10.9%	65	26.4%	29	18.0%	228	25.2%
5	Earned certificate, but no degree, from this community college	13	1.3%	2	0.8%	2	1.2%	29	3.2%
6	Total associate and certificate graduates (Line 4 + Line 5)	126	12.1%	67	27.2%	31	19.3%	257	28.4%
7	Transferred to Maryland two-year/technical college	89	8.6%	8	3.3%	7	4.3%	24	2.7%
8	Transferred to Maryland public four-year college	222	21.4%	97	39.4%	35	21.7%	244	27.0%
9	Transferred to Maryland private four-year college or university	17	1.6%	6	2.4%	5	3.1%	14	1.5%
10	Transferred to out-of-state two-year/technical college	9	0.9%	2	0.8%	6	3.7%	11	1.2%
11	Transferred to out-of-state four-year college or university	50	4.8%	8	3.3%	10	6.2%	46	5.1%
12	Total transfers (sum of Lines 7 - 11)	387	37.2%	121	49.2%	63	39.1%	339	37.5%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	80	7.7%	52	21.1%	22	13.7%	150	16.6%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	433	41.7%	136	55.3%	72	44.7%	446	49.3%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	138	13.3%	40	16.3%	31	19.3%	160	17.7%
16	Successful transition to higher ed (Line 14 + Line 15)	571	55.0%	176	71.5%	103	64.0%	606	67.0%
17	Enrolled at this community college last term of study period	42	4.0%	14	5.7%	4	2.5%	32	3.5%
18	Successful or persisting (Line 16 + Line 17)	613	59.0%	190	77.2%	107	66.5%	638	70.6%

126

COMMUNITY COLLEGE OF BALTIMORE COUNTY
2021 ACCOUNTABILITY REPORT

<mark>**Student & Institutional Characteristics** *(not Benchmarked)*</mark>

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 2017	Fall 2018	Fall 2019	Fall 2020
A	Fall credit enrollment				
	a. Unduplicated headcount	19,564	19,034	17,894	17,598
	b. Percent of students enrolled part time	72.4%	73.3%	71.8%	72.2%

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
B	First-time credit students with developmental education needs	63.2%	66.6%	70.1%	60.4%

		FY 2017	FY 2018	FY 2019	FY 2020
C	Credit students who are first-generation college students (neither parent attended college)	37.1%	36.1%	36.2%	35.1%

		FY 2017	FY 2018	FY 2019	FY 2020
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	2,910	2,612	2,574	2,386

		FY 2017	FY 2018	FY 2019	FY 2020
E	Credit students receiving financial aid				
	a. Receiving any financial aid	45.6%	45.1%	42.3%	42.4%
	b. Receiving Pell grants	33.6%	33.1%	30.3%	30.2%

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
F	Students 25 years old or older				
	a. Credit students	40.3%	40.6%	39.2%	39.2%

		FY 2017	FY 2018	FY 2019	FY 2020
	b. Continuing education students	87.5%	86.7%	86.6%	86.3%

		FY 2017	FY 2018	FY 2019	FY 2020
G	Credit students employed more than 20 hours per week	*	47.6%	*	*

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	5.3%	5.4%	6.0%	6.4%
	b. Black/African American only	37.0%	37.6%	37.4%	38.7%
	c. American Indian or Alaskan native only	0.3%	0.3%	0.4%	0.3%
	d. Native Hawaiian or other Pacific Islander only	0.3%	0.2%	0.2%	0.2%
	e. Asian only	6.2%	6.4%	6.2%	6.0%
	f. White only	40.9%	39.6%	38.5%	36.6%
	g. Multiple races	3.8%	3.7%	4.0%	4.2%
	h. Foreign/Non-resident alien	5.3%	5.8%	6.2%	6.2%
	i. Unknown/Unreported	0.9%	0.9%	1.1%	1.3%

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
I	Credit student distance education enrollment				
	a. Enrolled exclusively in distance education	9.9%	13.1%	14.7%	73.9%
	b. Enrolled in some, but not all, distance education	16.7%	18.2%	19.7%	18.2%
	c. Not enrolled in any distance education	73.5%	68.7%	65.6%	7.9%

		FY 2017	FY 2018	FY 2019	FY 2020
J	Unrestricted revenue by source				
	a. Tuition and fees	47.5%	45.7%	44.6%	41.0%
	b. State funding	24.6%	24.0%	24.0%	25.2%

c. Local funding	26.9%	27.4%	29.8%	32.5%
d. Other	1.0%	2.8%	1.5%	1.3%

	FY 2017	FY 2018	FY 2019	FY 2020
K Expenditures by function				
a. Instruction	51.0%	51.7%	49.0%	45.2%
b. Academic support	7.8%	7.8%	7.0%	6.6%
c. Student services	9.8%	9.7%	9.1%	9.5%
d. Other	31.4%	30.8%	34.8%	38.6%

Goal 1: Access

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
1 Annual unduplicated headcount					
a. Total	61,191	60,756	57,677	53,036	**60,000**
b. Credit students	29,115	27,792	26,826	25,152	**27,000**
c. Continuing education students	33,247	34,456	32,319	29,280	**33,000**

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
2 Market share of first-time, full-time freshmen	32.2%	31.8%	38.8%	37.3%	**43.0%**
Note: Methodology changed starting in Fall 2019.					

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
3 Market share of part-time undergraduates	67.5%	66.2%	65.9%	66.6%	**73.0%**
Note: Methodology changed starting in Fall 2019.					

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2024
4 Market share of recent, college-bound high school graduates	49.6%	48.3%	45.0%	49.3%	**55.0%**

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
5 High school student enrollment	1,431	1,697	1,608	1,745	**1,800**

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
6 Annual enrollment in online/hybrid courses					
a. Credit, online	21,639	22,489	25,522	26,423	**28,000**
b. Continuing education, online	1,979	2,209	2,125	6,950	**3,500**
c. Credit, hybrid	3,299	3,296	3,474	3,707	**4,800**
d. Continuing education, hybrid	631	662	499	3,736	**1,000**

	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2026
7 Tuition and mandatory fees					
a. Annual tuition and fees for full-time students	$4,606	$4,896	$4,986	$5,016	**NA**
b. Percent of tuition/fees at Md public four-year institutions	49.7%	51.7%	51.5%	51.9%	**≤52**
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 2025

8	Enrollment in continuing education community service and lifelong learning courses				**11,500**
	a. Unduplicated annual headcount	10,820	10,639	10,037	11,686	**11,500**
	b. Annual course enrollments	18,583	17,809	17,496	19,476	**19,500**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	4,746	4,790	4,756	3,845	**5,500**
	b. Annual course enrollments	8,322	8,409	8,482	6,410	**8,800**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
10	Adult education student achievement of:					
	a. At least one ABE educational functioning level	36.6%	38.9%	35.1%	19.6%	**39.0%**
	b. At least one ESL educational functioning level	45.8%	40.6%	41.2%	29.1%	**44.0%**
	Note: Not reported if < 50 students in the cohort					

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
11	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	56.4%	57.6%	58.5%	60.4%	**60.0%**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
	b. Percent nonwhite continuing education enrollment	41.5%	43.0%	42.4%	44.1%	**44.0%**

		July 2017	July 2018	July 2019	July 2020	Benchmark Not Required
	c. Percent nonwhite service area population, 15 or older	40.0%	40.8%	41.6%	42.4%	**NA**

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
12	Percent minorities (nonwhite) of full-time faculty	26.2%	26.7%	27.1%	27.9%	**32.0%**

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
13	Percent minorities (nonwhite) of full-time administrative and professional staff	32.5%	32.1%	32.0%	33.6%	**36.0%**

Goal 2: Success

		Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2024 Cohort
14	Fall-to-fall retention					
	a. All students	42.7%	42.4%	42.9%	45.0%	**53.0%**
	b. Pell grant recipients	46.7%	41.7%	46.7%	50.0%	**53.0%**
	c. Developmental students	41.7%	44.0%	44.5%	48.3%	**53.0%**
	d. College-ready students	45.6%	39.4%	39.4%	36.5%	**50.0%**

		Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2021 Cohort
15	Developmental completers after four years	39.9%	41.4%	41.2%	39.6%	**50.0%**

COMMUNITY COLLEGE OF BALTIMORE COUNTY
2021 ACCOUNTABILITY REPORT

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	76.5%	71.4%	75.8%	77.3%	**85.0%**
b. Developmental completers	80.2%	82.3%	81.0%	80.0%	**85.0%**
c. Developmental non-completers	32.9%	32.9%	33.5%	36.8%	**NA**
d. All students in cohort	62.4%	63.6%	65.1%	65.7%	**75.0%**

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	69.7%	71.1%	72.6%	70.6%	**NA**
b. Black/African American only	53.7%	57.2%	56.2%	59.0%	**NA**
c. Asian only	73.9%	73.1%	70.2%	77.2%	**NA**
d. Hispanic/Latino	63.8%	55.8%	64.1%	66.5%	**NA**

Note: Not reported if < 50 students in the cohort for analysis

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	57.1%	56.5%	61.7%	64.0%	**65.0%**
b. Developmental completers	49.9%	50.3%	49.6%	50.9%	**60.0%**
c. Developmental non-completers	21.1%	22.3%	21.7%	25.8%	**NA**
d. All students in cohort	40.8%	42.0%	43.6%	46.1%	**50.0%**

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	48.0%	47.1%	48.5%	49.3%	**NA**
b. Black/African American only	33.5%	38.4%	38.9%	41.7%	**NA**
c. Asian only	47.7%	45.3%	48.2%	55.3%	**NA**
d. Hispanic/Latino	36.2%	36.6%	35.9%	44.7%	**NA**

Note: Not reported if < 50 students in the cohort for analysis

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	2,758	2,723	2,994	2,668	**3,200**
b. Career degrees	894	884	932	837	**NA**
c. Transfer degrees	1,239	1,247	1,236	1,088	**NA**
d. Certificates	625	592	826	743	**NA**
e. Unduplicated graduates	2,685	2,628	2,800	2,555	**NA**

	AY 16-17	AY 17-18	AY 18-19	AY 19-20	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	84.5%	81.7%	81.3%	86.6%	**85.0%**

	FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	Benchmark FY 2024 Graduates

		FY 2017	FY 2018	FY 2019	FY 2020	**Benchmark**
22	Graduate transfers within one year	63.0%	63.0%	58.5%	59.5%	**65.0%**

Goal 3: Innovation

		FY 2017	FY 2018	FY 2019	FY 2020	**Benchmark FY 2025**
23	Credit program pass rates in licensure/certification examinations required for employment					
	a. Dental Hygiene*					
	National Dental Hygiene Exam	100.0%	100.0%	100.0%	100.0%	**NA**
	Number of Candidates	32	37	18	22	
	Northeast Regional Board Exam	100.0%	100.0%	100.0%	100.0%	**NA**
	Number of Candidates	32	37	18	22	
	Both NDHE and NRBE Exam	100.0%	100.0%	100.0%	100.0%	**95.0%**
	Number of Candidates	32	37	18	22	
	b. Emergency Medical Tech - EMT-Basic	76.7%	66.1%	81.3%	87.9%	**90.0%**
	Number of Candidates	30	56	48	33	
	c. Emergency Medical Tech - EMT -Paramedic	85.7%	88.9%	80.5%	73.3%	**90.0%**
	Number of Candidates	7	18	41	15	
	d. Massage Therapy	100.0%	100.0%	100.0%	100.0%	**95.0%**
	Number of Candidates	9	8	3	7	
	e. Medical Laboratory	100.0%	76.9%	90.9%	100.0%	**90.0%**
	Number of Candidates	13	13	11	15	
	f. Mortuary Science*					
	Science Exam	100.0%	75.0%	82.4%	94.4%	**NA**
	Number of Candidates	22	20	17	18	
	Arts Exam	100.0%	90.0%	88.2%	94.4%	**NA**
	Number of Candidates	22	20	17	18	
	Both Science & Arts Exam	100.0%	75.0%	82.4%	94.4%	**90.0%**
	Number of Candidates	22	20	17	18	
	g. Nursing - Practical	100.0%	97.1%	97.1%	100.0%	**95.0%**
	Number of Candidates	25	34	34	45	
	h. Nursing (RN)	88.9%	89.7%	90.0%	92.3%	**90.0%**
	Number of Candidates	235	194	210	183	
	i. Occupational Therapy Assistant	85.3%	86.7%	92.6%	89.3%	**90.0%**
	Number of Candidates	34	30	27	28	
	j. Physician Assistant	95.1%	95.3%	78.8%	100.0%	**95.0%**
	Number of Candidates	41	43	33	29	
	k. Radiological Technology (Radiography)	88.9%	94.4%	97.0%	95.5%	**95.0%**
	Number of Candidates	18	18	33	22	
	l. Radiation Therapy Technician	86.7%	100.0%	83.3%	72.7%	**90.0%**
	Number of Candidates	15	9	12	11	
	m. Respiratory Care Therapist	93.8%	93.8%	93.8%	75.0%	**95.0%**
	Number of Candidates	16	16	16	16	
	n. Veterinary Technology	82.6%	84.2%	89.5%	83.3%	**90.0%**
	Number of Candidates	23	19	19	12	
	Note: Not reported if <5 candidates in a year					

		FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	**Benchmark Not Required**
24	Graduates employed within one year	87.7%	89.5%	86.4%	87.8%	**NA**

		FY 2014 Graduates	FY 2015 Graduates	FY 2016 Graduates	FY 2017 Graduates	**Benchmark Not Required**

25 Income growth of career program graduates
    a. Median annualized income one year prior to graduation
    b. Median annualized income three years after graduation

$29,132	$22,900	$23,104	$24,108	**NA**
$52,164	$52,092	$55,396	$56,792	**NA**

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	15,971	17,665	16,027	15,599	**19,000**
b. Annual course enrollments	36,937	37,189	35,548	30,877	**38,000**

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	5,789	6,390	5,153	5,574	**6,200**
b. Annual course enrollments	12,360	13,405	12,268	10,825	**13,200**

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	22,158	24,239	21,601	20,427	**23,000**
b. Annual course enrollments	46,571	48,187	44,904	39,321	**50,000**

Note: NA designates not applicable
    * designates data not available

2021 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

Institutional assessment is a collaborative process in which FCC engages in sustained, evidence-based, and participatory assessment and evaluation to examine how effectively it is accomplishing the mission, goals, and objectives of the College strategic plan, and the desired outcomes of its programs and services. College planning and assessment change each year often in response to external requests from local, state, and federal agencies. Planning and assessment will continue to be affected by Middle States Commission on Higher Education (MSCHE) reporting requirements, Maryland Higher Education Commission (MHEC) compliance and ad hoc report requests, and the Annual Strategic Priorities (ASPs) of the College Board of Trustees (BOT). For Fiscal Year (FY) 2020 and FY 2021, planning and assessment have been, and will continue to be significantly impacted by the COVID-19 global pandemic.

In 2021, FCC operated under the new College strategic plan, "FCC Forward, 2020-2025." To achieve the goals and objectives of College strategic plan, the BOT develops Annual Strategic Priorities (ASPs) that operationalize the goals and objectives of the five-year plan. The President and senior leaders use the ASPs to inform team planning. The College also forms workgroups around each priority through its Strategic Advisory Team (SAT) workgroups. The workgroups support outcome-based activities that have contributed to achieving the objectives of each priority.

In 2021, three of the priories specifically focused on the institutional assessment by utilizing data to improve student success. The BOT directed the College to:
- Utilize data and evidence-based practices to align planning, budgeting, and resource allocation, inform decision-making, and support continuous improvement.
- Implement a data-informed process for enrollment planning and goal setting to fulfill our mission and ensure optimal enrollment, student success, and fiscal health.
- Implement racial equity interventions to close existing gaps in access and success for Black/African American and Latino/a/x students.

SAT workgroups worked on the priorities throughout the academic year and reported the status and outcomes twice a year (November and May) to the BOT.

The College performance with 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.

Strategy 1 of the MSP is to "Continue to improve college readiness among K-12 students, particularly high school students." FCC implemented systems to increase opportunities for high school students to access higher education through collaboration skills to fuel their completion goals. The College developed an Early College program in collaboration with Frederick County Public School (FCPS). Students in the Early College program are full-time at FCC during their last two years of high school and simultaneously earn an associate degree and a high school diploma by the end of their senior year. The first cohort began in fall 2020 with 23 students from nine FCPS high schools. The second cohort began in fall 2021 with 25 FCPS students with the anticipation of graduating from FCC in 2023. In addition, FCC continues to support the strong partnership with FCPS through its successful High School Based Dual Enrollment program, which provides high school students access to college-level courses in their high schools. The enrollment of these students doubled from the fall 2017 (990) semester to the fall 2020 (1,509) semester.

The College supported the success of students during an unprecedented year of social unrest and a national pandemic through expanded outreach from the College learning centers into gateway courses. Learning centers, which are comprised of the Tutoring and Writing Center, and the STEM Learning Center, provide academic support to students. Learning centers made a quick transition to remote services due to the COVID-19 pandemic. With that in mind, the work of the centers focused on providing the best student support during unprecedented times. This involved scheduling tutoring sessions through Zoom for the first time, as well as balancing resource needs to support ThinkingStorm, the College 24/7 online tutoring platform. The centers will advance these initiatives as we move out of the pandemic.

The following are the status of the Access Goal indicators:
- Credit enrollment declined 3% (8,994 to 8,690) from FY 2017 to FY 2020.
- The unduplicated headcount in continuing education declined 20% (6,948 to 5,558) from FY 2017 to FY 2020.
- The combined unduplicated credit and continuing education headcount declined 11% (15,610 to 13,898) from FY 2017 to FY 2020.
- Tuition and fees were at 48% of the Maryland state public universities rates, supporting the affordability of attending FCC. Combined tuition and fees for 30 credits at FCC was $4,669 in FY 2020. This calculates to be almost half the average at the four-year public universities in Maryland, which was $ 9,657.
- FCC saw an increase in the market share of first-time, full-time freshmen in fall 2020 (51%) compared to fall 2017 (50%), which is the average of the past four reporting years.
- FCC saw a one percent decline in the market share of part-time undergraduates (74%) in fall 2020 compared to fall 2017 (75%).
- The market share of recent, college-bound high school graduates declined two percent overall from 60% in fall 2016 to 58% in fall 2019.
- Students concurrently enrolled in both college-level and high school courses increased 52% (990 to 1,509), or by 519 students from fall 2017 to fall 2020.

- Online credit enrollment increased 36% (5,764 to 7,820) from FY 2017 to FY 2020 and hybrid courses increased 34% (2,551 to 3,430) for the same period.
- Online Continuing Education and Workforce Development enrollment increased 9% (485 to 528) from FY 2019 to FY 2020. This rate declined 62% (1,407 to 528) from FY 2017 to FY 2020 due to the variable nature of contracts that allowed for spikes in the numbers in 2017. The hybrid course enrollment increased 46% (39 to 57) from FY 2017 to FY 2020.
- The unduplicated headcount in continuing education, community service, and lifelong learning courses declined 17% (2,951 to 2,464) between FY 2017 and FY 2020. The duplicated headcount declined 3% (5,886 to 5,720) for the same period.
- The unduplicated headcount in continuing education basic skills and literacy courses declined 14% (1,665 to 1,424) from FY 2017 to FY 2020 and declined 12% (3,596 to 3,167) for duplicated enrollment.
- The percentage of achieving at least one Adult Basic Educational (ABE) functional level was 27% in FY 2020, which increased 4%, compared to FY 2017 (23%). Student achievement in at least one English as a Second Language (ESL) functional level declined 14% from 45% in FY 2017 to 31% in FY 2020.
- The percent of nonwhite students 15 years and older enrolled in credit (41%) and continuing education (47%) courses was higher than the percent of the nonwhite population for the same age group in Frederick County (27%) in 2020.
- The percent of full-time, nonwhite faculty (17%) stayed the same between fall 2018 and fall 2020.
- The percent of full-time nonwhite administrative and professional staff was 20% in fall 2020 and has fluctuated between fall 2017 and fall 2020 (21%, 18%, 16%, and 20%) respectively.

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. One of FY 2020 Board annual strategic priorities was to *"Implement a data-informed process for enrollment planning and goal setting to fulfill our mission and ensure optimal enrollment, student success, and fiscal health."* The College developed a holistic advising approach that now combines career, academic, and transfer advising to maximize advisor expertise of transfer information, support of diverse student populations, and career assessment and planning. In addition, the College expanded resources to students that support behavioral health and wellness, which now includes a new focus area and a designated personal counselor for students. Institutional Assessment of student needs and services and participation in the Healthy Minds Study were developed. The College also partnered with the JED Foundation to empower students with the skills and support to grow into healthy, thriving adults.

In FY 2020, the College continued to focus on closing the equity gap based on ASPs to "*Implement racial equity interventions to close existing gaps in access and success for Black/African American and Latino/a/x students."* Between September 2020 and May of

2021, a cross-College team devoted many hours to decide on a framework and proposed 16 benchmarks for credit and continuing education that include three racial equity benchmarks used by the State of Maryland which will allow the College to know if institutional barriers to access and success have been addressed. Each benchmark has responsible, accountable, consultant, and informed administrator(s) to identify and begin to implement racial equity interventions. The College strives to close the equity gap and when the statistically significant gaps in these benchmarks are closed by 2027, racial equity in access and success for students will have been achieved. The process of a holistic action plan to address the achievement gap for students of color at FCC has resulted in a positive rate of success for Black/African American and Latinx students, as evidenced in the success improvement in indicators reported below and in the attached spreadsheet (Indicators 11a, 11b, 17 and 19).

The following are the status of Success Goal indicators:
- The fall-to-fall retention rate for all students was 55% for the fall 2019 cohort, with a 7% decline compared to fall 2016. The fall-to-fall retention rate for Pell Grant recipients was 56% and was lower than (62%) the fall 2016 cohort. The same rate for developmental students was 57%, a seven percent decline compared to fall 2016. In addition, the retention rate for college-ready students was 65% and was 6% higher than 2016 cohort.
- The developmental student completion rate for fall 2016 cohort after four years was 71%, which shows a steady increase since the fall 2014 cohort.
- The successful-persister rate for all students (80%) was about two percent higher than fall 2013 cohort (78%). This rate among college-ready students was the highest (87%) compared to the four categories reported for this indicator. The developmental completers' rate (77%) increased 2% compared to the fall 2013 cohort (75%). For the developmental non-completers cohort, the pass rate increased 18% for fall 2016 cohort and has fluctuated across the past three cohorts (44%, 33%, and 45% respectively).
- The successful-persister rate after four years for the 2016 cohort of Black/African-American students was 74%. This rate was nine percent lower than the white student 2016 cohort (83%). The Hispanic/Latino student cohort successful-persister rate of 79% was four percent lower than the fall 2016 white student cohort (83%). The 2016 cohort of Asian students achieved a 71% successful- persister rate, which was 12 percent lower than the white student cohort (83%) and lowest among the four racial/ethnic groups reported for this indicator.
- The graduation-transfer rate after four years for all students in the 2016 cohort was 70% and was the same as the 2013 cohort (70%). The rate for college-ready students was 83% and was one percent higher than the 2015 cohort (82%) and three percent lower than fall 2013 cohort (86%). The rate for developmental completers was 61% and was lower than the 2013 cohort (63%). The pass rate among developmental non-completers was 52%, which is 14% higher than the 2013 cohort, and has fluctuated across the past three cohorts of fall 2013, 2014, and 2015 (38%, 33%, and 35% respectively).
- The graduation-transfer rate for the 2016 cohorts of Hispanic students was 70% and was about 2% lower than the rate for white students (72%), Black/African American students (62%) which was 10% lower than the white cohort (72%), and Asian students (66%) and was 6% lower than the white students (72%) in the fall 2016

cohort. The graduation-transfer rates of Black/African American and Hispanic/Latino students have shown steady growth over the past four cohorts.

- The number of degrees and certificates awarded in FY 2020 (1,007) declined 12% compared to FY 2017 (1,142). In addition, 120 fewer students graduated compared to FY 2017 (1,033 to 910). The number of graduates was 910 in FY 2020 compared to 1,033 in FY 2017 representing a 12% decline. The number of career degrees awarded in FY 2020 (202) increased 5% compared to FY 2017 (193), while the number of transfer degrees awarded in FY 2020 (660) declined by four percent (684) in FY 2017. In addition, there were 145 certificates awarded in FY 2020, which was a decline of 45% compared to FY 2017 (265).
- The GPA of 2.0 or above at Maryland Public universities for FCC transfer students was 87%, which has remained almost the same during the past four years.
- The percentage of transfer program associate degree and certificate graduates who enrolled at a four-year college or university within a year after graduation shows steady growth from FY 2016 (38%) to 43% in FY 2019.

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

New innovative practices initiated by the College supported the goal to "*Establish Interprofessional Education (IE) curricular offerings*." The designs for the renovation of the Health Sciences Department facilities were based on creating realistic clinical environments. Health Science students will have a learning environment that facilitates and encourages interprofessional experiences that are found in contemporary clinical practices. Various lab spaces were designed based on function rather than for separate programs. Examples include:

Two large acute care laboratories that will be outfitted as one would find in any hospital setting to afford each of the clinical programs - Respiratory Care, Nursing, Physical Therapy Assistant, and Medical Assistant - the ability to train in those laboratories within their professions. In addition, these labs can support interprofessional activity and collaboration.

A rehabilitation/exercise lab has been included in the designs to support not only the training of the physical therapist assistants, but also students in the Health and Exercise Science programs. Again, students can work within their disciplines, as well as use the space for interprofessional class experiences.

A Health Science student lounge has been included in the designs to foster ongoing interaction and communication between students from differing health professions.

Interprofessional simulation lab experiences were developed in FY 2020 that are being implemented in the fall 2021 semester and will foster collaboration between the Nursing, Respiratory Care, and the Sign Language programs.

Lastly, the interprofessional model was introduced twice on national platforms through the Emergency Management Student National Podcast and the Emergency Management Institute Higher Education Symposium, and the Emergency Management Higher Education Professionals Collaborative.

Formal and informal interprofessional opportunities will help prepare our students for

interprofessional and collaborative experiences after graduation.

The following are the status of Success Goal indicators:
- The first-time pass rate for Registered Nursing students in FY 2020 was 97%, which increased 12% compared to FY 2017 (85%).
- The first-time pass rate for students taking the Respiratory Care licensure and certification exam in FY 2020 was 71%, which marked an increase compared to FY 2017 (64%) and 2018 (61%) but was lower than FY 2019 (79%).
- The rate of career program graduates employed full-time was 82%, which shows a healthy employment rate for the graduates.
- The median income growth of 2017 career program graduates three years after the graduation was $44,968 compared to one year prior to the graduation, which was 19,200. The rate of growth showed a $ 25,768 increase in the salary of career program graduates when they complete their programs at FCC.
- Course enrollments in Continuing Education and Workforce Development declined 33% (2,854 to 1,905) from FY 2017 to FY 2020.
- Unduplicated course enrollments in continuing professional education leading to government or industry-required certification or licensure increased 3% (1,019 to 1,045) from FY 2017 to FY 2020.
- Course enrollments in contract training declined 56% (1,673 to 742) from FY 2017 to FY 2020.

Response to MHEC Question

What are three COVID-related initiatives/programs your institution implemented that your institution will be adopting permanently?

As with most colleges in March of 2020, FCC had to pivot to all-remote instruction and operations in response to the COVID-19 state of emergency. As the College has progressed through the pandemic, restrictions have eased enough to offer limited physical access to classrooms, labs, and some College services. The following are three initiatives that helped FCC through the pandemic that we plan to continue in the future.

The first COVID-related initiative that the College plans to continue are the course delivery formats that were developed in response to the pandemic. The Provost/Executive Vice President of Academic Affairs, Continuing Education, and Workforce Development (Provost) pulled members of his team together in the latter part of the spring 2021 semester to evaluate how the College has traditionally delivered courses, and how courses could best be delivered as we moved through the pandemic. Prior to the pandemic, "in-person" courses represented almost 80% of our schedule, with "online and hybrid" representing about 20% of courses. The Provost's team developed a clearly defined set of course formats that were piloted in the summer 2020 session and fully launched for the fall 2020 semester. As indicated above, while both online and hybrid have been offered at FCC in the past, the new course formats being delivered today are modified versions of previous offerings. The following are descriptions of the current learning formats used by the College:
- Online Courses (ONL) are offered entirely online and do not meet at a specific time. Students enrolled in an online course are required to meet all expected deadlines and

expectations outlined by the instructor in the course syllabus and can complete work on their own time.

- Structured Remote Courses (SR), while still entirely online, have specific class times associated with them. Instructors may use some of that time to have real-time, virtual sessions. These sessions may include virtual classes, group discussions, office hours, or other class activities planned at scheduled times. The frequency of those sessions vary from course to course and all sessions are recorded and made available to students unable to attend. Students can watch session videos later with no penalty.
- Hybrid Remote Courses (HYR) are offered primarily online, but with required periodic on-campus or Monroe Center meetings during scheduled class times. Students enrolled in a hybrid remote class are be expected to come to the main campus or the Monroe Center for periodic class sessions or may also meet as a real-time virtual session during the scheduled class time. Virtual sessions are recorded and made available to students unable to attend. Students can watch these videos later with no penalty.
- In-Person Courses are offered in a physical space on campus, at the Monroe Center, or in a location off-campus appropriate to the course objectives. Students are expected to attend all class sessions in person and observe the health and safety protocols that are regularly reviewed and posted by the College.

The formats have worked so well over the past year that we plan to continue to offer courses using these formats moving forward.

The second initiative we plan to continue and improve is virtual proctoring. Throughout the pandemic, the Testing Center team has leveraged the Zoom platform to proctor placement and FCC course exams for students. The team has helped with testing accommodations, support for students lacking technology access, and temporary health restrictions that have kept them from completing testing remotely. The team developed procedures that allowed us to serve faculty and students, while keeping exam content and delivery secure. Additionally, we used Examity, a third-party vendor, for automated (artificial intelligence) proctoring of placement tests to increase the capacity needed to meet the demand for students needing placement testing during peak registration, and for increasing access to Dual Enrollment. We continue to adapt to meet the testing needs of students as we consider their circumstances, which may include continuing to offer Zoom or Examity for proctoring.

To improve our capacity, security, and effectiveness to proctor online, the College is in the process of procuring Honorlock. This is an online proctoring solution that will provide a service for faculty to remotely administer exams to students anywhere on a secure platform that fosters a culture of academic integrity. It will be embedded in the learning management system where faculty can program their test administration settings, flip a switch to activate the proctoring service, and make it available for students to use on-demand. Students test when they want and where they want within the parameters set by the faculty from any place where they have access to a quiet space connected to the Internet. The service we are purchasing uses artificial intelligence to flag suspicious student behavior with timestamps of the recordings and ranks by color the severity of the action upon faculty review. We feel that the integration of Honorlock as the College online proctoring solution will improve our faculty's ability to assess student learning in all of course learning formats.

The third initiative relates to how the College can improve student support moving forward.

COVID-19 required FCC to pivot in the way students could access services and information. The College developed virtual support services in response to the pandemic; however, we struggled to communicate and notify our students about important tasks and requirements. After consulting deans, academic advisors, Student Affairs, Enrollment Management, Information Technology, and Student Government in the spring 2021 semester, the College has adopted and is implementing Navigate, a technology developed by EAB.

The Navigate platform consists of two main tools:
- Milestone Guidance, or "Navigate Student," is a mobile app designed to help students manage their education and connect effectively with the full range of activities and resources at the College. Navigate Student helps students make the most of their college experience across various activities, like connecting with their advisors, joining or starting a student organization, discovering health and wellness offerings, understanding account holds, and more. Because Navigate Student will be tailored for individual students and our College, it will be the primary means for academic and administrative offices to communicate with students.
- "Navigate Staff," offers advisors, tutors, and other support staff a comprehensive range of information about their students, including students' academic programs, sequence of courses, performance in courses critical to their program, and other vital data related to student success. It also allows for strategic outreach and communication campaigns to help staff identify and connect with students needing support.

The College will have a full launch of Navigate by the spring of 2022.

Community Outreach and Impact

The COVID-19 pandemic impacted the ability of the College to do much of the usual community outreach it has done in the past. Transitioning to and sustaining remote instruction and operations was a significant undertaking and challenge. The pandemic did not, however, stop the College from doing meaningful and effective community outreach. The "state of emergency" caused by COVID-19 created new and productive partnerships that helped public and private institutions in our service area sustain operations.

The first partnership was formed at the onset of the COVID-19 pandemic by the Frederick County Government (FCG), with the Frederick County Health Department (FCHD) as the lead agency, and Dr. Barbara Brookmyer, Health Officer for Frederick County, as the lead administrator. The FCHD brought together representatives from allied public agencies in Frederick County involved in the pandemic response to operate a Joint Information Center (JIC), which continues to convene meetings weekly. The purpose of the JIC has been to ensure consistent and coordinated messaging across the participating agencies related to the pandemic. Representatives from the following agencies participate in JIC meetings:

> Frederick County Health Department, Frederick County Government, the City of Frederick, Fort Detrick, Frederick Community College, Frederick Health Hospital, Frederick County Public Schools (FCPS), Frederick County Sheriff's Office, Frederick County State's Attorney's Office, Frederick National Laboratory for Cancer Research, and Visit Frederick.

JIC has provided regular updates on the status of the pandemic in Frederick County and continues to provide a forum for sharing information with partner agencies related to responding to the impact of the pandemic. The College has learned much from JIC meetings; however, the

most significant outcome that generated from this public partnership was the development of a county vaccination site in the FCC gymnasium. The site was eventually turned into a state-supported vaccination site by Governor Larry Hogan. The vaccination site opened on February 8, 2021 and closed on May 21, 2021. The site had 56 clinics and administered 43,065 vaccines. Another partnership that continues to be highly productive has been monthly meetings, which continue to date, of post-secondary education leaders in Frederick County with county health officials. The presidents and key executives from Hood College, Mount St. Mary's University, Frederick Community College, the FEMA Training Center in Emmitsburg, Maryland, and leadership from the Maryland School for the Deaf (residential) have been able to receive regular updates directly from Dr. Barbara Brookmyer and Frederick County Health Department staff on issues related to higher education. Each meeting begins with important updates from Dr. Brookmyer and her staff, then each institution reports on challenges, successes, and lessons learned while navigating through the pandemic. These meetings have proven to be invaluable, and FCC has gained much from this partnership. One excellent outcome has been the direct support given to each partner institution by an assigned liaison from the FCHD. The College has been able to contact the FCHD liaison directly when issues arise that could benefit from expert advice.

The overall support that FCC has received from our public and private partners has been exemplary and demonstrates the power of close and active collaboration. Frederick County has successfully responded to the pandemic guided by strong leadership who have worked well together under difficult circumstances. In May of 2021, President Burmaster awarded one of four FCC President's Business Appreciation Awards to Dr. Barbara Brookmyer for leading the county response to the COVID-19 pandemic. In FCC President Burmaster's words:

> *Since March 2020, when COVID-19 first became a health emergency locally and nationally, Dr. Brookmyer has worked tirelessly to provide up-to-date guidelines and recommendations to educate and inform the public on the COVID-19 virus. Dr. Brookmyer's incredible leadership during the pandemic has saved many lives. Due to the novelty of this virus, recommendations and guidelines have changed numerous times over the last year as members of the medical and science communities have learned more about COVID-19. Dr. Brookmyer has had to stay on top of those many changes and make quick decisions to mitigate the toll of the virus in Frederick County. Dr. Brookmyer has supported FCC specifically by working closely with our administration and staff and providing direct contact and recommendations to help inform College decision-making related to COVID-19.*

The impact that Dr. Brookmyer has had on our decision-making over the past 16 months has been significant and the College will continue to consult her and her staff as we transition out of the pandemic.

FREDERICK COMMUNITY COLLEGE 2016 COHORT

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	1351		612		521		218	
2	Number attempting fewer than 18 hours over first 2 years	458		215		83		160	
3	Cohort for analysis (Line 1 – Line 2)	893	100.0%	397	100.0%	438	100.0%	58	100.0%
4	Earned Associate degree from this community college	387	43.3%	214	53.9%	167	38.1%	6	10.3%
5	Earned certificate, but no degree, from this community college	25	2.8%	8	2.0%	10	2.3%	7	12.1%
6	Total associate and certificate graduates (Line 4 + Line 5)	412	46.1%	222	55.9%	177	40.4%	13	22.4%
7	Transferred to Maryland two-year/technical college	54	6.0%	21	5.3%	26	5.9%	7	12.1%
8	Transferred to Maryland public four-year college	252	28.2%	157	39.5%	90	20.5%	5	8.6%
9	Transferred to Maryland private four-year college or university	29	3.2%	18	4.5%	10	2.3%	1	1.7%
10	Transferred to out-of-state two-year/technical college	18	2.0%	4	1.0%	9	2.1%	5	8.6%
11	Transferred to out-of-state four-year college or university	126	14.1%	65	16.4%	56	12.8%	5	8.6%
12	Total transfers (sum of Lines 7 - 11)	479	53.6%	265	66.8%	191	43.6%	23	39.7%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	266	29.8%	158	39.8%	102	23.3%	6	10.3%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	625	70.0%	329	82.9%	266	60.7%	30	51.7%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	39	4.4%	7	1.8%	31	7.1%	1	1.7%
16	Successful transition to higher ed (Line 14 + Line 15)	664	74.4%	336	84.6%	297	67.8%	31	53.4%
17	Enrolled at this community college last term of study period	54	6.0%	9	2.3%	40	9.1%	5	8.6%
18	Successful or persisting (Line 16 + Line 17)	718	80.4%	345	86.9%	337	76.9%	36	62.1%

FREDERICK COMMUNITY COLLEGE 2016 COHORT

		African American Students		Asian Students		Hispanic Students		White Students (optional data)	
1	First-time full- and part-time fall headcount	223		71		193		854	
2	Number attempting fewer than 18 hours over first 2 years	91		12		62		288	
3	Cohort for analysis (Line 1 – Line 2)	132	100.0%	59	100.0%	131	100.0%	566	100.0%
4	Earned Associate degree from this community college	47	35.6%	24	40.7%	54	41.2%	261	46.1%
5	Earned certificate, but no degree, from this community college	1	0.8%	0	0.0%	3	2.3%	21	3.7%
6	Total associate and certificate graduates (Line 4 + Line 5)	48	36.4%	24	40.7%	57	43.5%	282	49.8%
7	Transferred to Maryland two-year/technical college	10	7.6%	5	8.5%	8	6.1%	31	5.5%
8	Transferred to Maryland public four-year college	26	19.7%	19	32.2%	41	31.3%	165	29.2%
9	Transferred to Maryland private four-year college or university	6	4.5%	2	3.4%	2	1.5%	19	3.4%
10	Transferred to out-of-state two-year/technical college	2	1.5%	0	0.0%	4	3.1%	11	1.9%
11	Transferred to out-of-state four-year college or university	17	12.9%	2	3.4%	20	15.3%	86	15.2%
12	Total transfers (sum of Lines 7 - 11)	61	46.2%	28	47.5%	75	57.3%	312	55.1%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	27	20.5%	13	22.0%	41	31.3%	184	32.5%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	82	62.1%	39	66.1%	91	69.5%	410	72.4%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	6	4.5%	1	1.7%	6	4.6%	25	4.4%
16	Successful transition to higher ed (Line 14 + Line 15)	88	66.7%	40	67.8%	97	74.0%	435	76.9%
17	Enrolled at this community college last term of study period	10	7.6%	2	3.4%	7	5.3%	34	6.0%
18	Successful or persisting (Line 16 + Line 17)	98	74.2%	42	71.2%	104	79.4%	469	82.9%

FREDERICK COMMUNITY COLLEGE
2021 ACCOUNTABILITY REPORT

Student & Institutional 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 2017	Fall 2018	Fall 2019	Fall 2020
A	Fall credit enrollment				
	a. Unduplicated headcount	6,220	6,000	6,129	5,756
	b. Percent of students enrolled part time	67.4%	69.5%	69.9%	70.1%

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
B	First-time credit students with developmental education needs	26.0%	28.7%	19.0%	14.0%

		FY 2017	FY 2018	FY 2019	FY 2020
C	Credit students who are first-generation college students (neither parent attended college)	29.0%	28.6%	27.4%	25.9%

		FY 2017	FY 2018	FY 2019	FY 2020
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	2,864	2,941	2,957	2,485

		FY 2017	FY 2018	FY 2019	FY 2020
E	Credit students receiving financial aid				
	a. Receiving any financial aid	29.5%	28.8%	28.2%	29.3%
	b. Receiving Pell grants	16.2%	15.8%	15.0%	15.4%

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
F	Students 25 years old or older				
	a. Credit students	28.3%	27.9%	25.5%	24.4%

		FY 2017	FY 2018	FY 2019	FY 2020
	b. Continuing education students	79.1%	69.5%	67.8%	66.8%

		FY 2016	FY 2019	FY 2020	FY 2021
G	Credit students employed more than 20 hours per week	67.0%	66.8%	53.0%	60.0%

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	11.7%	12.4%	13.1%	13.8%
	b. Black/African American only	12.7%	12.3%	13.0%	12.8%
	c. American Indian or Alaskan native only	0.2%	0.3%	0.2%	0.2%
	d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.1%	0.1%
	e. Asian only	4.8%	4.5%	4.6%	4.6%
	f. White only	64.4%	64.5%	62.6%	59.1%
	g. Multiple races	4.8%	4.9%	5.4%	5.6%
	h. Foreign/Non-resident alien	1.1%	1.0%	0.9%	3.8%
	i. Unknown/Unreported	0.3%	0.1%	0.1%	0.1%

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
I	Credit student distance education enrollment				
	a. Enrolled exclusively in distance education	13.0%	14.3%	13.6%	27.5%
	b. Enrolled in some, but not all, distance education	22.1%	24.0%	24.2%	37.2%
	c. Not enrolled in any distance education	64.9%	61.7%	62.1%	35.3%

FREDERICK COMMUNITY COLLEGE
2021 ACCOUNTABILITY REPORT

		FY 2017	FY 2018	FY 2019	FY 2020
J	Unrestricted revenue by source				
	a. Tuition and fees	39.6%	39.3%	37.8%	35.6%
	b. State funding	21.5%	21.5%	21.9%	22.8%
	c. Local funding	35.3%	35.6%	37.3%	38.5%
	d. Other	3.5%	3.6%	3.1%	3.1%

		FY 2017	FY 2018	FY 2019	FY 2020
K	Expenditures by function				
	a. Instruction	49.3%	48.9%	48.9%	48.9%
	b. Academic support	2.4%	2.5%	2.2%	2.5%
	c. Student services	15.2%	14.9%	14.7%	16.1%
	d. Other	33.1%	33.7%	34.2%	32.5%

Goal 1: Access

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
1	Annual unduplicated headcount					
	a. Total	15,610	15,656	14,746	13,898	**14,746**
	b. Credit students	8,994	8,896	8,636	8,690	**8,636**
	c. Continuing education students	6,948	7,107	6,453	5,558	**6,836**

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
2	Market share of first-time, full-time freshmen	50.0%	49.4%	52.6%	51.2%	**52.6%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
3	Market share of part-time undergraduates	74.7%	73.4%	75.5%	74.2%	**75.5%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2024
4	Market share of recent, college-bound high school graduates	59.7%	57.3%	52.0%	57.8%	**57.8%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
5	High school student enrollment	990	1,165	1,436	1,509	**1,660**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	5,764	6,056	6,522	7,820	**6,787**
	b. Continuing education, online	1,407	456	485	528	**607**
	c. Credit, hybrid	2,551	3,020	3,406	3,430	**3,576**
	d. Continuing education, hybrid	39	28	47	57	**66**
						46%

		FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2026
7	Tuition and mandatory fees					
	a. Annual tuition and fees for full-time students	4,385	4,457	4,579	4,669	**NA**
	b. Percent of tuition/fees at Md public four-year institutions	47.4%	47.1%	47.3%	48.3%	**47.5%**
	Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

FREDERICK COMMUNITY COLLEGE
2021 ACCOUNTABILITY REPORT

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	2,951	2,937	2,797	2,464	**2,895**
	b. Annual course enrollments	5,886	6,209	6,262	5,720	**6,119**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	1,665	1,586	1,597	1,424	**1,616**
	b. Annual course enrollments	3,596	3,646	3,618	3,167	**3,620**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
10	Adult education student achievement of:					
	a. At least one ABE educational functioning level	22.9%	30.2%	22.0%	26.6%	**25.0%**
	b. At least one ESL educational functioning level	45.2%	53.0%	43.9%	30.8%	**47.0%**
	Note: Not reported if < 50 students in the cohort					

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
11	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	35.6%	35.6%	37.4%	40.9%	**43.0%**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
	b. Percent nonwhite continuing education enrollment	36.9%	30.0%	30.1%	47.3%	**34.0%**

		July 2017	July 2018	July 2019	July 2020	Benchmark Not Required
	c. Percent nonwhite service area population, 15 or older	23.8%	24.8%	25.8%	26.8%	**NA**

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
12	Percent minorities (nonwhite) of full-time faculty	18.6%	17.1%	16.8%	17.1%	**23.0%**

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
13	Percent minorities (nonwhite) of full-time administrative and professional staff	21.0%	18.0%	15.8%	20.0%	**23.0%**

Goal 2: Success

		Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2024 Cohort
14	Fall-to-fall retention					
	a. All students	61.7%	54.9%	56.3%	55.0%	**62.0%**
	b. Pell grant recipients	61.8%	53.1%	61.0%	56.1%	**62.0%**
	c. Developmental students	62.7%	56.3%	62.3%	56.5%	**62.0%**
	d. College-ready students	59.5%	55.9%	58.6%	65.1%	**62.0%**

FREDERICK COMMUNITY COLLEGE
2021 ACCOUNTABILITY REPORT

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	70.0%	67.7%	68.6%	70.5%	**71.0%**

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	89.9%	79.9%	84.8%	86.9%	**90.0%**
b. Developmental completers	74.5%	74.5%	71.9%	76.9%	**75.0%**
c. Developmental non-completers	44.3%	33.3%	45.0%	62.1%	**NA**
d. All students in cohort	78.5%	74.0%	75.8%	80.4%	**80.0%**

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	80.2%	75.3%	77.0%	82.9%	**NA**
b. Black/African American only	70.9%	70.3%	67.6%	74.2%	**NA**
c. Asian only	75.0%	69.7%	78.4%	71.2%	**NA**
d. Hispanic/Latino	76.3%	73.2%	77.7%	79.4%	**NA**

Note: Not reported if < 50 students in the cohort for analysis

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	85.8%	78.2%	81.7%	82.9%	**86.0%**
b. Developmental completers	63.0%	63.5%	60.2%	60.7%	**61.9%**
c. Developmental non-completers	37.7%	33.3%	35.0%	51.7%	**NA**
d. All students in cohort	70.1%	67.5%	67.9%	70.0%	**70.0%**

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	72.7%	70.1%	70.7%	72.4%	**NA**
b. Black/African American only	59.0%	59.5%	59.5%	62.1%	**NA**
c. Asian only	71.2%	69.7%	74.5%	66.1%	**NA**
d. Hispanic/Latino	63.4%	61.8%	61.2%	69.5%	**NA**

Note: Not reported if < 50 students in the cohort for analysis

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	1,142	1,112	1,024	1,007	**1,043**
b. Career degrees	193	213	197	202	**NA**
c. Transfer degrees	684	669	660	660	**NA**
d. Certificates	265	230	167	145	**NA**
e. Unduplicated graduates	1,033	1,027	915	910	**NA**

	AY 16-17	AY 17-18	AY 18-19	AY 19-20	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	86.9%	87.0%	85.0%	87.0%	**87.0%**

	FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year	38.3%	40.1%	40.8%	42.7%	**43.0%**

Goal 3: Innovation

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Registered Nursing	85.1%	85.3%	90.8%	97.1%	80.0%
Number of Candidates	67	61	65	68	
b. Respiratory Care	64.3%	61.1%	78.9%	71.4%	80.0%
Number of Candidates	14	18	19	14	
Note: Not reported if <5 candidates in a year					

	FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	Benchmark Not Required
24 Graduates employed within one year	79.6%	83.5%	84.0%	82.0%	**NA**

	FY 2014 Graduates	FY 2015 Graduates	FY 2016 Graduates	FY 2017 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	$ 21,304	$ 19,684	$ 17,052	$ 19,200	**NA**
b. Median annualized income three years after graduation	$ 50,900	$ 45,220	$ 43,392	$ 44,968	**NA**

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	2,854	2,917	2,299	1,905	**2,690**
b. Annual course enrollments	5,014	3,781	3,250	2,671	**4,015**

FREDERICK COMMUNITY COLLEGE
2021 ACCOUNTABILITY REPORT

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
27	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	1,019	1,214	1,362	1,045	**1,594**
	b. Annual course enrollments	1,240	1,400	1,605	1,194	**1,983**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
28	Enrollment in contract training courses					
	a. Unduplicated annual headcount	1,673	1,305	899	742	**1,102**
	b. Annual course enrollments	3,438	1,763	1,288	886	**1,526**

Note: NA designates not applicable

    * designates data not available

Garrett College Performance Accountability Report for the Maryland Higher Education Commission (MHEC) September 2021

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 (GC) is a small, rural community college located in western Maryland. The College currently had an unduplicated credit headcount of 797 in FY2021, which is a 7% decrease from FY2020. The COVID-19 pandemic contributed to the decrease due to residence hall occupancy limitations. Most of the college's out-of-county and out-of-state students reside in Garrett and Laker Halls. The college's principal service area is Garrett County, Maryland (population approximately 29,500), but it also draws students from 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, and most of the job growth has been in relatively low-paying service occupations.

The College was in the process of developing the FY21-25 Strategic Plan (SP) that would address many of the enrollment concerns, assessment processes, and critical fiscal initiatives at the time of the March 2020 Middle States Commission on Higher Education (MSCHE) Self-Study Peer Evaluator Team's visit. The Commission reaffirmed accreditation and requested a Supplemental Information Report (SIR) per the following statement in the July 1, 2020 letter:

On behalf of the Middle States Commission on Higher Education, I am writing to inform you that on June 25, 2020, the Commission acted as follows:

To acknowledge receipt of the self-study report. To note the visit by the Commission's representatives. To reaffirm accreditation. To request a supplemental information report, due April 1, 2021, documenting: (1) the alignment of the institution's mission and goals (Standard I); (2) the development and implementation of organized and systematic assessments that evaluate the extent of student achievement (Standard V); and (3) financial planning and budget processes that are aligned with mission, goals, and objectives and are evidence-based (Standard VI). The next evaluation visit is scheduled for 2027-2028.

The college received confirmation on July 7, 2021 that the SIR was accepted at their June 24, 2021 meeting.

Student Characteristics

As shown in Table 1 below, Garrett College currently offers a total of sixteen transfer and career degree programs and three certificate programs. On March 26, 2020, MHEC approved an Associate of Applied Science (A.A.S.) in Professional Technical Studies with an Area of Concentration (A.O.C.) in Machining. Garrett College deactivated the Electro-Mechanical Certificate in fall 2020. The College approved and submitted an Engineering Transfer A.A.S. proposal to MHEC in February 2021. The College's fall 2020 enrollment included 422 students in degree and certificate programs, 197 dual-enrolled high school students (31% of total headcount), and 7 students with undeclared majors. A little more than half of Garrett College credit students (54%) attend full-time. Graduation and transfer rates for the 2013-2017 cohorts are shown in Table 2 below.

Table 1: Degree & Certificate Programs

Program	Enrollment Fall 2020	Program	Enrollment Fall 2020
Addictions Counseling (A.A.S.)	7	General Studies (A.A.)	70
Adventure Sports Mgmt. (A.A.S.)	15	General Studies – Allied Health Prof.*	39
Arts & Sciences Transfer (A.A.)	76	Nat. Resources & Wildlife Tech. (A.A.S.)	38
Business Administration (A.A.)	44	Sport Management (A.A.S.)	29
Business & Info. Technology (A.A.S.)	30	Teacher Education (A.A.)	19
Computer Science (A.S.)	17	Adventure Sports Mgmt. (Certificate)	1
Cybersecurity (A.A.S.)	11	Cybersecurity (Certificate)	4
Early Childhood Ed./Special Ed. (A.A.T.)	6	Paramedic Studies (A.A.S.)	2
Electrical Engineering (A.S.E)	10	Professional Technical Studies (Machining) (A.A.S.)**	1
Elementary Ed./Special Ed. (A.A.T.)	3	Paramedic (Certificate)#	0

* Allied Health Professions Non-Degree 1+1 Transfer Program to Allegany College of Maryland
** New program for fall 2020
#Non-credit program also offered for credit

<div align="center">Table 2: Graduation and Transfer Rates</div>

Cohort	100% Time Graduation Rate	150% Time Graduation Rate	200% Time Graduation Rate	Transfer Rate
2013	12%	25%	27%	32%
2014	22%	32%	35%	31%
2015	18%	28%	29%	34%
2016	14%	24%	26%	31%
2017	16%	27%	TBD	33%
5-Year Average	16%	27%	29% (4-year average)	32%

The student body is predominantly white, but the College enrolls a minority population (on average 25%) 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 averages around 65%. However, it decreased to 41% of the incoming students testing into at least one developmental course in fall 2020. On average, 90% of the residence hall students place into at least one developmental course. The residence hall capacity limitation in fall 2020, the increased percentage of student athletes living on campus, floor score requirements for the residence halls, and the 2.8 high school GPA placement test exemption contributed to the drop in the percentage of students enrolled in developmental courses.

GC currently employs 22 full-time faculty members as well as a number of adjunct instructors. For the spring 2021 semester, 72% 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 made every effort to assist every student in accessing and attaining aid for an affordable education by providing access to the various departments via Zoom and Teams as well as providing videos of the available resources. The web site, https://www.garrettcollege.edu/index.php, contains videos and links from each department above. The Financial Aid and Scholarships link provides all the information that a student would need regarding submitting their FASFA to applying for other sources of aid. In addition, Admissions conducts many virtual recruiting events. In-person events and assistance have been increasing as state pandemic guidelines have allowed.

Discussed below under innovation are the measures that Garrett College, specifically IT, took to provide access to a quality education.

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

Garrett College has been taking many steps to address retention concerns and gather better general education and annual program assessments as well as formal program reviews in alignment with Middle State's eight-year self-study cycle. The College's Associate Dean of Academic Affairs recently combined reading and writing developmental courses into an accelerated condensed semester. Changing the integrated reading and writing course from six to four credits will help to combat the low retention rates in the developmental program at GC. For the students who are unable to place into the proposed integrated reading and writing course, the department of developmental education proposes the following changes to GC's current reading curriculum to better meet the needs of severely under-prepared students:

Course	Title Change	Updated Lecture Hours	Schedule/Frequency	Reading Placement
ENG 090	Integrated Reading & Writing	4	Offered Fall & Spring	241-251
RDG 073	College Reading I	2	Offered Fall & Spring as A/B term course	200-220
RDG 075	College Reading II	2	Offered Fall & Spring as A/B term course	221-240

The proposed English change eliminates the current ENG 073 course. The proposed reading change breaks the current ¾-credit reading course into two separate 2-credit courses split into A/B terms. These changes will ensure more appropriate placement and build confidence in ill-prepared learners, thus increasing student retention.

Additionally, the two new developmental education faculty members were given a one-course release to assist the Director of the Advising and Academic Success in student support and retention initiatives. Second, the implementation of a college-wide mentoring program helps to address personal motivation and the removal of barriers that hinder students from completing degrees, such as developmental education.

President Midcap charged an Assessment Workgroup, chaired by the self-study co-chairs, to address the development and implementation of organized and systematic assessments that evaluate the extent of student achievement for continuous improvement. With both new developmental faculty members on staff during 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 2019 cohort fall-to-fall retention for college-ready students (Indicator 14d) of 74.8% missed the new fall 2024 cohort benchmark by 0.2%, but exceeded the fall 2018 cohort by 5.7%. Although the retention rate of 52% for developmental students (Indicator 14c) increased 4.1% from the fall 2018 cohort, it missed the new benchmark by 8%.

Of the students in the entering fall 2016 cohort with at least one area of developmental need (Indicator 15), 66.7% completed all recommended developmental course work after four years, about 3.3% below the fall 2021 cohort benchmark of 70%. The successful-persister rate after four years for developmental completers (Indicator 16b) is 69.6%, 13.4% below the benchmark of 83% and 10.2% below the fall 2015 benchmark. For the fall 2016 cohort, Garrett's successful-persister rate (Indicator 16a) for college-ready students increased by 2.7%. The successful-persister rate for developmental non-completers (Indicator 16c) decreased by 14.5% to 34.3%, which will be targeted in the developmental program analysis and by a predictor model where a revamped mentoring program began in fall of 2019 to help these students.

For all students, the successful-persister rate (Indicator16d) was 70.3%, 9.7% below the 80% benchmark and 5.8% below the fall 2015 cohort. The graduation/transfer rate for college-ready students (Indicator 18a) for the fall 2016 cohort was 87.5%, exceeding the fall 2021 benchmark of 80%, but 0.6% below the fall 2015 cohort. The graduation/transfer rate for developmental completers (Indicator 18b) decreased by 16.6% from the fall 2014 cohort and 4.7% from fall 2015, missing the benchmark that was reset to 70% for the fall 2021. The "all students" cohort (Indicator 18d) also missed respective fall 2021 benchmark of 69% by 4.8%. The graduation/transfer rate for developmental non-completers (Indicator 18c) decreased to 34.4%, 14.5% lower than the fall 2015 cohort. (This indicator is not benchmarked.)

Spring assessment workshops in May compared performance targets/benchmarks with last year's results and identified student strengths, weaknesses, and areas of opportunity. The assessment plan for academic year 2021-22 is to start a curriculum mapping project for the general education competencies and the annual program reviews. The new chief academic officer, Dr. Ryan Harrod, who started at GC on July 1, 2021, will assist with the process. For FY2020, the College awarded a total of 95 associate degrees: 23 career (A.A.S.) degrees and 71 transfer (A.A., A.A.T., A.S., A.S.E) degrees (Indicators 20a and 20b), lower awards

compared to the awards for FY2019. The College offers relatively few certificate programs and typically awards very few certificates (Indicator 20c) (1 for FY2021). The benchmarks have been removed.

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

Because of the COVID-19 pandemic, Garrett College had to be innovative to improve access (virtually and financially) and support student success. Many of these examples are presented in this report. Improving access was a collaborative effort across Garrett County to quickly convert to an online learning platform. Faculty had to convert face-to-face and field classes to a virtual environment and create Blackboard shells, the college's Learning Management System (LMS). The college assisted with providing laptops, since many students were trying to access Blackboard and do their assignments on their mobile devices. The college, Garrett County Public Schools, and several local businesses and churches provided free Wi-Fi access in their parking lots.

To assist with student success, many virtual activities were provided as well as grab and go activities and snacks. The Advising Center implemented virtual tutoring and Faculty planned virtual office hours. Garrett College made every attempt to provide a somewhat normal college experience during a time that was anything but normal.

Continuing Education and Workforce Development was especially impacted by COVID-19 as many of its courses are hands-on in nature, and require student demonstration of skill proficiency to obtain certifications and credentials (Welding, CDL-A, Allied Health programs). A majority of courses had to be postponed until the COVID-19 pandemic restrictions were lifted and students could safely be in the classroom with COVID-19 pandemic protocols in place. To the extent possible, CEWD worked with instructor and students to convert curriculum to an online and virtual platform.

What are three of the biggest challenges your institution faced due to the COVID pandemic?

Three of the biggest challenges Garrett College faced were safety-related issues, enrollment (especially as it relates to budget), and student engagement via a virtual environment. Garrett College, like every institution, had to ensure the safety of everyone by providing a safe and healthy campus environment for those activities still taking place in person. Facilities did an impressive job cleaning and installing plastic shields and extra antibacterial hand units. The college addressed safety-related capacity issues, such as lowering the dorm capacity, which also negatively affected enrollment and the budget, and classroom capacity and how that impacted the student experience. Student life created many virtual events for the students for inclusion. Relationships via the Garrett College COVID taskforce and the Garrett County Health Department and Mountain Laurel Medical Center enabled quick responses to any student who had symptoms and separate remote rooms were coordinated for quarantining. The Taskforce met 2-3 times per week.

Garrett College dealt effectively with the enrollment impact of its pandemic strategies, which, as noted above, included lower residence hall and classroom capacities and the need to ramp up IT capacity due to the requirement to move to remote education. The college experienced a 12% decrease in credit hours compared to FY2020, a head count decrease of 4%, and a decline of 25% in student athlete enrollment due to the uncertainty of whether intercollegiate athletics would be able to field teams. One of the bright spots was the continued expansion of high school dual-enrollment registrations, which increased 33.3% over fall 2019.

Due to the need to quickly convert to an online learning environment, student engagement via virtual environment became a concern. The advising center created student training videos (Zoom, MS Teams) to assist students with classes and interaction held via Zoom and Teams.

- Zoom Vid - https://youtu.be/-5O9aL_xlNI
- Teams Vid - https://youtu.be/O4aQI2AWv_M

COMMUNITY OUTREACH AND IMPACT

Following is a summary of Garrett College's main contributions to the community, including local employers, schools, businesses, and nonprofit organizations, in FY2021.

COVID Response

There was a collective, college-wide response to ensure our campus, staff, and students were safe during the COVID-19 pandemic. IT proactively provided laptops and hotspots to students who needed them; since Garrett County is very rural, many homes do not have internet service. They also set the Garrett College parking lot with Wi-Fi access for students to be able to access Blackboard, Zoom, and Teams. IT also worked with local businesses, such as churches, K-12 schools, and the library to provide Wi-Fi access via their parking lots. Faculty kept students engaged by utilizing various technologies, scheduling synchronous meetings, using different teaching modalities, providing on-line office hours, and creating discussions within their curriculum.

The Director of Equity and Compliance, Shelley Menear, coordinated the college's COVID leadership team and provided an effective means of working cross-divisionally on implementing solutions and disseminating information to the College community. She developed the *Laker Strong* Plan, allowing the College to remain operational during the 2020-21 academic year. Throughout the course of the pandemic, Menear took the lead in strengthening and expanding relationships with two of the College's partners, the Garrett County Health Department and Garrett Regional Medical Center. Her work with our community partners led to both the establishment of an on-campus health clinic and an on-campus COVID-19 vaccination program for college employees.

Virtual Graduation

Director of Marketing & Creative Services Stacy Holler organized Garrett College's 49th Commencement by providing its graduates and their families with a virtual event that rivaled or

exceeded an in-person graduation. Please view https://youtu.be/v034nHjthSU to see how Garrett College recognized the Class of 2021 and 2020's achievements and accomplishments.

Accountability Indicators

Garrett College's Board of Trustees approved data and benchmarks/goals for each indicator and degree progress analysis indicators for the fall 2016 cohort, which are attached in the GC 2021 PAR Template Excel file and Degree Progress file (reference separate tabs for each analysis).

Board of Trustees Approval

This report was approved by the Garrett College Board of Trustees on September 21, 2021.

Garrett College
Degree Progress Four Years after Initial Enrollment
Fall 2016 Entering Cohort

Fall 2016 Garrett College (754 total FT AND PT per EIS)
(EIS 243 FTFT and PT)

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	260		77		122		61	
2	Number attempting fewer than 18 hours over first 2 years	65		29		10		26	
3	Cohort for analysis (Line 1 − Line 2)	195	100.0%	48	100.0%	112	100.0%	35	100.0%
4	Earned Associate degree from this community college	62	31.8%	36	75.0%	26	23.2%	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	31.8%	36	75.0%	26	23.2%	0	0.0%
7	Transferred to Maryland two-year/technical college	29	14.9%	4	8.3%	19	17.0%	6	17.1%
8	Transferred to Maryland public four-year college	35	17.9%	17	35.4%	18	16.1%	0	0.0%
9	Transferred to Maryland private four-year college or university	0	0.0%	0	0.0%	0	0.0%	0	0.0%
10	Transferred to out-of-state two-year/technical college	8	4.1%	2	4.2%	4	3.6%	2	5.7%
11	Transferred to out-of-state four-year college or university	34	17.4%	12	25.0%	18	16.1%	4	11.4%
12	Total transfers (sum of Lines 7 - 11)	106	54.4%	35	72.9%	59	52.7%	12	34.3%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	43	22.1%	29	60.4%	14	12.5%	0	0.0%
14	Graduated and/or transferred {(Line 6 + Line 12) − Line 13}	125	64.1%	42	87.5%	71	63.4%	12	34.3%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	11	5.6%	5	10.4%	6	5.4%	0	0.0%
16	Successful transition to higher ed (Line 14 + Line 15)	136	69.7%	47	97.9%	77	68.8%	12	34.3%
17	Enrolled at this community college last term of study period	1	0.5%	0	0.0%	1	0.9%	0	0.0%
18	Successful or persisting (Line 16 + Line 17)	137	70.3%	47	97.9%	78	69.6%	12	34.3%

Garrett College Minority Degree Progress Four Years after Initial Enrollment
Fall 2016 Entering Cohort

Fall 2016 Garrett College

		African American Students		Asian Students		Hispanic Students		White Students (optional data)	
1	First-time full- and part-time fall headcount	98		0		5		135	
2	Number attempting fewer than 18 hours over first 2 years	30		0		3		14	
3	Cohort for analysis (Line 1 – Line 2)	68	100.0%	0	100.0%	2	100.0%	121	100.0%
4	Earned Associate degree from this community college	6	8.8%	0	#DIV/0!	1	50.0%	54	44.6%
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)	6	8.8%	0	#DIV/0!	1	50.0%	54	44.6%
7	Transferred to Maryland two-year/technical college	20	29.4%	0	#DIV/0!	0	0.0%	8	6.6%
8	Transferred to Maryland public four-year college	9	13.2%	0	#DIV/0!		0.0%	26	21.5%
9	Transferred to Maryland private four-year college or university	0	0.0%	0	#DIV/0!	0	0.0%	0	0.0%
10	Transferred to out-of-state two-year/technical college	2	2.9%	0	#DIV/0!	0	0.0%	6	5.0%
11	Transferred to out-of-state four-year college or university	10	14.7%	0	#DIV/0!	0	0.0%	21	17.4%
12	Total transfers (sum of Lines 7 - 11)	41	60.3%	0	#DIV/0!	0	0.0%	61	50.4%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	4	5.9%	0	#DIV/0!	0	0.0%	36	29.8%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	43	63.2%	0	#DIV/0!	1	50.0%	79	65.3%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	1	1.5%	0	#DIV/0!	0	0.0%	12	9.9%
16	Successful transition to higher ed (Line 14 + Line 15)	44	64.7%	0	#DIV/0!	1	50.0%	91	75.2%
17	Enrolled at this community college last term of study period	0	0.0%	0	#DIV/0!	0	0.0%	1	0.8%
18	Successful or persisting (Line 16 + Line 17)	44	64.7%	0	#DIV/0!	1	50.0%	92	76.0%

COLLEGE NAME
2021 ACCOUNTABILITY REPORT

Student & Institutional 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 2017	Fall 2018	Fall 2019	Fall 2020
A	Fall credit enrollment				
	a. Unduplicated headcount	673	658	651	626
	b. Percent of students enrolled part time	29.9%	36.0%	36.7%	46%

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
B	First-time credit students with developmental education needs	77.6%	53.0%	45.7%	42.6%

		FY 2017	FY 2018	FY 2019	FY 2020
C	Credit students who are first-generation college students (neither parent attended college)	*	44.7%	30%	32.9%

		FY 2017	FY 2018	FY 2019	FY 2020
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	N/A	N/A	N/A	N/A

		FY 2017	FY 2018	FY 2019	FY 2020
E	Credit students receiving financial aid				
	a. Receiving any financial aid	90.3%	86.5%	88.5%	85.9%
	b. Receiving Pell grants	48.3%	41.3%	36.6%	38.6%

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
F	Students 25 years old or older				
	a. Credit students	8.8%	10.9%	10.9%	9.6%

		FY 2017	FY 2018	FY 2019	FY 2020
	b. Continuing education students	85.3%	85.6%	84.3%	84.7%

		FY 2017	FY 2018	FY 2019	FY 2020
G	Credit students employed more than 20 hours per week	*	32.3%	*	*

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	1.8%	1.8%	1.20%	1.76%
	b. Black/African American only	20.9%	17.0%	17.20%	14.90%
	c. American Indian or Alaskan native only	0.1%	0.6%	0.15%	0.16%
	d. Native Hawaiian or other Pacific Islander only	0.1%	0.0%	0.31%	0.16%
	e. Asian only	0.1%	0.3%	0.31%	0.64%
	f. White only	73.4%	77.4%	76.80%	78.27%
	g. Multiple races	2.1%	1.2%	2.76%	3.00%
	h. Foreign/Non-resident alien	1.3%	1.7%	1.20%	0.47%
	i. Unknown/Unreported	0.0%	0.0%	0%	0.80%

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
I	Credit student distance education enrollment				
	a. Enrolled exclusively in distance education	2.0%	5.0%	8.0%	30.0%
	b. Enrolled in some, but not all, distance education	29.0%	43.0%	44.0%	55.0%
	c. Not enrolled in any distance education	68.0%	52.0%	47.0%	15.0%

COLLEGE NAME
2021 ACCOUNTABILITY REPORT

		FY 2017	FY 2018	FY 2019	FY 2020
J	Unrestricted revenue by source				
	a. Tuition and fees	26.6%	25.5%	25.0%	25.5%
	b. State funding	27.4%	28.0%	28.5%	29.2%
	c. Local funding	32.5%	33.6%	34.0%	34.6%
	d. Other	1.4%	1.2%	1.4%	3.4%

		FY 2017	FY 2018	FY 2019	FY 2020
K	Expenditures by function				
	a. Instruction	33.8%	33.0%	30.9%	29.5%
	b. Academic support	8.4%	8.2%	8.4%	6.5%
	c. Student services	16.7%	18.5%	18.4%	18.1%
	d. Other	41.1%	40.2%	42.3%	45.9%

Goal 1: Access

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
1	Annual unduplicated headcount					
	a. Total	5,222	5,588	4,663	3,654	**5,000**
	b. Credit students	908	835	835	856	**900**
	c. Continuing education students	4,386	4,801	3,877	2,850	**4,100**

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
2	Market share of first-time, full-time freshmen	75.2%	77.9%	72.8%	80.5%	**80.0%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
3	Market share of part-time undergraduates	58.6%	73.2%	69.5%	71.6%	**70%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2024
4	Market share of recent, college-bound high school graduates	75.7%	68.9%	75.7%	69.2%	**83.0%**

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
5	High school student enrollment	121	**133**	**147**	**196**	**200**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	949	976	1,097	1,793	**1,900**
	b. Continuing education, online	27	39	22	150	**100**
	c. Credit, hybrid	269	249	287	426	**500**
	d. Continuing education, hybrid	0	0	0	0	**NA**

		FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2026
7	Tuition and mandatory fees					
	a. Annual tuition and fees for full-time students	44.7%	45.7%	46.3%	47.3%	**NA**
	b. Percent of tuition/fees at Md public four-year institutions	45.7%	46.3%	47.3%	44.1%	**48.0%**
	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 2025
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	874	795	665	346	**750**
	b. Annual course enrollments	1,617	1,456	1,288	677	**1500**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	132	108	99	80	**120**
	b. Annual course enrollments	208	154	154	140	**200**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
10	Adult education student achievement of:					
	a. At least one ABE educational functioning level	21.4%	15.9%	24.5%	12.0%	**25.0%**
	b. At least one ESL educational functioning level	*	*	*	*	*
	Note: Not reported if < 50 students in the cohort					

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
11	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	25.5%	22.5%	23.2%	21.8%	**28.0%**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
	b. Percent nonwhite continuing education enrollment	2.7%	2.9%	1.7%	2.2%	**1.2%**

		July 2017	July 2018	July 2019	July 2020	Benchmark Not Required
	c. Percent nonwhite service area population, 15 or older	2.8%	2.9%	3.3%	3.3%	**NA**

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
12	Percent minorities (nonwhite) of full-time faculty	9.5%	9.5%	5.0%	13.6%	**16.0%**

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
13	Percent minorities (nonwhite) of full-time administrative and professional staff	3.8%	4.0%	3.4%	2.2%	**8.0%**

Goal 2: Success

		Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2024 Cohort
14	Fall-to-fall retention					
	a. All students	51.4%	49.1%	55.5%	55.0%	**60.0%**
	b. Pell grant recipients	52.1%	43.0%	54.3%	50.0%	**57%**
	c. Developmental students	46.3%	39.0%	47.9%	52.0%	**60%**
	d. College-ready students	76.8%	71.4%	69.1%	74.8%	**75%**

		Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2021 Cohort
15	Developmental completers after four years	67.1%	74.6%	59.8%	66.7%	**70.0%**

		Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2021 Cohort
16	Successful-persister rate after four years					
	a. College-ready students	88.6%	91.3%	95.2%	97.9%	**97.0%**
	b. Developmental completers	80.8%	84.1%	79.8%	69.6%	**83.0%**
	c. Developmental non-completers	27.3%	25.0%	48.8%	34.3%	**NA**
	d. All students in cohort	73.8%	81.2%	76.1%	70.3%	**80.0%**

		Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Not Required
17	Successful-persister rate after four years					
	a. White only	71.2%	82.9%	79.1%	76.0%	**NA**
	b. Black/African American only	67.7%	78.9%	71.1%	64.7%	**NA**
	c. Asian only	*	*	*	*	**NA**
	d. Hispanic/Latino	*	*	*	*	**NA**

Note: Not reported if < 50 students in the cohort for analysis

		Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2021 Cohort
18	Graduation-transfer rate after four years					
	a. College-ready students	82.9%	89.1%	88.1%	87.5%	**80.0%**
	b. Developmental completers	74.0%	80.0%	68.7%	63.4%	**70.0%**
	c. Developmental non-completers	27.3%	25.0%	48.8%	34.3%	**NA**
	d. All students in cohort	68.2%	77.8%	68.5%	64.1%	**69.0%**

		Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Not Required
19	Graduation-transfer rate after four years					
	a. White only	65.6%	80.3%	69.1%	65.3%	**NA**
	b. Black/African American only	62.9%	73.2%	68.3%	63.2%	**NA**
	c. Asian only	*	*	*	*	**NA**
	d. Hispanic/Latino	*	*	*	*	**NA**

Note: Not reported if < 50 students in the cohort for analysis

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
20	Associate degrees and credit certificates awarded					
	a. Total awards	112	109	103	95	**135**
	b. Career degrees	38	43	37	23	**NA**
	c. Transfer degrees	73	64	65	71	**NA**
	d. Certificates	1	2	1	1	**NA**
	e. Unduplicated graduates	112	108	103	95	**NA**

		AY 16-17	AY 17-18	AY 18-19	AY 19-20	**Benchmark AY 2024-25**
21	First-year GPA of 2.0 or above at transfer institution	84.6%	81.3%	80.4%	83.7%	**85.0%**

		FY 2016 Graduates	**FY 2017 Graduates**	**FY 2018 Graduates**	**FY 2019 Graduates**	**Benchmark FY 2024 Graduates**
22	Graduate transfers within one year	62.0%	58.9%	56.3%	63.1%	**65.0%**

Goal 3: Innovation

		FY 2017	**FY 2018**	**FY 2019**	**FY 2020**	**Benchmark FY 2025**
23	Credit program pass rates in licensure/certification examinations required for employment					
	a. Program Name				NA	
	Number of Candidates					
	b. Program name					
	Number of Candidates					
	c. Program Name					
	Number of Candidates					
	d. Program Name					
	Number of Candidates					
	e. Program Name					
	Number of Candidates					
	f. Program Name					
	Number of Candidates					
	g. Program Name					
	Number of Candidates					
	h. Program Name					
	Number of Candidates					
	Note: Not reported if <5 candidates in a year					

		FY 2016 Graduates	**FY 2017 Graduates**	**FY 2018 Graduates**	**FY 2019 Graduates**	**Benchmark Not Required**
24	Graduates employed within one year	71.0%	81.0%	75.0%	81.0%	**NA**

		FY 2014 Graduates	**FY 2015 Graduates**	**FY 2016 Graduates**	**FY 2017 Graduates**	**Benchmark Not Required**
25	Income growth of career program graduates					
	a. Median annualized income one year prior to graduation	$6,996	$7,432	$7,876	$10,292	**NA**
	b. Median annualized income three years after graduation	$20,008	$26,780	$23,324	$29,796	**NA**

		FY 2017	**FY 2018**	**FY 2019**	**FY 2020**	**Benchmark FY 2025**
26	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	3,734	4,184	3,386	2,557	**4000**
	b. Annual course enrollments	8,801	8,774	7,506	5,822	**8800**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
27	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	698	668	827	481	**1000**
	b. Annual course enrollments	1,021	828	1,100	586	**2000**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
28	Enrollment in contract training courses					
	a. Unduplicated annual headcount	2,584	2,984	2,294	1,784	**3000**
	b. Annual course enrollments	7,014	6,767	5,749	4,673	**7000**

Note: NA designates not applicable

* designates data not available

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 21 were 43.2 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. A significant number of the credit students receive financial assistance (Indicator E a.) and over a third receive Pell grants (Indicator E b.) There are also a growing number of scholarship programs available to students pursuing Workforce Solutions Training Certificates. The Workforce Development Sequence Scholarship for Continuing Education is one example. This state scholarship is for Continuing Education students enrolled in a certificate program leading to a career in the workforce.

Overall, enrollment increases were not anticipated this year. Similar to many community colleges in Maryland, credit headcounts have declined as the impact of the pandemic has hit community colleges particularly hard. Non-credit enrollments were expected to be down in part due to prison restrictions and lack of consistent, regular programming in summer camps. In FY 20, the total annual unduplicated total headcount decreased by 14.5 percent from the previous year (Indicator 1). The college saw decreases in both unduplicated headcount and annual course enrollments in adult basic education and GED classes aligned with developmental studies, which were down 9.5 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 21 despite challenges in engaging with the high schools during their remote operations. 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, while the College's minority credit students accounted for 26.9 percent of all credit enrollments in fall 2020 (Indicator H). Individuals that identified as Black comprise the largest minority group, both in the county and at HCC, and accounted for 10.9 percent of Fall 2020 enrollment.

There were 94 Black students in the fall 2016 analysis cohort as seen in the degree progress charts. The successful-persister rate after four years (Indicator 17) for the cohort was 68.0 percent, trailing the rate for White students in the cohort. It should be noted that this group is over 10% higher than the fall 2013 cohort. The graduation-transfer rates for the cohorts were 58.0 percent for Black students (Indicator 19) and 61.7 percent for White students. Again, this group showed gains over the fall 2013 cohort yet is still trailing the White peers. The achievement gap has closed over the most recent four years.

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 has historically promoted student-learning, appreciation of differences and similarities, educational and cultural programming, and professional development programs that help create an open campus environment. This committee will begin to transition to a Diversity and Inclusion Committee starting in the fall. This new committee is charged with planning the annual on-campus diversity event in honor of Dr. Martin Luther King, Jr. among other campus initiatives.

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, 9.5 percent of all full-time faculty in fall 2020 were minorities (Indicator 12), a percentage that increased from fall 2019. Unfortunately, the percentage of minorities classified as administrative and professional staff (Indicator 13) dropped from 9.8 percent in fall 2019 to 8.5 percent in fall 2020. To help ensure an inclusive work environment the Human Resources department sponsors training on discrimination and harassment for all employees.

Prior to the pandemic, the college had been strategically offering increasing numbers of online courses to enhance accessibility and the ability to meet workforce requirements/needs since obstacles of location, class schedules, transportation, and time are alleviated. The pandemic brought an enhanced need to change how HCC delivers education. Recently the college completed the transition of its LMS from Moodle to Brightspace D2L. HCC currently offers a number of degrees and certificates that are offered at least partially online, several 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. The pandemic showed that HCC is capable of offering flexibility when the students require it (Indicator I). Blackboard ALLY is a tool to assist faculty with providing accessible materials for students online. This tool was recently purchased to create more inclusive learning environments for all students.

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.

The pandemic was challenging in a number of ways for select students. The Fall-to-Fall retention rate of college-ready students for the fall 2019 cohort was 56.1 percent, which was a decrease from the previous year. The retention of developmental students decreased from 49.4 percent to 47.5 percent (Indicator 14).

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 2016 cohort remained fairly flat at 55.0 percent when compared to the fall 2015 cohort (Indicator 15). HCC continues to monitor the success of these initiatives.

HCC awarded 785 degrees in FY 20 (Indicator 20); fairly flat from the 767 awarded in FY 19, the enrollment declines that began almost a decade ago have had a correlating effect on overall completion numbers. Student engagement is critical to retention and completion. Recent changes have occurred in the way that HCC delivers advising and student support experiences. Students are 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 and track their progress to program completion, as well as establishing positive student-faculty engagement. This, in turn, frees retention and registration staff to spend more time with those students who need other 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 recently added a full-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.

HCC has submitted a Title III grant proposal in hopes of restructuring efforts around student success using the Guided Pathways model. If successful, HCC students will benefit from the creation of a first-year experience course, enhanced orientation experience, and new career development activities as a result of the grant. Additionally, the grant would assist with the implementation of an early alert system that would help to identify at-risk students as well as provide funds to support faculty development and improve online learning.

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 2016 cohort after four years for college-ready students (84.5 percent) and developmental completers (88.0 percent) is higher than that of developmental non-completers (46.8 percent). The same is true of graduation/transfer rates (Indicator 18). The College's emphasis on 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.).

A 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 23) 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 dropped their pass rate slightly to 95.6 percent from 97.7 percent. The percentage of radiology graduates passing the registry examination also dropped from 87.0 percent from 85.0 percent.

State Plan Goal 3 - Innovation
As a major partner in the economic and workforce development of the region, HCC educates and trains a significant portion of the regional workforce through both credit and noncredit experiences. 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 credit 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.

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.   Workforce development, certifications and licensures, and contract training are administered through the Workforce Solutions and Continuing Education unit. FY 20 unduplicated enrollment in contract training (Indicator 28) dropped from FY 19 due to COVID-related restrictions. Both annual unduplicated headcount and enrollment in continuing education workforce development courses saw associated declines as well (Indicator 26).

In terms of the physical campus, HCC recently completed work on a Campus Master Plan that provides a framework for campus expansion and site improvements. The plan incorporates projects that will strengthen the sense of arrival to campus, enhance pedestrian connectivity, safety and comfort, and create a more sustainable and unifying landscape. HCC is also committed to projects that are energy efficient such as the air conditioning system recently installed in the Athletic, Recreation, and Community Center (ARCC) which is used to accommodate large cultural, community and social events. In addition, a grant has been submitted to support the installation of solar panels in an underutilized parking area of the college.

HCC is finishing construction on a renovated space that will support the growth of the college's business curriculum as well as maintain and improve services to growing businesses. The Center for Business and Entrepreneurial Studies (CBES) will continue to serve as a center for high tech startup businesses, but the rest of the building will be for teaching and learning, including a portion of the manufacturing floor newly dedicated to support HCC's advanced manufacturing programs for robotics. Updates will include, but not be limited to, a new roof and fire alarm system, as well as extensive remodeling of all floors, including addition of classroom spaces, updates to client offices, addition of a new e-business office, and creation of a designated IT network room.

HCC COVID-19 CHALLENGES

While HCC has offered opportunities for remote learning for many years, the pandemic still challenged the college community in new ways. Faculty at times were forced to collaborate with students in creative ways by moving course material to new formats and modalities while using new software. Students had challenges with access to the internet and reliable technology. HCC helped to provide students with mobile hotspots and laptops in order to enable them with the means to complete their work during these difficult times. HCC continues to experience enrollment challenges as a direct result of COVID-19. In-person learning experiences have been impacted and FTE in both credit and non-credit areas have suffered as a result. Finally, HCC is very concerned about both the short-term and long-term impact of mental health as a result of the pandemic. The College is looking at ways to best support the campus community using all available resources.

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	757		160		224		373	
2	Number attempting fewer than 18 hours over first 2 years	261		44		15		202	
3	Cohort for analysis (Line 1 – Line 2)	496	100.0%	116	100.0%	209	100.0%	171	100.0%
4	Earned Associate degree from this community college	186	37.5%	62	53.4%	109	52.2%	15	8.8%
5	Earned certificate, but no degree, from this community college	21	4.2%	4	3.4%	6	2.9%	11	6.4%
6	Total associate and certificate graduates (Line 4 + Line 5)	207	41.7%	66	56.9%	115	55.0%	26	15.2%
7	Transferred to Maryland two-year/technical college	22	4.4%	3	2.6%	11	5.3%	8	4.7%
8	Transferred to Maryland public four-year college	77	15.5%	30	25.9%	41	19.6%	6	3.5%
9	Transferred to Maryland private four-year college or university	8	1.6%	5	4.3%	1	0.5%	2	1.2%
10	Transferred to out-of-state two-year/technical college	21	4.2%	0	0.0%	8	3.8%	13	7.6%
11	Transferred to out-of-state four-year college or university	76	15.3%	25	21.6%	37	17.7%	14	8.2%
12	Total transfers (sum of Lines 7 - 11)	204	41.1%	63	54.3%	98	46.9%	43	25.1%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	113	22.8%	40	34.5%	63	30.1%	10	5.8%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	298	60.1%	89	76.7%	150	71.8%	59	34.5%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	61	12.3%	9	7.8%	31	14.8%	19	11.1%
16	Successful transition to higher ed (Line 14 + Line 15)	359	72.4%	98	84.5%	181	86.6%	78	45.6%
17	Enrolled at this community college last term of study period	5	1.0%	0	0.0%	3	1.4%	2	1.2%
18	Successful or persisting (Line 16 + Line 17)	364	73.4%	98	84.5%	184	88.0%	80	46.8%

		African American Students		Asian Students		Hispanic Students		White Students (optional data)	
1	First-time full- and part-time fall headcount	94		11		56		529	
2	Number attempting fewer than 18 hours over first 2 years	44		3		21		171	
3	Cohort for analysis (Line 1 – Line 2)	50	100.0%	8	100.0%	35	100.0%	358	100.0%
4	Earned Associate degree from this community college	13	26.0%	3	37.5%	10	28.6%	147	41.1%
5	Earned certificate, but no degree, from this community college	3	6.0%	2	25.0%	1	2.9%	14	3.9%
6	Total associate and certificate graduates (Line 4 + Line 5)	16	32.0%	5	62.5%	11	31.4%	161	45.0%
7	Transferred to Maryland two-year/technical college	4	8.0%	1	12.5%	0	0.0%	11	3.1%
8	Transferred to Maryland public four-year college	8	16.0%	2	25.0%	1	2.9%	58	16.2%
9	Transferred to Maryland private four-year college or university	2	4.0%	0	0.0%	0	0.0%	6	1.7%
10	Transferred to out-of-state two-year/technical college	5	10.0%	0	0.0%	5	14.3%	9	2.5%
11	Transferred to out-of-state four-year college or university	2	4.0%	2	25.0%	5	14.3%	63	17.6%
12	Total transfers (sum of Lines 7 - 11)	21	42.0%	5	62.5%	11	31.4%	147	41.1%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	8	16.0%	3	37.5%	5	14.3%	87	24.3%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	29	58.0%	7	87.5%	17	48.6%	221	61.7%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	5	10.0%	0	0.0%	7	20.0%	46	12.8%
16	Successful transition to higher ed (Line 14 + Line 15)	34	68.0%	7	87.5%	24	68.6%	267	74.6%
17	Enrolled at this community college last term of study period	0	0.0%	0	0.0%	1	2.9%	3	0.8%
18	Successful or persisting (Line 16 + Line 17)	34	68.0%	7	87.5%	25	71.4%	270	75.4%

HAGERSTOWN COMMUNITY COLLEGE
2021 ACCOUNTABILITY REPORT

Student & Institutional 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 2017	Fall 2018	Fall 2019	Fall 2020
A	Fall credit enrollment				
	a. Unduplicated headcount	4,069	4,156	3,848	3,433
	b. Percent of students enrolled part time	75.4%	75.6%	72.4%	65.2%

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
B	First-time credit students with developmental education needs	70.6%	64.4%	51.7%	23.8%

		FY 2017	FY 2018	FY 2019	FY 2020
C	Credit students who are first-generation college students (neither parent attended college)	47.2%	44.8%	45.8%	43.8%

		FY 2017	FY 2018	FY 2019	FY 2020
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	270	264	239	288

		FY 2017	FY 2018	FY 2019	FY 2020
E	Credit students receiving financial aid				
	a. Receiving any financial aid	68.9%	67.3%	69.8%	69.1%
	b. Receiving Pell grants	30.1%	32.6%	33.5%	35.7%

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
F	Students 25 years old or older				
	a. Credit students	30.5%	30.3%	29.3%	26.6%

		FY 2017	FY 2018	FY 2019	FY 2020
	b. Continuing education students	71.8%	73.8%	75.3%	73.8%

		FY 2017	FY 2018	FY 2019	FY 2020
G	Credit students employed more than 20 hours per week	n/a	n/a	n/a	n/a

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	6.4%	6.5%	7.6%	8.0%
	b. Black/African American only	10.3%	11.1%	12.2%	10.9%
	c. American Indian or Alaskan native only	0.3%	0.2%	0.0%	0.3%
	d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.0%	0.1%
	e. Asian only	1.9%	2.3%	2.2%	2.4%
	f. White only	73.7%	71.6%	69.4%	69.8%
	g. Multiple races	4.3%	4.8%	5.2%	5.2%
	h. Foreign/Non-resident alien	1.0%	1.2%	1.1%	0.7%
	i. Unknown/Unreported	2.1%	2.2%	2.1%	2.6%

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
I	Credit student distance education enrollment				
	a. Enrolled exclusively in distance education	12.9%	11.7%	12.0%	57.9%
	b. Enrolled in some, but not all, distance education	23.6%	26.8%	26.4%	29.3%
	c. Not enrolled in any distance education	63.5%	61.5%	61.6%	12.8%

HAGERSTOWN COMMUNITY COLLEGE
2021 ACCOUNTABILITY REPORT

		FY 2017	FY 2018	FY 2019	FY 2020	
J	Unrestricted revenue by source					
	a. Tuition and fees	44.0%	44.0%	44.0%	42.0%	
	b. State funding	26.0%	27.0%	26.0%	27.0%	
	c. Local funding	28.0%	28.0%	28.0%	29.0%	
	d. Other	1.0%	1.0%	2.0%	2.0%	

		FY 2017	FY 2018	FY 2019	FY 2020	
K	Expenditures by function					
	a. Instruction	42.6%	43.1%	39.9%	40.3%	
	b. Academic support	9.2%	8.8%	8.7%	9.3%	
	c. Student services	12.2%	13.3%	11.9%	12.5%	
	d. Other	35.9%	34.8%	39.7%	37.9%	

Goal 1: Access

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
1	Annual unduplicated headcount					
	a. Total	12,162	12,366	12,244	10,692	**13,750**
	b. Credit students	5,827	5,761	5,750	5,401	**6,500**
	c. Continuing education students	6,917	7,312	7,065	5,709	**8,500**

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
2	Market share of first-time, full-time freshmen	62.0%	60.7%	64.6%	61.3%	**68.0%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
3	Market share of part-time undergraduates	82.7%	81.9%	83.2%	78.8%	**85.0%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2024
4	Market share of recent, college-bound high school graduates	69.6%	73.3%	70.7%	73.6%	**80.0%**

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
5	High school student enrollment	694	755	741	743	**850**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	6,155	6,746	6,900	7,986	**7,500**
	b. Continuing education, online	501	580	565	1,038	**700**
	c. Credit, hybrid	1,690	1,383	1,566	1,252	**1,750**
	d. Continuing education, hybrid	7	5	6	40	**30**

		FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2026
7	Tuition and mandatory fees					
	a. Annual tuition and fees for full-time students	$136	$136	$139	$139	**NA**
	b. Percent of tuition/fees at Md public four-year institutions	43.1%	43.1%	43.1%	43.2%	**44.0%**
	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 2025
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	1,807	2,520	2,017	1,344	**2,000**
	b. Annual course enrollments	2,810	3,659	3,274	1,979	**3,000**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	1,365	1,203	1,002	915	**1,500**
	b. Annual course enrollments	3,330	2,519	2,096	1,794	**2,750**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
10	Adult education student achievement of:					
	a. At least one ABE educational functioning level	14.5%	4.1%	18.5%	10.4%	**25.0%**
	b. At least one ESL educational functioning level	32.1%	19.1%	39.0%	21.1%	**40.0%**
	Note: Not reported if < 50 students in the cohort					

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
11	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	26.7%	28.6%	27.5%	26.8%	**30.0%**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
	b. Percent nonwhite continuing education enrollment	31.5%	29.1%	27.8%	32.8%	**35.0%**

		July 2017	July 2018	July 2019	July 2020	Benchmark Not Required
	c. Percent nonwhite service area population, 15 or older	18.9%	19.6%	20.4%	21.0%	**NA**

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
12	Percent minorities (nonwhite) of full-time faculty	5.1%	7.5%	7.8%	9.5%	**10.0%**

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
13	Percent minorities (nonwhite) of full-time administrative and professional staff	8.4%	8.6%	9.8%	8.5%	**10.0%**

Goal 2: Success

		Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2024 Cohort
14	Fall-to-fall retention					
	a. All students	49.8%	52.9%	53.5%	53.7%	**60.0%**
	b. Pell grant recipients	48.7%	49.7%	48.1%	48.6%	**55.0%**
	c. Developmental students	49.7%	45.5%	49.4%	47.5%	**55.0%**
	d. College-ready students	56.8%	72.1%	64.9%	56.1%	**70.0%**

HAGERSTOWN COMMUNITY COLLEGE
2021 ACCOUNTABILITY REPORT

		Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2021 Cohort
15	Developmental completers after four years	45.8%	42.6%	54.8%	55.0%	**60.0%**

		Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2021 Cohort
16	Successful-persister rate after four years					
	a. College-ready students	85.9%	84.7%	94.0%	84.5%	**92.0%**
	b. Developmental completers	81.4%	82.2%	79.8%	88.0%	**90.0%**
	c. Developmental non-completers	36.5%	45.0%	44.7%	46.8%	**NA**
	d. All students in cohort	69.7%	71.5%	77.4%	73.4%	**80.0%**

		Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Not Required
17	Successful-persister rate after four years					
	a. White only	78.5%	71.0%	72.9%	75.4%	**NA**
	b. Black/African American only	57.8%	73.0%	68.2%	68.0%	**NA**
	c. Asian only	*	*	*	*	**NA**
	d. Hispanic/Latino	*	*	*	*	**NA**

Note: Not reported if < 50 students in the cohort for analysis

		Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2021 Cohort
18	Graduation-transfer rate after four years					
	a. College-ready students	74.8%	75.8%	82.1%	76.7%	**80.0%**
	b. Developmental completers	60.6%	61.6%	61.1%	71.8%	**65.0%**
	c. Developmental non-completers	29.1%	35.0%	34.1%	34.5%	**NA**
	d. All students in cohort	54.6%	56.5%	61.4%	60.1%	**65.0%**

		Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Not Required
19	Graduation-transfer rate after four years					
	a. White only	57.1%	59.5%	57.2%	61.7%	**NA**
	b. Black/African American only	42.2%	54.0%	52.3%	58.0%	**NA**
	c. Asian only	*	*	*	*	**NA**
	d. Hispanic/Latino	*	*	*	*	**NA**

Note: Not reported if < 50 students in the cohort for analysis

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
20	Associate degrees and credit certificates awarded					
	a. Total awards	869	758	767	785	**900**
	b. Career degrees	242	218	234	220	**NA**
	c. Transfer degrees	380	350	336	407	**NA**
	d. Certificates	247	190	197	158	**NA**
	e. Unduplicated graduates	809	718	733	708	**NA**

		AY 16-17	AY 17-18	AY 18-19	AY 19-20	Benchmark AY 2024-25
21	First-year GPA of 2.0 or above at transfer institution	82.5%	88.4%	86.0%	90.0%	**90.0%**

		FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	Benchmark FY 2024 Graduates
22	Graduate transfers within one year	63.4%	56.7%	63.0%	56.6%	**65.0%**

Goal 3: Innovation

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
23	Credit program pass rates in licensure/certification examinations required for employment					
	a. NCLEX for Registered Nurses	96.0%	98.0%	97.7%	95.6%	**99.0%**
	Number of Candidates	74	50	86	68	
	b. Cert. Exam Amer. Registry of Rad. Tech.	100.0%	83.3%	87.0%	85.0%	**100.0%**
	Number of Candidates	23	30	31	20	
	c. NCLEX for Licensed Practical Nurses	100.0%	100.0%	100.0%	100.0%	**100.0%**
	Number of Candidates	14	17	24	19	
	Note: Not reported if <5 candidates in a year					

		FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	Benchmark Not Required
24	Graduates employed within one year	76.0%	74.0%	77.0%	74.0%	**NA**

		FY 2014 Graduates	FY 2015 Graduates	FY 2016 Graduates	FY 2017 Graduates	Benchmark Not Required
25	Income growth of career program graduates					
	a. Median annualized income one year prior to graduation	$19,424	$17,616	$17,488	$17,716	**NA**
	b. Median annualized income three years after graduation	$46,504	$42,612	$47,112	$45,592	**NA**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
26	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	3,930	3,800	4,291	3,654	**4,500**
	b. Annual course enrollments	5,452	5,389	6,522	5,373	**6,500**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
27	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	2,636	2,498	2,492	1,628	**2,700**
	b. Annual course enrollments	3,565	3,378	3,570	2,342	**4,000**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
28	Enrollment in contract training courses					
	a. Unduplicated annual headcount	1,159	1,203	1,581	1,451	**2,000**
	b. Annual course enrollments	1,882	1,729	2,146	2,046	**2,500**

Note: NA designates not applicable

     * designates data not available

2021 INSTITUTIONAL PERFORMANCE ACCOUNTABILITY REPORT
HARFORD COMMUNITY COLLEGE

1. Mission

During the 2020-2021 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.

As such, the Institutional mission for the 2020-2021 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.

2. Institutional Assessment

Commission Prompt - What are three COVID-related initiatives/programs your institution implemented that your institution will be adopting permanently?

Due to the exceptional circumstances of the COVID-19 pandemic, Harford Community College (HCC) instituted several responses to address the needs of the entire campus community as well as specific initiatives for faculty and students. The specifics of three of these responses will be further described below, including the fact that such changes have merit beyond the time parameters of the pandemic.

To support the health and safety of all employees, students, and visitors, HCC added bipolar ionization to campus-wide air handling systems starting in summer 2021. These air cleaning devices were installed to increase safety via a more intricate air cleaning process. Early evidence from industry professionals supports the continued use of this technology as a means for facilitating the removal of viruses from the air and supporting surface disinfection.

With the need to move almost all courses to an online/remote format as of March 2020, HCC supported the faculty in this endeavor by developing and implementing two training programs to facilitate skill development and the use of best practices for teaching in the online environment. To date, 240 instructors have taken the base-level training and 66 instructors taken the second level training, which spans important topics from course planning, design, and delivery to accessibility and inclusivity. Initial data show positive student outcomes in sections with trained

(over)

faculty. In addition, Introduction to Quality Matters is a specific training designed by the national organization QM and delivered by HCC's internal eLearning staff who have been trained by QM as facilitators. It's a new offering from QM (released early in 2021) that gives an overview of Quality Matters and their rubric. Given that HCC now offers more online instruction, leveraging this training is a pandemic-related initiative that we plan to continue offering in the future as it is grounded in evidenced based teaching practices for the online/remote format.

And, finally, during the pandemic, all student services areas expanded their options for meeting with students in the virtual environment. These areas include but are not limited to the Learning Center, Advising Career and Transfer Services, Financial Aid, and Disability Services. Overall, students are finding it more convenient and accessible to add as another option for meeting with employees in Student Affairs.

Access Indicators

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

HCC experienced a decrease in enrollment metrics as evidenced by indicators 1a through 4. These indicators have been below their benchmarks for the past four years, likely due to the strong economy and the more recent constraints of the COVID pandemic. Areas of improvement around enrollment are seen in indicators 5, 6a and 6b. High school student enrollment, indicator 5, has been increasing over the past several years due to a focused College initiative to work more closely with Harford County Schools. Enrollment growth in credit online courses and online continuing education courses, indicators 6a and 6b, have come from efforts to grow the amount and quality of our online course offerings.

 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 49.5% in FY2021, indicator 7b, though there was no increase in tuition from FY2020. The College continues to support affordable college access through scholarships such as those provided by the HCC Foundation. The Board of Trustees decided not to raise tuition for FY 2021 and that HCC would not increase tuition for Summer or Fall 2021 terms. There will only be a minimal 1.6 percent increase for the Winter and Spring terms. These decisions were made to keep tuition affordable during difficult financial times.

Additionally, HCC experienced a decline in the continuing education community service and lifelong learning metrics, indicators 8a and 8b. Enrollments decreased in FY 2020 to 3,276 for the Unduplicated annual headcount metric, indicator 8a. Enrollments for the Annual course enrollments metric, indicator 8b, decreased to 5,546. For the enrollment in continuing education,

basic skills, and literacy courses metrics, indicators 9a and 9b, enrollment also decreased significantly for FY 2020. The Unduplicated annual headcount metric, indicator 9a, decreased to 717, and the Annual course enrollments metric, indicator 9b, decreased to 1,829. In FY 2020, the COVID-19 pandemic adversely impacted enrollments for critical programs like Community Education, Trade, and Senior Enrichment. While the impact of COVID-19 also negatively affected enrollment in these areas through FY 2021, The College has seen growth in these areas in early FY 2022. Overall, the College is committed to continuing and community education and looks for post-pandemic growth in this area.

HCC's efforts in programs such as My College Success Network and Soar2Success, which focused resources on eradicating attainment gaps due to income, race, gender, and ethnicity, directly caused an increase in the Minority student enrollment compared to service area population metric (indicator 11). In these areas the College has seen slow, but steady growth. The percent nonwhite credit enrollment metric, indicator 11a, increased to 30.3% in Fall 2020, above the benchmark. Furthermore, the Percent nonwhite continuing education enrollment metric, indicator 11b, also increased to 21.5% in FY 2020, also above the FY 2020 benchmark.

Efforts to hire the most highly qualified faculty possible while also striving to diversify faculty improved the Percent minorities (nonwhite) of full-time faculty metric, indicator 12, to 13.7% in Fall 2020, which is above the benchmark. 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 13) increased significantly in Fall 2020 to 19.6%, but was just below the benchmark.

Success Indicators

Harford Community College supports ***Goal 2*** (***Success: promote and implement practices and policies that will ensure student success***). *To this end,* 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 rates for all student categories in indicator 14 dropped for the Fall 2019 cohort compared to the Fall 2018 cohort, and were below their benchmarks. This is likely due to the COVID-19 pandemic and its negative effect on enrollment. The retention rates for the all students metric, indicator 14a, decreased to 57.6%. The retention rate for Pell grant recipient metric, indicator 14b, decreased to 47.1%. The retention rate for Developmental students metric, indicator 14c, decreased to 46.7%. The retention rate for College-ready students metric, indicator 14d, decreased to 66.8%. The College is working to deliberately address these retention issues by modeling data to predict the likelihood of students not returning and proactively reaching out to students to encourage retention.

The College continues to support students with developmental needs in English and

mathematics. For students requiring developmental English and Reading courses, the College provides dedicated supports for 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.

In mathematics, there are 7-week long developmental courses scheduled so students can take two courses each semester. The College has also 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 course 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, a course placement exception process provides students with the opportunity to appeal their Accuplacer course placement results.

These curricular refinements and student support mechanisms have led to the continued increase in Developmental completers after four years, indicator 15. This indicator increases to 62.2% for the Fall 2016 cohort at a four-year high, well above the benchmark.

Continued student success programs, like the My College Success Network and Soar2Success designed to enhance persistence among students, are facilitating strong performance in the Successful-persister rate after four years (indicator 16). The College-ready students metric, indicator 16a, is at 90.9% and the All students in the cohort metric, indicator 16d, is 80.9% -both above their benchmarks. While still strong, the Developmental completers metric, indicator 16b, decreased to 81.3% below its benchmark. A closer examination of Successful-persister rate after four years (indicator 17) shows that there are still differences between student groups. The persister rate for White only students, indicator 17a, is 83.0% and is slightly larger than the rate for Hispanic/Latino students, which is 81.7%. Both of these rates are significantly larger than the rate for Black/African American only students, which is 70.5%. This difference indicates the more needs to be done to help these students persist.

HCC continues to support the My College Success Network, Soar2Success, and other programs in a focused effort to meet the academic needs of all students. HCC also employed academic coaching, student success advising, and other student support services to empower all students toward academic success.

The College's Graduation-transfer rate after four years metric indicates that the most recently reported cohort for college-ready students metric, indicator 18a, increased to 77.9%, and remains above the Fall 2016 Cohort benchmark. For developmental completers, the Graduation-transfer rate after four years metric, indicator 18b, decreased to 62.4%, and remains slightly below the

(over)

Fall 2016 Cohort benchmark. The Graduation-transfer rate after four years for all students in the cohort metric, indicator 18d, remained at 65.3%, and is still above the Fall 2016 Cohort benchmark. HCC awarded 864 associate degrees and credit certificates, indicator 20a, for the reporting period, which is below the benchmark. This decline in degrees and certificates mirrors the decline in enrollment over the same timeframe. Other success metrics remain strong while also showing slight declines. The First-year GPA of 2.0 or above at a transfer institution, indicator 21, dropped slightly to 89.0%, just below its benchmark. The metric of Graduate transfers within one year, indicator 22, also had a slight drop to 71.1%, likely due to influences from the pandemic.

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)*.

The number of NCLEX RN candidates for the Licensure/certification examination pass rates metric, indicator 23a, increased significantly to 139. The pass rate for those candidates decreased nominally to 91.4%, which is above the FY 2020 benchmark. The NCLEX pass rates remain strong due to 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 predictor exam receives an individualized remediation plan to address deficient content areas in preparation for the NCLEX-RN. Students are required as part of their coursework to complete the remediation plan.

The number of medical assisting candidates for the Licensure/certification examination pass rates metric, indicator 25c, decreased significantly to 3, which is well below the FY 2020 benchmark. The Pass rate for medical assisting candidates also increased to 67.0 %, 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 medical assisting curriculum has been modified to address these licensure issues and improvement in pass rates are expected in subsequent years.

Demand for HCC graduates remain strong as seen in the Graduates employed within one year metric, indicator 24. This metric saw a slight drop to 83.3% even with the effects of the pandemic. This demand is echoed in the Income growth of career program graduates (indicator 25) with a larger difference between the pre-graduation and post-graduation metrics. The Median annualized income one year prior to graduation, indicator 25a, dropped to $12,964 and the Median annualized income three years after graduation, indicator 25b, increased significantly to $52,860.

Unfortunately, HCC experienced a decrease in enrollment in continuing education offerings due to the pandemic. The decline in enrollments in the last quarter of the year led to these drops. The

(over)

Enrollment in continuing education workforce courses metric (indicator 26) saw drops in Unduplicated annual headcount, indicator 26a, to 3480 and in Annual course enrollments, indicator 26b, to 5969 -both below their benchmarks. These indicators experienced a twenty percent drop over the previous year, but were tracking for outcomes above their benchmarks before the pandemic. Similarly, Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure (indicator 27), twenty five percent drops were experienced in enrollments. Unduplicated annual headcount, indicator 27a, decreased to 1598 and Annual course enrollments decreased to 2556. Both of these metrics were below their benchmarks. Enrollment in contract training courses (indicator 28) also experienced a twenty five percent drop. The Unduplicated annual headcount, indicator 28a, decreased to 906 and the Annual course enrollments, indicator 28b, decreased to 1287. Even with these decreases both of these indicators were above their benchmarks. With these enrollment declines in continuing education offerings in mind, HCC is working to improve access for students and quality of offerings. The College has explored new course locations closer to populations centers and worked with stakeholders to offer the needed educational opportunities.

HCC continues to optimize its enrollment management processes in response to the decline in enrollments experienced at most Maryland community colleges. Through our Strategic Plan, the College is refining enrollment efforts. The faculty and staff who represent both Academic Affairs and Student Affairs continue to set short-term and long-term measurable goals, design integrated interdisciplinary programs and interventions based on best practices, and educate the campus community on all student success initiatives. The College regularly analyzes data focused on student retention, success, and completion. One specific example is the use of data modeling to predict the likelihood of students leaving the College prior to goal attainment. This data will focus outreach to students, address individual student needs, and improve enrollment. Innovations, like this data modeling example, illustrate how HCC is improving the student experience at Harford and to address enrollment challenges, which should be reflected in future metrics.

Furthermore, during the 2020-2021 academic year, HCC continued its effort to improve business processes. With the influence of the COVID-19 pandemic, movement toward electronic processes has greatly accelerated. This has produced a nimbler atmosphere allowing for almost all business processes to occur electronically. This has also benefited students, allowing them to interact with the College electronically and receive services remotely. To balance the needs of all students, face-to-face services are still available. During the 2020-2021 academic year, College leadership prioritized projects that promoted safe access to financial, student
, and academic services.

3. Community Outreach and Impact

Harford Community College is very active bringing in community outreach and seeks to make a positive impact in our community. Grants play a big role in this outreach with the College bring

(over)

in $7,423,820 grant awards in FY20. A grant of note for this fiscal year was the NSF Advanced Technological Education in Biotechnology. The amounted awarded: $493,912. The purpose of this grant is to increase the number of Harford County residents employed in biotechnology careers. Providing pathways to high-demand biotechnology careers in Maryland is critical in serving the Harford County community and increasing the number of qualified biotechnicians in Maryland and the surrounding areas.

The BIOTEC Pathways program will also examine impacts of community outreach activities, not only with K-12 students but also with their families, on increasing enrollment in and graduation from a biotechnology program. Surveys, focus groups, and data regarding enrollment, graduation, transfer and job placement will be utilized.

A list of notable grant-supported outreach activities is provided:

- ACCESS grant from Maryland Developmental Disabilities Administration - created workforce development programming and support of individuals with intellectual and other disabilities.
- Youth Grant from Susquehanna Workforce Network - conducted outreach to at risk youth and offered workforce development non-credit courses.
- Susquehanna Workforce Network grant funded manufacturing and cybersecurity workforce programs were offered.

The College also partnered with other organizations to provide outreach to our community. Some example partnerships and outreach projects are provided.

- Harford County Public Schools - created credit Machining and Welding classes that are a part of the Engineering Technology Degree and offered to cohorts for students with disabilities.
- Harford County Detention Center - Offered adult literacy classes in the detention center. Started new workforce programs for inmates.   Ran for the first time an HCC open house type session at the detention center where employers also joined and illustrated pathways to jobs to students through HCC non-credit workforce education.
- US Army Communications-Electronics Command - Established Co-Operative Learning program in which students received security clearances and paid internships in Cybersecurity.
- Army Research Lab - Established Educational Partnership Agreement for subject matter experts to provide content and context for additive manufacturing curriculum development.

Harford Community College Foundation also sponsors numerous community activities. Some example sponsored activities is provided.

(over)

- Summer Swing Golf Tournament at Maryland Golf & Country Clubs
- President's Circle Dinner for President's Circle & O'Connell Society members
- Screech's Night Owl 5k - Proceeds for Harford student athlete scholarships
- ATHENA Leadership Award Breakfast - Proceeds for Harford student leadership scholarships

4. Accountability Indicators

See attached HCC 2021 Accountability Indicators Table.

(over)

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	1367		560		502		305	
2	Number attempting fewer than 18 hours over first 2 years	367		99		52		216	
3	Cohort for analysis (Line 1 – Line 2)	1000	100.0%	461	100.0%	450	100.0%	89	100.0%
4	Earned Associate degree from this community college	380	38.0%	215	46.6%	165	36.7%	0	0.0%
5	Earned certificate, but no degree, from this community college	5	0.5%	0	0.0%	5	1.1%	0	0.0%
6	Total associate and certificate graduates (Line 4 + Line 5)	385	38.5%	215	46.6%	170	37.8%	0	0.0%
7	Transferred to Maryland two-year/technical college	85	8.5%	29	6.3%	48	10.7%	8	9.0%
8	Transferred to Maryland public four-year college	345	34.5%	212	46.0%	132	29.3%	1	1.1%
9	Transferred to Maryland private four-year college or university	5	0.5%	4	0.9%	1	0.2%	0	0.0%
10	Transferred to out-of-state two-year/technical college	23	2.3%	12	2.6%	9	2.0%	2	2.2%
11	Transferred to out-of-state four-year college or university	77	7.7%	47	10.2%	28	6.2%	2	2.2%
12	Total transfers (sum of Lines 7 - 11)	535	53.5%	304	65.9%	218	48.4%	13	14.6%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	267	26.7%	160	34.7%	107	23.8%	0	0.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	653	65.3%	359	77.9%	281	62.4%	13	14.6%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	143	14.3%	53	11.5%	80	17.8%	10	11.2%
16	Successful transition to higher ed (Line 14 + Line 15)	796	79.6%	412	89.4%	361	80.2%	23	25.8%
17	Enrolled at this community college last term of study period	13	1.3%	7	1.5%	5	1.1%	1	1.1%
18	Successful or persisting (Line 16 + Line 17)	809	80.9%	419	90.9%	366	81.3%	24	27.0%

		African American Students		Asian Students		Hispanic Students		White Students (optional data)	
1	First-time full- and part-time fall headcount	237		31		80		927	
2	Number attempting fewer than 18 hours over first 2 years	81		2		20		225	
3	Cohort for analysis (Line 1 – Line 2)	156	100.0%	29	100.0%	60	100.0%	702	100.0%
4	Earned Associate degree from this community college	51	32.7%	12	41.4%	17	28.3%	286	40.7%
5	Earned certificate, but no degree, from this community college	1	0.6%	0	0.0%	0	0.0%	4	0.6%
6	Total associate and certificate graduates (Line 4 + Line 5)	52	33.3%	12	41.4%	17	28.3%	290	41.3%
7	Transferred to Maryland two-year/technical college	20	12.8%	1	3.4%	3	5.0%	53	7.5%
8	Transferred to Maryland public four-year college	42	26.9%	15	51.7%	24	40.0%	251	35.8%
9	Transferred to Maryland private four-year college or university	0	0.0%	1	3.4%	1	1.7%	3	0.4%
10	Transferred to out-of-state two-year/technical college	1	0.6%	1	3.4%	7	11.7%	12	1.7%
11	Transferred to out-of-state four-year college or university	13	8.3%	3	10.3%	5	8.3%	52	7.4%
12	Total transfers (sum of Lines 7 - 11)	76	48.7%	21	72.4%	40	66.7%	371	52.8%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	41	26.3%	10	34.5%	11	18.3%	195	27.8%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	87	55.8%	23	79.3%	46	76.7%	466	66.4%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	20	12.8%	3	10.3%	3	5.0%	110	15.7%
16	Successful transition to higher ed (Line 14 + Line 15)	107	68.6%	26	89.7%	49	81.7%	576	82.1%
17	Enrolled at this community college last term of study period	3	1.9%	1	3.4%	0	0.0%	7	1.0%
18	Successful or persisting (Line 16 + Line 17)	110	70.5%	27	93.1%	49	81.7%	583	83.0%

187

Harford Community College
2021 ACCOUNTABILITY REPORT

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

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
A	Fall credit enrollment				
	a. Unduplicated headcount	6,109	5,865	5,705	5,256
	b. Percent of students enrolled part time	64.2%	66.0%	66.1%	66.7%

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
B	First-time credit students with developmental education needs	51.1%	50.2%	49.1%	25.7%

		FY 2017	FY 2018	FY 2019	FY 2020
C	Credit students who are first-generation college students (neither parent attended college)	22.6%	21.5%	21.6%	22.5%

		FY 2017	FY 2018	FY 2019	FY 2020
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	291	289	258	171

		FY 2017	FY 2018	FY 2019	FY 2020
E	Credit students receiving financial aid				
	a. Receiving any financial aid	42.7%	45.4%	40.8%	44.6%
	b. Receiving Pell grants	20.0%	21.8%	21.4%	21.3%

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
F	Students 25 years old or older				
	a. Credit students	25.4%	25.6%	26.4%	24.2%

		FY 2017	FY 2018	FY 2019	FY 2020
	b. Continuing education students	73.0%	74.5%	72.8%	68.8%

		FY 2017	FY 2018	FY 2019	FY 2020
G	Credit students employed more than 20 hours per week	46.0%	57.6%	55.4%	59.3%

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	5.0%	5.5%	5.8%	6.0%
	b. Black/African American only	16.3%	15.8%	16.2%	15.8%
	c. American Indian or Alaskan native only	0.3%	0.3%	0.3%	0.2%
	d. Native Hawaiian or other Pacific Islander only	0.2%	0.1%	0.1%	0.1%
	e. Asian only	2.5%	2.7%	3.0%	3.8%
	f. White only	70.2%	69.9%	68.5%	67.9%
	g. Multiple races	3.5%	3.5%	3.6%	3.6%
	h. Foreign/Non-resident alien	1.2%	1.1%	1.1%	1.0%
	i. Unknown/Unreported	0.8%	1.0%	1.3%	1.7%

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
I	Credit student distance education enrollment				
	a. Enrolled exclusively in distance education	10.4%	13.1%	15.2%	79.1%
	b. Enrolled in some, but not all, distance education	25.8%	26.0%	27.1%	12.3%
	c. Not enrolled in any distance education	63.8%	60.9%	57.7%	8.6%

Harford Community College
2021 ACCOUNTABILITY REPORT

		FY 2017	FY 2018	FY 2019	FY 2020
J	Unrestricted revenue by source				
	a. Tuition and fees	44.0%	43.0%	42.0%	41.0%
	b. State funding	23.0%	23.0%	23.0%	23.0%
	c. Local funding	31.0%	32.0%	32.0%	33.0%
	d. Other	2.0%	2.0%	3.0%	3.0%

		FY 2017	FY 2018	FY 2019	FY 2020
K	Expenditures by function				
	a. Instruction	40.2%	38.3%	37.2%	36.6%
	b. Academic support	13.8%	14.5%	13.9%	13.4%
	c. Student services	11.7%	12.0%	13.9%	12.7%
	d. Other	34.3%	35.2%	35.0%	37.3%

Goal 1: Access

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
1	Annual unduplicated headcount					
	a. Total	19,142	18,054	16,953	14,388	**16,000**
	b. Credit students	8,991	8,225	8,145	7,612	**8,000**
	c. Continuing education students	10,624	10,231	9,213	7,151	**9,000**

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
2	Market share of first-time, full-time freshmen	55.6%	51.9%	54.7%	52.1%	**56.0%**

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
3	Market share of part-time undergraduates	68.9%	68.8%	70.1%	67.4%	**70.0%**

		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2024
4	Market share of recent, college-bound high school graduates	69.5%	65.5%	62.2%	62.2%	**65.0%**

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
5	High school student enrollment	737	807	885	964	**950**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	9,561	9,188	10,526	11,182	**10,500**
	b. Continuing education, online	267	298	247	545	**350**
	c. Credit, hybrid	2,702	2,447	2,159	1,678	**1,700**
	d. Continuing education, hybrid	0	0	0	0	**200**

		FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2026
7	Tuition and mandatory fees					
	a. Annual tuition and fees for full-time students	$4,553	$4,644	$4,783	$4,783	**NA**
	b. Percent of tuition/fees at Md public four-year institutions	48.9%	49.1%	49.4%	49.5%	**50.0%**

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

Harford Community College
2021 ACCOUNTABILITY REPORT

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	4,990	4,988	4,433	3,276	**3,500**
	b. Annual course enrollments	10,317	10,335	9,618	5,546	**8,000**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	1,030	885	895	717	**850**
	b. Annual course enrollments	2,880	2,533	2,689	1,829	**2,500**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
10	Adult education student achievement of:					
	a. At least one ABE educational functioning level	11.4%	13.1%	12.2%	20.5%	**20.0%**
	b. At least one ESL educational functioning level	10.5%	39.7%	17.8%	21.3%	**20.0%**
	Note: Not reported if < 50 students in the cohort					

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
11	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	28.4%	28.6%	29.8%	30.3%	**30.0%**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
	b. Percent nonwhite continuing education enrollment	17.7%	18.8%	19.8%	21.5%	**22.0%**

		July 2017	July 2018	July 2019	July 2020	Benchmark Not Required
	c. Percent nonwhite service area population, 15 or older	NA	NA	23.1%	23.6%	**NA**

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
12	Percent minorities (nonwhite) of full-time faculty	9.0%	9.0%	11.7%	13.7%	**15.0%**

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
13	Percent minorities (nonwhite) of full-time administrative and professional staff	17.1%	17.9%	17.2%	19.6%	**20.0%**

Goal 2: Success

		Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2024 Cohort
14	Fall-to-fall retention					
	a. All students	62.0%	62.1%	62.9%	57.6%	**62.0%**
	b. Pell grant recipients	57.3%	56.0%	57.1%	47.1%	**57.0%**
	c. Developmental students	56.8%	55.8%	57.7%	46.7%	**57.0%**
	d. College-ready students	70.9%	69.2%	69.4%	66.8%	**70.0%**

Harford Community College
2021 ACCOUNTABILITY REPORT

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	54.8%	58.0%	58.6%	62.2%	**62.0%**

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	89.3%	90.6%	87.6%	90.9%	**90.0%**
b. Developmental completers	83.9%	83.8%	86.9%	81.3%	**85.0%**
c. Developmental non-completers	32.2%	29.1%	37.5%	27.0%	**NA**
d. All students in cohort	79.9%	80.6%	82.2%	80.9%	**80.0%**

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	82.5%	84.6%	83.7%	83.0%	**NA**
b. Black/African American only	64.2%	66.0%	73.3%	70.5%	**NA**
c. Asian only	n<50	n<50	n<50	n<50	**NA**
d. Hispanic/Latino	77.2%	69.1%	n<50	81.7%	**NA**

Note: Not reported if < 50 students in the cohort for analysis

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	73.5%	77.4%	75.2%	77.9%	**76.0%**
b. Developmental completers	59.8%	59.9%	63.9%	62.4%	**61.0%**
c. Developmental non-completers	22.8%	23.6%	24.0%	14.6%	**NA**
d. All students in cohort	61.5%	63.8%	65.3%	65.3%	**65.0%**

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	64.3%	67.5%	67.2%	66.4%	**NA**
b. Black/African American only	43.8%	51.0%	55.0%	55.8%	**NA**
c. Asian only	n<50	n<50	n<50	n<50	**NA**
d. Hispanic/Latino	54.0%	54.5%	n<50	76.7%	**NA**

Note: Not reported if < 50 students in the cohort for analysis

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	1,125	954	979	864	
b. Career degrees	289	251	265	288	**NA**
c. Transfer degrees	778	633	640	524	**NA**
d. Certificates	58	70	74	52	**NA**
e. Unduplicated graduates	1,070	913	923	835	**NA**

		AY 16-17	AY 17-18	AY 18-19	AY 19-20	Benchmark AY 2024-25
21	First-year GPA of 2.0 or above at transfer institution	90.1%	88.2%	90.0%	89.0%	**90.0%**

		FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	Benchmark FY 2024 Graduates
22	Graduate transfers within one year	72.2%	72.5%	75.3%	71.1%	**72.0%**

Goal 3: Innovation

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
23	Credit program pass rates in licensure/certification examinations required for employment					
	a .NCLEX RN	83.0%	92.8%	91.9%	91.4%	**90.0%**
	Number of Candidates	129	111	123	139	**NA**
	b.NCLEX PN	0.0%	0.0%	0.0%	0.0%	**0.0%**
	Number of Candidates	0	0	0	0	**NA**
	c. MEDICAL ASSISTING	57.1%	62.5%	44.4%	67.0%	**70.0%**
	Number of Candidates	14	23	18	3	**NA**

		FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	Benchmark Not Required
24	Graduates employed within one year	84.9%	85.5%	85.6%	83.3%	**NA**

		FY 2014 Graduates	FY 2015 Graduates	FY 2016 Graduates	FY 2017 Graduates	Benchmark Not Required
25	Income growth of career program graduates					
	a. Median annualized income one year prior to graduation	$17,876	$16,648	$13,876	$12,964	**NA**
	b. Median annualized income three years after graduation	$52,060	$47,204	$48,200	$52,860	**NA**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
26	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	5,119	4,863	4,293	3,480	**4,300**
	b. Annual course enrollments	9,501	9,243	7,774	5,969	**7,800**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
27	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	2,408	2,251	2,174	1,598	**2,200**
	b. Annual course enrollments	3,568	3,594	3,236	2,556	**3,200**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
28	Enrollment in contract training courses					
	a. Unduplicated annual headcount	1,550	1,595	1,216	906	**1,200**
	b. Annual course enrollments	1,897	2,034	1,719	1,287	**1,700**

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 state-funded credit FTEs in fiscal year (FY) 2021 of 4.38 percent. No enrollment increase was anticipated in the FY21 budget and a three percent decline is budgeted in FY22. The COVID-19 pandemic brought a change in how the college delivers education. In FY20, in a matter of weeks the college was able to rapidly move to remote instruction and continued to hold the majority of classes remotely in FY21. The agility to pivot to different modalities in instruction is a credit to the college's innovative faculty and staff.

In FY21, HCC and the Howard County Public School System (HCPSS) updated the memorandum of understanding for dual enrollment, continuing to promote the program called JumpStart. The college continues to see increases in the number of dually enrolled students. The JumpStart program makes up the majority of dually enrolled students, but HCC also has other students, such as students from private high schools. In FY20, the college had 375.25 total dually enrolled FTEs and in FY21 the number grew to 437.767 FTEs, an increase of 16.7 percent. In FY21, dual enrollment composed 6.5 percent of HCC's total FTE enrollment.

In FY21, noncredit FTEs declined 28.86 percent. The COVID-19 pandemic had a major impact on this area, especially with regard to F1 student visas and international students, Kids on Campus programs, and many face-to-face programs for seniors and personal enrichment. Other programs that saw a decline prior to COVID-19 were training courses at the Training & Development Solutions by Howard Community College due to loss of space. However, summer enrollment has begun to pick up along with the motorcycle classes. The Governor's Emergency Relief Fund (GEER) allowed HCC's noncredit area to develop workforce training programs and apprenticeship programs expanded.

Combining credit and noncredit FTEs, the college had an overall decline in state-funded FTEs of 600.45 (8.59 percent) for FY21.

The college completed the design of the new Mathematics and Athletic Complex, which includes 122,000 net assignable square feet (NASF) and 193,000 gross square feet (GSF) and held the ground breaking in June 2021. The complex supports current enrollment and growth for the mathematics division and athletics programs while addressing existing facilities inadequacies and severe space deficits. Additional funding for construction and furniture and equipment costs will take place through FY24. The construction manager at-risk is ready to start construction and is awaiting grading permits from Howard County to begin the project.

The U.S. economy has improved after the devastation caused by the COVID-19 pandemic in FY20. The future outlook is cautiously optimistic based on the rebound the college has seen in the first half of 2021, but tempered by resurgence of COVID-19 infections driven by the Delta variant of the coronavirus. U.S. Gross Domestic Product (GDP) growth is anticipated to rise six percent in 2021, with further growth in 2022 and 2023. As individuals were vaccinated against COVID-19, more Americans began to travel and frequent restaurants and sporting events. Consumer spending increased, but this was tempered by shortages such as motor vehicles and other appliances where production had been hampered due to tight supplies of computer chips and parts. Higher prices, with inflation above the Federal Reserve's target of two percent also caused some to postpone purchases. The bipartisan infrastructure package worth one-trillion dollars over the next several years is unlikely to impact the U.S. economy in 2021 but will positively impact 2022 and 2023.

Since June 2020, Maryland's payroll employment increased by 177,800 jobs or 7.2 percent. Employment was still 5.2 percent below its pre-pandemic level from February 2020. The growth in jobs was in the leisure and hospitality industries followed by education and health services. In August 2021, the Fitch Ratings continued to give Maryland a AAA bond rating on the state's general obligation (GO) bonds. Fitch noted "the rating reflects the state's broad, diverse and wealthy economy, strong forward looking fiscal management and broad budgetary flexibility." Maryland's economy benefits from proximity to the nation's capital due to the large federal presence along with the associated private contracting. In FY21, the state estimates ending the year with a $583 million balance in the state reserve and is projecting that FY22 will end with a $1.1 billion in the state reserve. The community colleges received an increase for FY22 of 1.4 percent over the FY21 original budget. The original FY21 budget had been reduced 14 percent due to state budget shortfalls due to COVID-19. For Howard Community College, this represented an increase of 3.12 percent over the original FY21 budget level and an increase of 16 percent over the reduced FY21 budget.

Howard County is currently in the midst of a demographic and economic transition. With the development of Columbia in the decades between 1970 and 2000, the county experienced strong growth. However, with changing demographics, housing and business development, and regulatory changes, the county is seeing a slower revenue growth pattern. Property taxes and income taxes are the largest revenue source for the county making up approximately 90 percent of the total General Fund. The assessable base for property taxes is only expected to grow 2.3 percent based on the current state data. The strong housing market is offset by a weakening in commercial properties. Income tax, which is the next largest source of revenue, is also expected to grow only slightly over FY21. With less developable land and fewer new developments, there has been a slowdown in population growth along with an aging population. With these changes, the county's labor force declined 2.8 percent in 2020 compared to the statewide average of a 1.8 percent decline, causing a slower growth in personal income tax. The overall county budget is expected to grow 2.3 percent in FY22, with growth levels projected at 2.7 percent in FY23 and 2.4 percent in FY24. For FY22, Howard County gave the college a 2.6 percent increase to its operating budget. The college's economic position is closely tied to that of the county and the state, with approximately 59 percent of the college's FY21 revenue coming from these two sources.

During the FY22 budget development process, the college saved $887,000 with reductions in energy costs of $350,000, part-time personnel of $532,000, and $5,000 in supplies, and mailings. The college undertook a major study of the academic area with the outside consulting firm rpk GROUP. The academic area had reduced program offerings and this study complemented the work that was already done. The study uncovered 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. The total savings from this study was $1,279,900, which extends from the period FY22 through FY23. $532,000 was included in the FY22 budget in part-time personnel costs.

As HCC moves forward, it anticipates FY22 to be an extremely challenging year, which will probably continue into FY23. However, the college is fortunate to be in Howard County where there is a highly educated workforce. 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 and services. HCC expects more challenges on the road ahead, but is confident it can navigate the path as it enters the new world of change, adaptation, and transformation.

In FY19, to address the evolving workforce development needs, the college successfully applied to become a registered apprenticeship sponsor through the Maryland Department of Labor, Maryland Apprenticeship and Training Council. In FY21, HCC had 112 registered apprentices, up 90 percent from FY20.

HCC is accredited by the Middle States Commission on Higher Education. Every eight years, the college undergoes a comprehensive reaccreditation process. The college underwent its reaccreditation site visit in March 2021 and received reaccreditation in June 2021. In fall 2019, the college received the Malcolm Baldrige National Quality Award in the category of education. In addition, HCC has been recognized by The Chronicle of Higher Education as one of the Great Colleges to Work For 12 consecutive years. HCC has a strong history of excellence and takes pride in its culture of continuous quality improvement.

Please specify how your institution utilized CARES funding over the past year. What are some ways your institution was able to leverage those funds for student access and success?

Higher education was very fortunate to receive COVID-19 relief funds along with other sectors. Howard Community College received two separate awards from the Higher Education Emergency Relief Fund (HEERF I and II) authorized by the Coronavirus Response and Relief Supplemental Appropriation (CARES) and also received HEERF III authorized by the American Rescue Plan. In addition, the college received funds under the Governor's Emergency Relief Fund (GEER I and II) and the Relief Act of 2021. The funds were for students and institution use to assist with the pandemic. These grants have various end dates that extend into 2022. In total, Howard Community College received $34,068,414 for COVID-19 relief funding. The funds allowed the college to assist students with direct aid, debt paydown, laptops, internet access and other necessities related to the pandemic. The college was also able to obtain institutional funds

for hardware and software related to remote instruction and student services, cleaning, safety and social distancing supplies, as well as training faculty on new techniques in instructional delivery and to recoup lost revenue. Expenditure of these funds will continue into FY22

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 interests of a diverse community. Efforts to support goals for enrollment growth have diminished the impact of statewide enrollment declines and helped decrease the rate of decline other colleges are experiencing; the total *annual unduplicated headcount* decreased by 3,444 students. As the annual unduplicated headcount for noncredit students decreased to 12,313, enrollment for credit students decreased to 14,314, down by 130 students. *Market share of first-time, full-time freshmen*, decreased by 3.5 percent, while the *market share of part-time undergraduates* increased by 2.9 percent in fall 2020. The *market share of recent, college-bound high school graduates* decreased to 35.5 percent in fall 2019, below the benchmark of 40 percent. HCC continues to expand educational opportunities by examining delivery methods, sections and space to ensure optimal access and effectiveness. The college offers an online 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* (dual enrollment) increased to 1,787, surpassing the benchmark of 750 that the college set as a goal for 2025.

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/hybrid courses* increased in FY20. All *credit and continuing education enrollments in online and hybrid courses* 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. These significant increases are mainly due to the COVID-19 pandemic, which forced much of the college's operations to move to a virtual/remote world.

A direct indicator of affordability, *tuition and fees as a percentage of tuition and fees at Maryland public four-year institutions*, remained below the benchmark threshold for FY26. On a recent student survey, affordability was by far the most frequently cited primary reason 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 FY20, the *unduplicated annual headcount for community service and lifelong learning courses* and *annual course enrollments* decreased significantly, and moved away from benchmark level. The *unduplicated annual headcount in continuing education basic skills and literacy courses* increased slightly while the annual course enrollments decreased and moved away from the benchmark. The decline in enrollment is tied to the overall decline in continuing education enrollments due to the COVID-19 pandemic. Thirty percent of adults achieved at least one *Adult Basic Education (ABE) educational functioning level*. Similarly, 20 percent of adults in the English as a Second Language (ESL) program have achieved *at least one ESL educational functioning level.*

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 64.7 in fall 2020 and the *percent nonwhite continuing education enrollment* slightly increased to 55.9 in FY20. Both metrics are above the benchmark levels. These percentages are significantly higher than the percent nonwhite service area population, 15 or older, which is at 47.9 percent.

The *percent minorities (nonwhite) of full-time faculty* has been increasing steadily since fall 2014 and it exceeded the benchmark level for five 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. As a reflection of the college's commitment to diversity, equity, and inclusion, the college has set an ambitious new benchmark of 40 percent to be achieved for fall 2025 for both metrics. 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 all students, for *Pell grant recipients*, and for *developmental students* in the fall 2019 cohort decreased and moved away from the benchmark. The *fall-to-fall retention rate* for *college-ready* students increased to 62.3 percent, and exceeded the benchmark of 60 percent.

The percent of *developmental completers after four years* increased to 45.5 percent for the fall 2016 cohort, and slightly exceeded the benchmark level of 45 percent, set to be achieved by the fall 2016 cohort. The fall 2016 cohort *successful-persister rate after four years* for *college-ready students* increased to 84 percent and moved closer to the benchmark of 85 percent. For

developmental completer students, the persistence rate fell short of the benchmark at 91.1 percent. The overall rate for the fall 2016 cohort was 75.3 percent, inching closer to the new benchmark of 80 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.

For the 2016 cohort, successful-persister rates after four years for White and Asian students increased, while the rate decreased for the Black/African-American, and Hispanic/Latino students. Similarly, the *graduation-transfer rate after four years* for White and Asian students increased while the rate decreased for Black/African-American and Hispanic/Latino student groups. These metrics are no longer required to have benchmark levels.

To eliminate barriers and facilitate completion and smooth transfer to four-year institutions, the college has implemented initiatives to improve the *graduation/transfer rate after four years* of college-ready students at 70.1 percent, developmental completers at 64.1 percent, non-completers at 24.1 percent, and all students in cohorts at 53.7 percent.

Transfer degrees increased from FY19 to FY20 by four, *career degrees* increased by 20 in FY20 and both metrics are no longer required to have benchmark levels. *Total awards* and *unduplicated graduates* have increased from FY19 to FY20. For FY20, the *total awards* exceeded the benchmark of 1,400, set to be achieved by FY25 at 1,438 awards.

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 85.4 percent earning a *cumulative GPA after the first year of 2.0 or above* in academic year (AY) 2019-20. This is slightly lower than the benchmark level of 86 percent. Many of HCC graduates transfer to a four-year school after they graduate. The *graduate transfers within one year has been* steadily increasing since FY16. For FY19 graduates, the rate has increased to 67 percent to meet the benchmark level of 67 percent.

State Plan Goal 3: Innovation
The *licensure/certification examination pass rate* 81.9 percent for the NCLEX-RN (for nursing students) decreased by 12.1 percent, which was a few percentage points below the benchmark. It should be noted that the number of participants has increased from 125 in FY19 to 177 in FY20. The rate for NCLEX-PN (for practical nursing students) fell below the benchmark of 97 percent at a rate of 92.6 percent. However, the number of participants more than doubled, increasing from 11 in FY19 to 27 candidates in FY20. The nursing staff have met to discuss and implement new initiatives to improve the pass rates. The pass rate for the EMT-Basic exam declined to 50 percent in FY20 and fell below the benchmark level of 87 percent.

A total of 78.4 percent of 2019 *graduates were employed within one year*. The difference in *median annualized income one year prior to graduation* and *median annualized income three years after graduation* have remained around $40,000 for recent fiscal year graduates. This shows the significant role community colleges play in increasing the income of individuals that choose to go through community colleges. This is a new metric that moved from the institutional characteristics section and it is from a new source, namely the Maryland Longitudinal Data System Center (MLDSC), and it is not required to have benchmark levels.

Both the *unduplicated headcount in continuing education workforce development courses and the annual course enrollments* decreased and fell below the benchmarks in FY20.The main reason for the decline was due to the COVID-19 pandemic. 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 decreased and moved away from the benchmark levels. Both *unduplicated annual headcount* and *course enrollment in contract training courses* also decreased, both metrics were below benchmark levels in FY20. This was due to the decline in enrollment because of the COVID-19 pandemic.

Section 3: Community Outreach and Impact

Howard Community College is dedicated to being a vital partner in the intellectual, cultural, and economic life of Howard County. The college cultivates engagement with all segments of the community and takes a leading role in workforce training and supports economic development efforts within the county through community, business, and educational partnerships. HCC has entered into partnerships with four-year institutions, other Maryland community colleges, and the HCPSS to help learners move easily through the system by providing diverse programs strengthened by collaboration, smooth transfer of knowledge, improved utilization of resources, staff development, and workforce readiness. The college continues to seek other partnerships to promote innovation and maximize resources in providing concrete benefits for students and community members.

As a result of the college's commitment to serve the community, HCC has been able to quickly convert the athletics and fitness facility into a COVID-19 vaccination center since the vaccine was made available.

HOWARD COMMUNITY COLLEGE
2021 ACCOUNTABILITY REPORT

<mark>**Student & Institutional Characteristics** *(not Benchmarked)*</mark>

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 2017	Fall 2018	Fall 2019	Fall 2020
A	Fall credit enrollment				
	a. Unduplicated headcount	9,723	9,462	9,340	9,604
	b. Percent of students enrolled part time	64.8%	65.4%	65.8%	72.1%

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
B	First-time credit students with developmental education needs	63.7%	62.9%	61.4%	53.5%

		FY 2018	FY 2019	FY 2020	FY 2021
C	Credit students who are first-generation college students (neither parent attended college)	21.0%	21.5%	30.3%	29.3%

		FY 2017	FY 2018	FY 2019	FY 2020
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	2,517	2,565	2,307	2,342

		FY 2017	FY 2018	FY 2019	FY 2020
E	Credit students receiving financial aid				
	a. Receiving any financial aid	39.8%	42.7%	49.3%	41.8%
	b. Receiving Pell grants	23.7%	24.2%	22.8%	22.6%

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
F	Students 25 years old or older				
	a. Credit students	36.2%	35.6%	35.2%	29.7%

		FY 2017	FY 2018	FY 2019	FY 2020
	b. Continuing education students	57.8%	56.2%	52.7%	55.4%

		FY 2018	FY 2019	FY 2020	FY 2021
G	Credit students employed more than 20 hours per week	35.7%	36.4%	37.1%	39.4%

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	10.1%	10.4%	10.9%	11.0%
	b. Black/African American only	29.4%	29.1%	28.8%	27.3%
	c. American Indian or Alaskan native only	0.3%	0.3%	0.2%	0.2%
	d. Native Hawaiian or other Pacific Islander only	0.3%	0.2%	0.1%	0.1%
	e. Asian only	11.5%	11.8%	11.6%	13.1%
	f. White only	35.1%	33.9%	32.8%	31.7%
	g. Multiple races	5.1%	5.5%	6.1%	6.4%
	h. Foreign/Non-resident alien	4.9%	5.4%	5.4%	4.9%
	i. Unknown/Unreported	3.4%	3.5%	4.0%	5.2%

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
I	Credit student distance education enrollment				
	a. Enrolled exclusively in distance education	6.3%	6.8%	8.1%	39.6%
	b. Enrolled in some, but not all, distance education	15.8%	17.2%	18.5%	39.3%
	c. Not enrolled in any distance education	77.9%	76.0%	73.3%	21.1%

HOWARD COMMUNITY COLLEGE
2021 ACCOUNTABILITY REPORT

		FY 2017	FY 2018	FY 2019	FY 2020	
J	Unrestricted revenue by source					
	a. Tuition and fees	43.1%	41.8%	40.9%	40.0%	
	b. State funding	19.3%	18.9%	18.9%	19.9%	
	c. Local funding	35.4%	36.9%	37.1%	37.9%	
	d. Other	2.2%	2.4%	3.2%	2.2%	

		FY 2017	FY 2018	FY 2019	FY 2020	
K	Expenditures by function					
	a. Instruction	50.4%	50.5%	46.6%	46.1%	
	b. Academic support	6.1%	6.4%	11.5%	12.3%	
	c. Student services	10.8%	10.7%	8.8%	8.8%	
	d. Other	32.7%	32.4%	33.1%	32.9%	

Goal 1: Access

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
1	Annual unduplicated headcount					
	a. Total	29,169	28,985	29,587	26,143	**29,000**
	b. Credit students	14,220	14,291	14,444	14,314	**14,000**
	c. Continuing education students	15,674	15,407	15,803	12,313	**15,000**

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
2	Market share of first-time, full-time freshmen	33.4%	32.3%	30.9%	27.4%	**34.0%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
3	Market share of part-time undergraduates	67.8%	65.8%	69.5%	72.4%	**70.0%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2024
4	Market share of recent, college-bound high school graduates	43.7%	41.6%	36.4%	35.5%	**40.0%**

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
5	High school student enrollment	343	482	707	1,787	**750**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	8,797	9,794	10,807	12,041	**10,300**
	b. Continuing education, online	2,497	3,201	3,415	3,884	**2,300**
	c. Credit, hybrid	1,976	1,662	1,693	2,275	**1,700**
	d. Continuing education, hybrid	226	345	536	553	**300**

		FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2026
7	Tuition and mandatory fees					
	a. Annual tuition and fees for full-time students	$4,848	$4,919	$4,991	$5,110	**NA**
	b. Percent of tuition/fees at Md public four-year institutions	52.4%	52.0%	51.5%	52.9%	**53.0%**
	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 2025
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	4,774	4,666	4,602	3,487	**4,801**
	b. Annual course enrollments	10,162	10,539	10,256	7,747	**10,328**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	2,868	2,866	2,670	2,676	**2,700**
	b. Annual course enrollments	6,110	6,077	5,801	5,436	**6,200**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
10	Adult education student achievement of:					
	a. At least one ABE educational functioning level	55.3%	42.0%	41.1%	30.0%	**39.0%**
	b. At least one ESL educational functioning level	57.2%	42.0%	40.0%	22.0%	**41.0%**
	Note: Not reported if < 50 students in the cohort					

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
11	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	61.8%	62.8%	63.8%	64.7%	**60.0%**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
	b. Percent nonwhite continuing education enrollment	49.0%	50.7%	52.6%	55.9%	**48.0%**

		July 2017	July 2018	July 2019	July 2020	Benchmark Not Required
	c. Percent nonwhite service area population, 15 or older	44.9%	46.1%	47.1%	47.9%	**NA**

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
12	Percent minorities (nonwhite) of full-time faculty	27.8%	28.4%	29.1%	28.9%	**40.0%**

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
13	Percent minorities (nonwhite) of full-time administrative and professional staff	30.8%	31.9%	31.4%	31.5%	**40.0%**

Goal 2: Success

		Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2024 Cohort
14	Fall-to-fall retention					
	a. All students	61.0%	59.0%	60.0%	57.6%	**62.0%**
	b. Pell grant recipients	61.5%	59.4%	61.9%	56.6%	**62.0%**
	c. Developmental students	63.8%	59.7%	61.2%	54.7%	**62.0%**
	d. College-ready students	57.4%	58.2%	59.7%	62.3%	**60.0%**

HOWARD COMMUNITY COLLEGE
2021 ACCOUNTABILITY REPORT

		Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2021 Cohort
15	Developmental completers after four years	44.9%	41.1%	43.0%	45.5%	**45.0%**

		Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2021 Cohort
16	Successful-persister rate after four years					
	a. College-ready students	88.0%	84.4%	81.4%	84.0%	**85.0%**
	b. Developmental completers	94.0%	91.8%	92.2%	91.1%	**92.0%**
	c. Developmental non-completers	56.5%	53.7%	52.4%	46.0%	**NA**
	d. All students in cohort	80.6%	76.4%	75.7%	75.3%	**80.0%**

		Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Not Required
17	Successful-persister rate after four years					
	a. White only	81.4%	81.7%	75.5%	79.4%	**NA**
	b. Black/African American only	73.2%	68.1%	70.1%	68.7%	**NA**
	c. Asian only	87.3%	88.5%	84.1%	85.4%	**NA**
	d. Hispanic/Latino	75.9%	71.3%	77.8%	68.8%	**NA**

Note: Not reported if < 50 students in the cohort for analysis

		Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2021 Cohort
18	Graduation-transfer rate after four years					
	a. College-ready students	70.0%	70.0%	68.3%	70.1%	**70.0%**
	b. Developmental completers	65.7%	66.7%	65.8%	64.1%	**65.0%**
	c. Developmental non-completers	27.5%	31.1%	29.1%	24.9%	**NA**
	d. All students in cohort	55.1%	54.8%	53.6%	53.7%	**59.0%**

		Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Not Required
19	Graduation-transfer rate after four years					
	a. White only	60.7%	60.8%	55.6%	59.3%	**NA**
	b. Black/African American only	48.1%	46.4%	49.6%	47.3%	**NA**
	c. Asian only	59.8%	66.9%	60.8%	64.6%	**NA**
	d. Hispanic/Latino	43.3%	51.0%	45.8%	46.2%	**NA**

Note: Not reported if < 50 students in the cohort for analysis

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
20	Associate degrees and credit certificates awarded					
	a. Total awards	1,306	1,386	1,427	1,438	**1,400**
	b. Career degrees	304	344	352	372	**NA**
	c. Transfer degrees	937	946	979	983	**NA**
	d. Certificates	65	96	96	83	**NA**
	e. Unduplicated graduates	1,255	1,300	1,294	1,326	**NA**

HOWARD COMMUNITY COLLEGE
2021 ACCOUNTABILITY REPORT

		AY 16-17	AY 17-18	AY 18-19	AY 19-20	Benchmark AY 2024-25
21	First-year GPA of 2.0 or above at transfer institution	84.9%	80.7%	83.5%	85.4%	**86.0%**

		FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	Benchmark FY 2024 Graduates
22	Graduate transfers within one year	60.5%	65.3%	67.4%	67.0%	**67.0%**

Goal 3: Innovation

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
23	Credit program pass rates in licensure/certification examinations required for employment					
	a. NCLEX - RN	89.9%	84.5%	94.0%	81.9%	**90.0%**
	Number of Candidates	129	129	125	177	
	b. NCLEX - PN	100.0%	100.0%	100.0%	92.6%	**100.0%**
	Number of Candidates	7	3	11	27	
	c. EMT B	100.0%	100.0%	70.0%	50.0%	**87.0%**
	Number of Candidates	10	16	14	8	
	Note: Not reported if <5 candidates in a year					

		FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	Benchmark Not Required
24	Graduates employed within one year	86.1%	83.2%	80.6%	78.4%	**NA**

		FY 2014 Graduates	FY 2015 Graduates	FY 2016 Graduates	FY 2017 Graduates	Benchmark Not Required
25	Income growth of career program graduates					
	a. Median annualized income one year prior to graduation	$15,684	$17,116	$19,932	$16,812	**NA**
	b. Median annualized income three years after graduation	$56,512	$55,824	$57,352	$55,832	**NA**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
26	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	8,231	8,063	8,732	6,336	**8,500**
	b. Annual course enrollments	13,489	13,698	15,551	9,995	**13,900**

HOWARD COMMUNITY COLLEGE
2021 ACCOUNTABILITY REPORT

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
27	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	3,176	3,291	3,967	3,071	**4,000**
	b. Annual course enrollments	4,807	5,170	5,978	5,036	**6,000**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
28	Enrollment in contract training courses					
	a. Unduplicated annual headcount	5,531	5,027	5,639	3,218	**5,000**
	b. Annual course enrollments	9,273	9,079	11,204	5,503	**10,000**

Note: NA designates not applicable
    * designates data not available

Howard Community College
Degree Progress Four Years After Initial Enrollment
Fall 2016 Entering Cohort

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	1860		547		597		716	
2	Number attempting fewer than 18 hours over first 2 years	481		172		15		294	
3	Cohort for analysis (Line 1 – Line 2)	1379	100.0%	375	100.0%	582	100.0%	422	100.0%
4	Earned Associate degree from this community college	411	29.8%	173	46.1%	238	40.9%	0	0.0%
5	Earned certificate, but no degree, from this community college	6	0.4%	4	1.1%	2	0.3%	0	0.0%
6	Total associate and certificate graduates (Line 4 + Line 5)	417	30.2%	177	47.2%	240	41.2%	0	0.0%
7	Transferred to Maryland two-year/technical college	63	4.6%	13	3.5%	15	2.6%	35	8.3%
8	Transferred to Maryland public four-year college	444	32.2%	167	44.5%	235	40.4%	42	10.0%
9	Transferred to Maryland private four-year college or university	18	1.3%	7	1.9%	11	1.9%	0	0.0%
10	Transferred to out-of-state two-year/technical college	13	0.9%	4	1.1%	5	0.9%	4	0.9%
11	Transferred to out-of-state four-year college or university	89	6.5%	31	8.3%	34	5.8%	24	5.7%
12	Total transfers (sum of Lines 7 - 11)	627	45.5%	222	59.2%	300	51.5%	105	24.9%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	303	22.0%	136	36.3%	167	28.7%	0	0.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	741	53.7%	263	70.1%	373	64.1%	105	24.9%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	243	17.6%	40	10.7%	141	24.2%	62	14.7%
16	Successful transition to higher ed (Line 14 + Line 15)	984	71.4%	303	80.8%	514	88.3%	167	39.6%
17	Enrolled at this communtiy college last term of study period	55	4.0%	12	3.2%	16	2.7%	27	6.4%
18	Successful or persisting (Line 16 + Line 17)	1039	75.3%	315	84.0%	530	91.1%	194	46.0%

HOWARD COMMUNITY COLLEGE
Minority Degree Progress Four Years After Initial Enrollment
Fall 2016 Entering Cohort

		African American Students		Asian Students		Hispanic Students		White Students	
1	First-time full- and part-time fall headcount	574		197		230		563	
2	Number attempting fewer than 18 hours over first 2 years	181		33		57		135	
3	Cohort for analysis (Line 1 – Line 2)	393	100.0%	164	100.0%	173	100.0%	428	100.0%
4	Earned Associate degree from this community college	69	17.6%	57	34.8%	48	27.7%	161	37.6%
5	Earned certificate, but no degree, from this community college	0	0.0%	2	1.2%	0	0.0%	2	0.5%
6	Total associate and certificate graduates (Line 4 + Line 5)	69	17.6%	59	36.0%	48	27.7%	163	38.1%
7	Transferred to Maryland two-year/technical college	24	6.1%	5	3.0%	7	4.0%	13	3.0%
8	Transferred to Maryland public four-year college	115	29.3%	78	47.6%	51	29.5%	145	33.9%
9	Transferred to Maryland private four-year college or university	3	0.8%	1	0.6%	2	1.2%	7	1.6%
10	Transferred to out-of-state two-year/technical college	4	1.0%	0	0.0%	2	1.2%	5	1.2%
11	Transferred to out-of-state four-year college or university	22	5.6%	14	8.5%	9	5.2%	34	7.9%
12	Total transfers (sum of Lines 7 - 11)	168	42.7%	98	59.8%	71	41.0%	204	47.7%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	51	13.0%	51	31.1%	39	22.5%	113	26.4%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	186	47.3%	106	64.6%	80	46.2%	254	59.3%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	68	17.3%	29	17.7%	31	17.9%	66	15.4%
16	Successful transition to higher ed (Line 14 + Line 15)	254	64.6%	135	82.3%	111	64.2%	320	74.8%
17	Enrolled at this community college last term of study period	16	4.1%	5	3.0%	8	4.6%	20	4.7%
18	Successful or persisting (Line 16 + Line 17)	270	68.7%	140	85.4%	119	68.8%	340	79.4%

207

OFFICE OF INSTITUTIONAL RESEARCH &
EFFECTIVENESS

2021
Performance Accountability Report

September 2021

MARYLAND HIGHER EDUCATION COMMISSION

2021 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

Over the last year and a half, Montgomery College temporarily, yet effectively, transitioned from primarily face-to-face delivery of instruction to a hybrid and remote paradigm in response to the COVID-19 pandemic. The intersection of COVID-19 and the education, training, and workforce needs of students, faculty, and staff accelerated the need for increased flexibility, accessibility, and refinement of the College's digital learning and work platforms without leaving students, faculty and staff behind in the digital divide. During this challenging time, the College continued the delivery of quality instruction in a virtual reality and performed its functional responsibilities without interruption.

Student and Institutional Characteristics
As a comprehensive two-year, multi-campus, open access, post-secondary institution of higher education, which includes a robust Workforce Development and Continuing Education unit, Montgomery College attends to the education and workforce needs of its constituents in the jurisdiction of Montgomery County. The uniqueness of Montgomery College's student body is shown in its characteristics.

Montgomery College's student body is multidimensionally diverse. Credit enrollment in fall 2020 (Indicator A-a) was 20,037. About a third of students (65.5) attended part-time (Indicator A-b). More than 27 percent of credit students were 25 years of age or older (Indicator F). Black (26.4 percent) and Hispanic/Latino (26.1 percent) students accounted for more than half of the student body, while Asian (12.4 percent) and White (21.9 percent) students accounted for more than a third of enrollment.

Nearly 34 percent of first-time credit students entered the College in fall 2020 with developmental needs (Indicator B). In fiscal 2020, there were 7,216 annual enrollments in English for speakers of other languages courses (Indicator D). More than half (52.2 percent) of the students enrolled at the College received some form of financial aid (Indicator E); 23.6 percent received the Pell grant.

Twelve percent of credit students were enrolled exclusively in distance education courses in fall 2020 (Indicator I), nearly 25 percent were enrolled in some, but not all, distance education, while 63.1 percent were not enrolled in any form of distance education. For students who were not enrolled in any form of distance education courses, those courses were designed for synchronous instruction, but were taught remotely due to the pandemic.

Finances
More than half (52.1 percent) of the college's unrestricted revenue sources (Indicator J) came from a local funding source in fiscal 2020; tuition and fees generated 30.3 percent of revenue; 16 percent came from the state. Compared to the previous year, slight decreases in tuition and fees reflect lower enrollment. Slight increases in instruction, academic support and student services (a combined one percent) were due to a change in allocation method for a post-employment benefit to all relevant functions.

The largest proportion of the College's expenditures by function (Indicator K) were directed towards instruction (33.1 percent), academic support (17.0 percent), and student services (12.7 percent). Another 37.2 percent were expended in "other." All expenditures helped to fulfill the primary function of the College: teaching, learning and student support. The one percent decrease in other expenditures was due to the change of post-employment benefits allocation to relevant functions. The College achieved cost savings through reductions in instructional and student services salaries to reflect lower enrollment, reduction in non-salary expenses, benefits lapse, utilities, and the re-allocation of positions. The increase in scholarships and fellowships came from reallocations of resources during the pandemic for student needs.

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

Montgomery College offers high-quality, practical and relevant education and training in credit and noncredit programs while giving students ample access to an affordable college education with courses and programs offered at its three campus locations and multiple off-campus sites. In fiscal 2021, the affordable annual cost for a full-time student to attend Montgomery College was $5,322 (Indicator 7), which was 55 percent of the cost to attend a public four-year college in Maryland. The cost of tuition and fees to attend Montgomery College remained affordable and remained unchanged for the past two academic years.

Credit Enrollment
In fiscal 2020, Montgomery College enrolled, educated, and/or trained 49,168 individual students (Indicator 1a): 28,946 credit-bearing students (Indicator 1b) and 21,598 noncredit students (Indicator 1c). The market share of new full-time freshmen in the College's service area was 38.7 percent (Indicator 2), while the market share of part-time undergraduate students (Indicator 3) was 69.6 percent. A respectable 49 percent of recent college-bound high school graduates (Indicator 4) attended Montgomery College in fall 2020.

Three-quarters of Montgomery College's student body in fall 2020 were nonwhite (Indicator 11a); and according to the latest census data, 55 percent of the population within the county's service area were at least 15 years of age (Indicator 11c). Full-time faculty and administrators at the College have become increasingly more diverse, where nonwhite faculty represented 39 percent of full-time faculty and administrative and professional staff represented 59.2 percent in fall 2020.

Dual and Online Enrollment
Two areas of enrollment optimism are dual enrollment and online course enrollment. Dual

3

enrollment at Montgomery College has more than doubled since fall 2017. The number of high school students enrolled in courses at the College was 1,532 in fall 2020 (Indicator 5). Early exposure of public-school students to higher education programs and various career paths through programs like Early College and Jump Start have contributed to this uptick in dual enrollment.

Online/hybrid enrollment (Indicator 6a) in credit courses reached 30,932 in fiscal 2020 – and student enrollment using this mode of instruction is expected to grow and expand substantially in the coming years. The expanded offerings in online associate degree programs (e.g., business, computer science and technologies, criminal justice, general studies, and teacher education technology) will influence the growth in this area. In addition, the advent of the pandemic likely escalated the planning, preparation, employment, and increased capacity of online/hybrid courses and programs, which broadened the bandwidth of students' educational experiences and access to higher education.

College enrollment has declined nationally and fiscal year enrollment at Montgomery College has declined 11.6 percent in four years. Many factors influence credit student enrollment. The declined enrollment, in general, can be attributed to the decline in the college-going rate of high school students, meaning that many high school graduates put off attending college or choose not to attend college at all. For those with plans to attend college, four-year colleges and other higher education compete for students in Montgomery College's service area, thereby shrinking the market share. And, the impact and uncertainty of the pandemic are an added dimension. In addition, the local school system (Montgomery County Public School) has a larger pool of students at the lower grade levels than in upper grade levels, which also diminished the pool of students from which to draw. However, as these students progress through the succeeding grade levels over several years, the College anticipates a surge in enrollment. Until then, enrollment will continue to decline over the next few years, at least until students in lower grades begin moving through the high school pipeline.

Taking all factors that potentially impact access and enrollment, marketing the college's course offerings and programs, and the increased interest in distance learning will play an important role in enrollment over the next five years. The benchmarks established for the indicators discussed above have been set at reasonable, yet optimistic levels of achievement.

Noncredit Enrollment
Workforce Development and Continuing Education (WDCE) provided noncredit education, workforce training, and/or credentialing to 21,598 individual students in fiscal 2020 (Indicator 1c). Nearly three-quarters of noncredit students were 25 years of age or older (Indicator Fb) and 59.8 were nonwhite (Indicator 11b). Online/hybrid courses netted 3,245 enrollments.

WDCE offers access to various educational opportunities to a wide range of students with different interests and goals. Continuing education and lifelong learning courses enrolled 7,193 individual students and generated 12,361 annual enrollments in intellectually stimulating courses designed for residents age 50 and older. Continuing education basic skills and literacy courses generated 9,730 annual enrollments with 7,009 students. A new PAR metric on the achievement of adult basic education, Indicator 10 –reflects a new opportunity to monitor the

learning gains being recognized by students in the adult basic education, general equivalency diploma, and English for speakers of other languages programs. Learning gains are measured by standardized assessments and are used to report progress to the State and Federal program sponsors. Achievement in such courses (Indicator 10) has shown increased achievement in at least one adult basic education (ABE) functioning level (33 percent in fiscal 2017 to 51 percent in fiscal 2020) and at least one ESL educational functioning level (49 percent in fiscal 2017 to 70 percent in fiscal 2020).

Over the next five years, progress on these indicators will be monitored and the benchmarks are reasonably achievable.

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. It is the College's responsibility to identify factors that advance or impede student success and implement strategies to help students succeed.

Retention and Academic Preparedness
The fall-to-fall retention rate of first-time degree-seeking students (Indicator 14) has consistently been around 65 percent. That is, 65 percent of first-time degree-seeking students who enroll in a given fall semester return in the subsequent fall semester. The fall-to-fall retention rate of first-time students who received the Pell grant returned at a higher rate (69.2 percent) than for all first-time degree-seeking students. Those who entered the College with academic deficiencies returned at a lower rate (61.9 percent); while the retention rate of college-ready students was 68.9 percent.

Retention is an important metric of student success. The College's president and Board of Trustees have taken a keen interest in this metric and have engaged the broader college community on the topic and discussed strategies to improve the rate for all student groups. The goal is to raise the fall-to-fall retention rate for all students and set the benchmark at 75 percent.

More than 61 percent of new students who entered the College in fall 2016 with developmental needs completed their developmental coursework within four years. Developmental course requirements have been one of the major barriers that impede students' persistence, academic success, and completion, especially among underrepresented nonwhite students – and it is demoralizing, particularly for those who come to college with the greatest economic and academic challenges and must rely on placement test scores to determine their fate. To turn that tide, the College no longer relies on placement test scores as the only determinant of college readiness. High school GPAof 3.0 or higher and high school transcripts now serve as a proxy to determine English and math placement and unnecessary coursework has been eliminated. Instead of taking separate developmental reading and English courses, Integrated English, Reading, and Writing (IERW) courses have integrated the critical reading and writing skills needed to comprehend the content found in college-level texts, thereby reducing developmental English courses from four courses to two courses.

Developmental mathematics has been one of the biggest barriers to student progression and college completion. A new statistics curriculum was designed and implemented for students in liberal arts and social sciences programs. This rigorous curriculum is much more applicable to what students need for their majors and gives 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 removes the negative stigma associated with "developmental" math without diminishing the importance of math. In addition, a co-requisite structure is also offered where students take developmental and college-level math in the same semester, which has had a positive huge impact on math completion rates. Implementation of these strategies helps to reduce/remove the barriers to student success. As such a measurable increase in the developmental completion metrics is expected as reflected in the established benchmark of 75 percent within the next five years.

Degree Progress Cohort
For many years, the College has used the Degree Progress cohort model to track the graduation and transfer success of first-time, full- and part-time students who attempted at least 18 credit hours within the first two years of initial enrollment, divided into three groups: college-ready, those who complete developmental course requirements, and those who do not complete developmental course requirements. This model has allowed the College to track students' academic progress and success related to persistence, degree attainment, and transfer to a four-year college or university.

Data on four different cohort groups have shown that on average, 73.7 percent of the cohorts were deemed successful-persisters, meaning that they had either graduated and/or transferred or earned at least 30 credit hours and were still enrolled with a minimum cumulative GPA of 2.0 at the end of the assessment period (Indicator 16). On average, college-ready students persisted at a higher rate (86.5 percent) than students who entered the College with academic deficiencies. Those who completed developmental course work had a higher persistence rate (81.9 percent) than students who don't complete developmental course work (38.7 percent). Asian students (85.2 percent) had a higher successful-persisters rate than Black (67.8 percent), Hispanic/Latino (70.3 percent), and White (79.5 percent) students.

Approximately 50 percent of the cohorts graduated and/or transferred within four years of entry (Indicator 18). On average, college-ready students (69.5 percent) graduated/transferred at a higher rate than students who entered the college with academic deficiencies: developmental completers (52.1 percent); those who do not complete developmental course work (20.9 percent). Race/ethnicity data showed that Asian (61.6 percent) and White students (59.4 percent) graduated/transferred within four years at a higher rate than their Black (46.3 percent) and Hispanic/Latino (41.3 percent) student counterparts (Indicator 19).

The success of developmental completers and for Black and Hispanic/Latino students has not risen to an acceptable level. To address the disparity of success in race/ethnicity, the College is currently engaged in strategies that are designed to address specific needs of Black and Hispanic/Latino students, especially among male students, which are vulnerable populations at the College for a multitude of reasons – and the efficacy of these strategies will be monitored. The Presidential Scholars Program is set to be piloted in fall 2021 and is designed to increase

6

the representation of men of color in high workforce need areas. The Boys to Men mentoring program is specifically aimed at the retention of African-American/Black male students, as well as to foster a greater degree of academic success, student activism, and personal responsibility. The Advancing Latino Male Achievement mentoring program focuses on holistic academic and personal guidance, support and leadership development. The College's goal is to bring all student groups to parity regardless of college readiness and race/ethnicity. Current strategies would not have impacted the success of earlier cohort groups, but should start to show their effectiveness for current cohorts. The established benchmarks on these success measures will be monitored over the next five years.

Graduation and Transfer
In fiscal 2020, a total of 2,903 students were awarded 3,028 associate degrees and credit certificates (Indicator 20). About 62 percent of transfer program graduates transfer annually within one year of graduation (Indicator 22). Some students transfer without the benefit of a degree or certificate – and whatever the circumstance, transferring to a four-year college or university is a major goal for many Montgomery College students. One year after transfer, more than 90 percent of former students achieved a cumulative GPA of 2.0 or above at their transfer (Indicator 21) colleges and universities within the University System of Maryland, which speaks to the quality education students received at Montgomery College prior to transfer.

The benchmarks for the number of awards are set reasonably at 3,230 and will be influenced by well-designed degree pathways to completion and established articulation agreements with four-year colleges and universities that accept the associate degree as sophomore level completion. In addition, a minimum of 85 percent of transfer students will earn a cumulative GPA of at least 2.0 after the first year of transfer.

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

The COVID-19 pandemic put health science programs front and center. The importance of related programs has become increasingly more visibly important. On that end, Montgomery College offers three credit health science programs that require licensure/certification examinations for employment (Indicator 23): nursing, physical therapy, and radiologic technology. The pass rates of program graduates who were first-time candidates and passed their respective licensure/certification examinations on the first try have been impressive. The data showed 13 to 19 radiologic graduates sat for the licensure/certification exam with a 100 percent pass rate in each of the past four reporting years, fiscal 2017 to fiscal 2020. During the same time period, the pass rates for the 120 to 131 nursing graduates ranged from 87.2 percent to 92.4 percent. Physical therapy graduates (11 to 18) showed pass rates of 85.7 to 100 percent. Each of these licensure/certification areas has minimum passing rate standards and Montgomery College graduates have exceeded them. The benchmarks set for these indicators are set at an achievable level.

Workforce Development and Continuing Education (WDCE) is the arm of the College that provides the workforce and training needs in the County. And, as it relates to the state's goal of

innovation, WDCE has fostered access to varied aspects of higher education from basic education to credentialing for many years. During the third quarter of FY20, the COVID pandemic forced the closing of campuses at all locations – credit and noncredit programs as well. Rapid conversion to structured remote delivery using distance learning platforms, video conferencing tools, as well as email and chat functions, allowed students to finish courses already underway. Many popular WDCE programs, however, rely on face-to-face interactions or hands-on experiences in laboratory settings, both of which were challenging to replicate in a remote learning environment. Performing a procedure with specialized health equipment or treating patients, for example, were difficult to simulate. Consequently, many such courses were canceled in the fourth quarter of the year. While a few laboratory courses were brought back during the first summer session with reduced class size, the volume of lost courses and subsequent enrollments due to the restricted delivery environment resulted in an overall decrease in service delivery. Consequently, overall enrollment decreased by 9.4 percent and individual student enrollment also known as unduplicated students decreased by 13.3 percent below the prior year. These decreases were fairly uniform across all the indicators (26, 27, and 28) that fall within the state goal of innovation.

On a fiscal year basis and compared to the previous year, individual student enrollment in continuing education workforce development courses (Indicator 26) declined more than 17 percent and course enrollments fell seven percent. For students seeking courses for continued government or industry-required certification or licensure (Indicator 27), enrollment dropped 17.4 percent, while annual course enrollments declined nearly five percent. Contract training course headcount (Indicator 28) declined nearly 14 percent, while annual course enrollment declined 4.3 percent. Enrollments in courses and training programs, despite the loss of enrollment in the last year due to the pandemic, 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 the effective delivery of training and other services to the community and business entities. Over the next few years, WDCE expects student and course enrollments to rebound. Benchmarks in these areas are aspirational, though achievable.

Creating partnerships with the industry is also a way to create avenues for student employment, especially in the biotech industry. Recently, Montgomery College, Montgomery County, and the University System of Maryland signed a Memorandum of Understanding (MOU) creating the Montgomery/Maryland Life Sciences Education and Innovation Partnership to facilitate collaboration among industry and academic partners on cutting-edge research. Advancements in the biotech industry create a need for more workers in a post-pandemic environment. To meet the expected demand, this partnership will provide opportunities for students from across Maryland to work and conduct translational research with Montgomery County's industry leaders.

Community Outreach and Impact

Montgomery College is nestled in the heart of Montgomery County Maryland and serves not only its students but the community at large. The College's Office of community engagement is the face of Montgomery College in the community, whose primary role is to empower students and county residents by connecting those in underserved and under-represented communities with the College. It

does so through the operation of three community engagement centers, nonprofit partnerships, community events, and grassroots outreach throughout the county.

Montgomery College's Germantown Campus served as a mass vaccination site. The county and the state health departments were the main facilitators, with the College serving a supporting role as the host facility. Vaccinations were available to Montgomery county residents and other residents throughout the state.

Through the presidential dialogue series, the college president sat with prominent guests to discuss important topics that impact or have the potential to impact the residents of the community. This year, the series focused on building racial justice through policing, law enforcement, sentencing reform, and health equities. Four prominent guests lent their voices to robust, televised conversations with President DeRionne Pollard, which drew hundreds of viewers: Montgomery County Police Chief Marcus Jones, Congressman David Trone, and American Civil Liberties Union's Deputy Legal Director Jeffery Robinson brought unique perspectives on conversations related to criminal justice reform including topics on sentencing reform, rehabilitation, post-incarceration employment, and racial inequities in sentencing. Also, Montgomery County Health Director Dr. Travis Gayles spoke insightfully about the health disparities that plague Marylanders, the challenges faced by medical personnel in communities where COVID vaccine resistance, and the distrust of traditional medical authorities, especially in communities of color.

Montgomery College entered into a collaboration pilot with the Black and Brown Coalition for Educational Equity and Excellence, the Children's Opportunity Fund, Bar-T, and KidPower to offer Equity and Enrichment Education Centers at the Takoma Park and Rockville Campuses. Launched in February 2021 at facilities throughout the County, the Black and Brown Coalition saw a need for low-cost childcare and distance learning support for Montgomery County public school students in response to the severe impact that the pandemic had on many families across the county, especially low-income communities, which are predominately Black and brown. Montgomery College launched its hub in early April and ran it through the middle of June. In response to community needs, the College provided a safe space for young children and their families at an important moment and time by providing space for students to finish out the semester.

Montgomery College partners with the Capital Area Food Bank (CAFB) and hosts a Mobile Market Program on all three campuses. The CAFB markets offer fresh, seasonal produce at no cost; health, housing, and other service providers are on-site as resources too. The Mobile Market Program is only one portion of this initiative. It also includes supporting the food pantries located on each campus and identifying community resources that address food insecurities.

Montgomery College is the community's college that looks forward to expanding its capacity to serve its students and the community.

Use of Cares Funding
In response to the Commission's question*: Please specify how your institution utilized CARES funding over the past year. What are some ways your institution was able to leverage those funds for student access and success?*

9

Montgomery College utilized the Coronavirus, Aid, Relief, and Economic Security (CARES) Act funding to directly help students remain engaged academically and to assist students in various areas of need. The College awarded half of the CARES funding ($5.5 million) directly to over 7,000 Title IV students. The first round of money from the CARES funding was quickly distributed to students who were Pell grant recipients without any additional application or requests for funds from the students. Approximately half of the money ($2.75 million) that was distributed went directly to students in fiscal year 2020 who were completing the spring or first summer term. Many of these students had begun their coursework before the pandemic disrupted their lives – with unexpected job loss or reduction in their work hours, resulting in reduction in pay. The other half of the money that was distributed directly to students in fiscal year 2021 was awarded to students who enrolled at the College after the pandemic had obvious effects on the economy. Money was distributed again to Pell grant students and to other eligible students who had a Free Application for Federal Student Aid (FASFA) on file with a short supplemental application allowing the College to give larger grants to individual students.

The college used the other half of our CARES funding ($5.5 million) to support students indirectly. To lessen the digital divide between students regarding access to technology, Montgomery College purchased laptops and ancillary equipment and gave them to students in need to assist students' completion of their coursework and importantly, support their success academically. The College also upgraded its virtual desktop solutions, on campus Wi-Fi to include parking lots, document cameras and the like to provide a quality remote experience for the students. A major undertaking was a required training for faculty to learn how to use this technology and to teach effectively in a remote format. This training resulted in significantly higher student engagement as measured in the Survey of Entering Student Engagement (SENSE) and improved the student experience for all students.

This funding stream was a life saver for many students at Montgomery College, who too, are members of the broader community of Montgomery County.

10

MONTGOMERY COLLEGE
2021 ACCOUNTABILITY REPORT

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

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
A	Fall credit enrollment				
	a. Unduplicated headcount	22,875	21,720	21,260	20,037
	b. Percent of students enrolled part time	64.8%	65.1%	65.6%	65.6%

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
B	First-time credit students with developmental education needs	54.4%	55.9%	59.6%	33.5%

		FY 2017	FY 2018	FY 2019	FY 2020
C	Credit students who are first-generation college students (neither parent attended college)	NA	NA	NA	NA

		FY 2017	FY 2018	FY 2019	FY 2020
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	8,665	8,405	7,384	7,216

		FY 2017	FY 2018	FY 2019	FY 2020
E	Credit students receiving financial aid				
	a. Receiving any financial aid	52.6%	53.5%	53.4%	52.2%
	b. Receiving Pell grants	26.5%	26.6%	25.3%	23.6%

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
F	Students 25 years old or older				
	a. Credit students	31.3%	30.6%	29.1%	27.4%

		FY 2017	FY 2018	FY 2019	FY 2020
	b. Continuing education students	71.6%	74.4%	73.6%	74.0%

		FY 2017	FY 2018	FY 2019	FY 2020
G	Credit students employed more than 20 hours per week	NA	NA	NA	NA

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	24.6%	25.2%	25.8%	26.1%
	b. Black/African American only	27.4%	27.1%	26.5%	26.4%
	c. American Indian or Alaskan native only	0.3%	0.2%	0.3%	0.2%
	d. Native Hawaiian or other Pacific Islander only	0.3%	0.2%	0.3%	0.2%
	e. Asian only	11.5%	11.5%	11.9%	12.4%
	f. White only	22.9%	22.5%	22.1%	21.9%
	g. Multiple races	3.0%	3.1%	3.3%	3.5%
	h. Foreign/Non-resident alien	10.0%	9.9%	9.4%	9.0%
	i. Unknown/Unreported	0.2%	0.2%	0.4%	0.4%

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
I	Credit student distance education enrollment				
	a. Enrolled exclusively in distance education	7.2%	7.7%	8.4%	12.0%
	b. Enrolled in some, but not all, distance education	18.3%	19.9%	21.3%	24.9%
	c. Not enrolled in any distance education	74.6%	72.4%	70.3%	63.1%

MONTGOMERY COLLEGE
2021 ACCOUNTABILITY REPORT

		FY 2017	FY 2018	FY 2019	FY 2020
J	Unrestricted revenue by source				
	a. Tuition and fees	32.7%	31.3%	30.9%	30.3%
	b. State funding	15.7%	15.4%	15.9%	16.0%
	c. Local funding	50.7%	51.2%	52.1%	52.1%
	d. Other	0.9%	2.1%	1.1%	1.6%

		FY 2017	FY 2018	FY 2019	FY 2020
K	Expenditures by function				
	a. Instruction	34.1%	33.3%	32.5%	33.1%
	b. Academic support	17.7%	17.4%	17.2%	17.0%
	c. Student services	12.3%	12.2%	12.1%	12.7%
	d. Other	35.9%	37.1%	38.2%	37.2%

Goal 1: Access

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
1	Annual unduplicated headcount					
	a. Total	55,243	54,355	52,732	49,168	**56,530**
	b. Credit students	32,752	31,342	29,961	28,946	**34,278**
	c. Continuing education students	24,064	24,609	24,890	21,598	**23,888**

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
2	Market share of first-time, full-time freshmen	39.5%	36.3%	37.8%	38.7%	**45.0%**

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
3	Market share of part-time undergraduates	73.2%	72.1%	73.1%	69.6%	**75.0%**

		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2025
4	Market share of recent, college-bound high school graduates	50.5%	51.4%	47.8%	48.9%	**55.0%**

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
5	High school student enrollment	643	710	971	**1,532**	**2,050**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	17,847	18,863	19,143	26,551	**28,062**
	b. Continuing education, online	974	904	875	701	**1,200**
	c. Credit, hybrid	5,082	5,173	5,225	4,381	**6,938**
	d. Continuing education, hybrid	93	141	383	2,059	**2,400**

		FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2026
7	Tuition and mandatory fees					
	a. Annual tuition and fees for full-time students	$4,974	$5,178	$5,322	$5,322	**NA**
	b. Percent of tuition/fees at Md public four-year institutions	53.7%	54.7%	54.9%	55.1%	**57.0%**

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

MONTGOMERY COLLEGE
2021 ACCOUNTABILITY REPORT

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	8,139	8,493	8,311	7,193	**9,100**
	b. Annual course enrollments	12,600	14,228	14,092	12,361	**15,500**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	7,009	6,500	6,580	5,828	**7,200**
	b. Annual course enrollments	11,797	10,866	10,895	9,730	**12,000**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
10	Adult education student achievement of:					
	a. At least one ABE educational functioning level	33.0%	37.4%	43.1%	51.0%	**45.0%**
	b. At least one ESL educational functioning level	49.0%	54.3%	57.2%	70.0%	**60.0%**
	Note: Not reported if < 50 students in the cohort					

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
11	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	74.6%	74.3%	75.5%	75.9%	**80.0%**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
11	b. Percent nonwhite continuing education enrollment	54.7%	53.3%	59.3%	59.8%	**65.0%**

		July 2017	July 2018	July 2019	July 2020	Benchmark Not Required
	c. Percent nonwhite service area population, 15 or older	53.5%	54.1%	54.7%	55.3%	NA

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
12	Percent minorities (nonwhite) of full-time faculty	34.5%	34.7%	37.1%	39.0%	**47.4%**

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
13	Percent minorities (nonwhite) of full-time administrative and professional staff	43.7%	46.4%	47.2%	59.2%	**62.5%**

Goal 2: Success

		Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2024 Cohort
14	Fall-to-fall retention					
	a. All students	65.5%	64.8%	65.7%	64.2%	**75.0%**
	b. Pell grant recipients	70.1%	68.3%	69.6%	68.6%	**75.0%**
	b. Developmental students	62.3%	64.2%	62.6%	58.5%	**75.0%**
	c. College-ready students	67.2%	67.5%	70.0%	70.8%	**75.0%**

		Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2021 Cohort
15	Developmental completers after four years	51.0%	61.1%	60.0%	61.6%	**80.0%**

		Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2021 Cohort
16	Successful-persister rate after four years					
	a. College-ready students	85.4%	87.0%	86.1%	87.6%	**90.0%**
	b. Developmental completers	83.3%	83.2%	83.6%	77.5%	**90.0%**
	c. Developmental non-completers	44.3%	40.9%	35.2%	34.5%	**NA**
	d. All students in cohort	72.4%	75.5%	74.3%	72.7%	**80.0%**

		Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Not Required
17	Successful-persister rate after four years					
	a. White only	77.4%	81.2%	79.8%	79.5%	**NA**
	b. Black/African American only	66.5%	69.3%	69.3%	66.0%	**NA**
	c. Asian only	85.1%	85.6%	85.8%	84.1%	**NA**
	d. Hispanic/Latino	68.4%	72.0%	70.7%	69.9%	**NA**

Note: Not reported if < 50 students in the cohort for analysis

		Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2021 Cohort
18	Graduation-transfer rate after four years					
	a. College-ready students	67.7%	69.8%	70.3%	70.0%	**70.0%**
	b. Developmental completers	54.6%	51.8%	52.7%	49.1%	**70.0%**
	c. Developmental non-completers	23.3%	21.4%	21.6%	17.4%	**NA**
	d. All students in cohort	48.2%	50.2%	50.7%	49.5%	**55.0%**

		Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Not Required
19	Graduation-transfer rate after four years					
	a. White only	58.4%	59.3%	59.0%	60.9%	**NA**
	b. Black/African American only	45.3%	46.2%	48.5%	45.3%	**NA**
	c. Asian only	59.9%	63.3%	60.4%	62.9%	**NA**
	d. Hispanic/Latino	38.0%	41.7%	43.7%	41.7%	**NA**

Note: Not reported if < 50 students in the cohort for analysis

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	2,824	2,879	3,075	3,028	**3,230**
b. Career degrees	583	642	611	696	**NA**
c. Transfer degrees	2,029	1,934	2,152	2,108	**NA**
d. Certificates	212	303	312	224	**NA**
e. Unduplicated graduates	2,747	2,739	2,917	2,903	**NA**

	AY 16-17	AY 17-18	AY 18-19	AY 19-20	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	86.1%	85.7%	85.9%	90.1%	**85.0%**

	FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year	59.3%	62.0%	64.0%	61.7%	**65.0%**

Goal 3: Innovation

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Radiologic Technology	100%	100%	100%	100.0%	**75.0%**
Number of Candidates	13	19	15	13	
b. Nursing	87.0%	90.0%	87.2%	92.4%	**80.0%**
Number of Candidates	131	120	125	131	
c. Physical Therapy	100%	90.9%	85.7%	100.0%	**85.0%**
Number of Candidates	11	11	14	18	

Note: Not reported if <5 candidates in a year

	FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	Benchmark Not Required
24 Graduates employed within one year	69.4%	68.1%	67.5%	62.5%	**NA**

	FY 2014 Graduates	FY 2015 Graduates	FY 2016 Graduates	FY 2017 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	$4,708	$4,842	$5,087	$4,704	**NA**
b. Median annualized income three years after graduation	$11,354	$11,678	$11,770	$10,927	**NA**

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	10,206	10,978	11,455	9,831	**12,600**
b. Annual course enrollments	19,566	21,298	21,633	20,112	**23,800**

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	5,517	5,081	5,531	4,569	**6,060**
b. Annual course enrollments	10,974	10,627	11,548	10,987	**12,700**

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	3,902	5,047	5,099	4,398	**5,600**
b. Annual course enrollments	8,848	11,045	10,951	10,479	**12,000**

Note: NA designates not applicable

MONTGOMERY COLLEGE Degree Progress Four Years after Initial Enrollment Fall 2016 Entering Cohort

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	3508		1031		1525		952	
2	Number attempting fewer than 18 hours over first 2 years	794		248		78		468	
3	Cohort for analysis (Line 1 – Line 2)	2714	100.0%	783	100.0%	1447	100.0%	484	100.0%
4	Earned Associate degree from this community college	708	26.1%	319	40.7%	386	26.7%	3	0.6%
5	Earned certificate, but no degree, from this community college	14	0.5%	9	1.1%	1	0.1%	4	0.8%
6	Total associate and certificate graduates (Line 4 + Line 5)	722	26.6%	328	41.9%	387	26.7%	7	1.4%
7	Transferred to Maryland two-year/technical college	36	1.3%	9	1.1%	14	1.0%	13	2.7%
8	Transferred to Maryland public four-year college	882	32.5%	382	48.8%	471	32.6%	29	6.0%
9	Transferred to Maryland private four-year college or university	33	1.2%	10	1.3%	18	1.2%	5	1.0%
10	Transferred to out-of-state two-year/technical college	36	1.3%	9	1.1%	15	1.0%	12	2.5%
11	Transferred to out-of-state four-year college or university	198	7.3%	72	9.2%	105	7.3%	21	4.3%
12	Total transfers (sum of Lines 7 - 11)	1185	43.7%	482	61.6%	623	43.1%	80	16.5%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	564	20.8%	262	33.5%	299	20.7%	3	0.6%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	1343	49.5%	548	70.0%	711	49.1%	84	17.4%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	471	17.4%	119	15.2%	313	21.6%	39	8.1%
16	Successful transition to higher ed (Line 14 + Line 15)	1814	66.8%	667	85.2%	1024	70.8%	123	25.4%
17	Enrolled at this community college last term of study period	160	5.9%	19	2.4%	97	6.7%	44	9.1%
18	Successful or persisting (Line 16 + Line 17)	1974	72.7%	686	87.6%	1121	77.5%	167	34.5%

MONTGOMERY COLLEGE Degree Progress Four Years after Initial Enrollment Fall 2016 Entering Cohort

		African American Students		Asian Students		Hispanic Students		White Students (optional data)	
1	First-time full- and part-time fall headcount	1030		407		1233		749	
2	Number attempting fewer than 18 hours over first 2 years	262		54		250		202	
3	Cohort for analysis (Line 1 – Line 2)	768	100.0%	353	100.0%	983	100.0%	547	100.0%
4	Earned Associate degree from this community college	150	19.5%	125	35.4%	260	26.4%	158	28.9%
5	Earned certificate, but no degree, from this community college	4	0.5%	1	0.3%	5	0.5%	4	0.7%
6	Total associate and certificate graduates (Line 4 + Line 5)	154	20.1%	126	35.7%	265	27.0%	162	29.6%
7	Transferred to Maryland two-year/technical college	16	2.1%	3	0.8%	12	1.2%	5	0.9%
8	Transferred to Maryland public four-year college	226	29.4%	169	47.9%	258	26.2%	212	38.8%
9	Transferred to Maryland private four-year college or university	7	0.9%	3	0.8%	12	1.2%	10	1.8%
10	Transferred to out-of-state two-year/technical college	13	1.7%	3	0.8%	8	0.8%	9	1.6%
11	Transferred to out-of-state four-year college or university	60	7.8%	21	5.9%	54	5.5%	61	11.2%
12	Total transfers (sum of Lines 7 - 11)	322	41.9%	199	56.4%	344	35.0%	297	54.3%
13	Graduated from this college and transferred (Line 6 ⊓ Line 12)	128	16.7%	103	29.2%	199	20.2%	126	23.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	348	45.3%	222	62.9%	410	41.7%	333	60.9%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	109	14.2%	64	18.1%	197	20.0%	86	15.7%
16	Successful transition to higher ed (Line 14 + Line 15)	457	59.5%	286	81.0%	607	61.7%	419	76.6%
17	Enrolled at this community college last term of study period	50	6.5%	11	3.1%	80	8.1%	16	2.9%
18	Successful or persisting (Line 16 + Line 17)	507	66.0%	297	84.1%	687	69.9%	435	79.5%

PRINCE GEORGE'S COMMUNITY COLLEGE
2021 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) serves diverse populations through accessible, high-quality learning experiences. In FY 2020, 33,280 students benefited from the College's educational offerings, including 92 credit degrees and certificates, and 144 workforce training certificate programs (PAR 1a). The College keeps its programs relevant by monitoring workforce needs and partnering with business and community organizations in Prince George's County and beyond. PGCC's mission-focused work continued during the pandemic through expanded learning modalities, student services offered online and, later on, in person by appointment, virtual cultural events, and a vaccination clinic in the Largo Campus opened in partnership with Luminis Health.

INSTITUTIONAL ASSESSMENT

Overview

PGCC is presently in the third and final year of its FY 2019-2021 Strategic Plan. The current plan is 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 has been advanced through carefully chosen implementation strategies and supporting projects. One the major, transformative projects launched in FY 2021 to achieve the Student Success strategic goal was the introduction of Universal Design for Learning for Blackboard to allow students access content in a variety of formats and meet learners' individual needs. Under the Regional Impact strategic goal, the College held Workforce Development Roundtables with regional stakeholders to identify micro-pathways and credentials that lead to median- or higher-wage occupations, while students make progress towards earning a degree. PGCC has also implemented strategies aligned with the Organizational Excellence strategic goal, including professional development for supervisors and employees to ensure that they are equipped to clarify performance goals and support the achievement of strategic goals.

In addition to working to complete the last set of strategies and supporting projects under the current Strategic Plan, the College community has also engaged in a broad-based, collaborative Strategic Plan Development Process (SPDP) to launch the next Strategic Plan. The SPDP process, which included 37 SWOT sessions attended by more than 445 faculty, staff, administrators and students, will culminate with the approval of the plan by the Board of Trustees and its communication to internal and external stakeholders in fall 2021.

State Plan Goal 1: Access
As part of the FY2019-2021 Strategic Plan, the College has focused on eliminating barriers to student enrollment, automating business processes to increase efficiency and responsiveness, and improving the student experience during the onboarding process. In December 2019, Navigate Academic Planning and Registration went live, allowing students to view their academic requirements, register, and plan future semesters using drag-and-drop technology. This was followed in February 2020 by the launch of the Universal Application, which created a seamless admissions process for credit, continuing education, and international applicants. Also launched during the past year, the DualEnroll platform now allows dual enrollment students and their parents to complete the application process online, which has contributed to a 12% jump in high school enrollment from FY 2019 to FY 2020 (PAR 5).

The College continues to prioritize affordability, with tuition and mandatory fees remaining at 48.4% of the average at Maryland public four-year institutions (PAR 7b). Maintaining the focus on affordability was central to help students navigate the COVID-19 pandemic. Approved by the Board of Trustees, the College reduced the instructional services fee for FY 2021, which lowered annual tuition and fees for full-time, County residents from $4,700 to $4, 670 (PAR 7b).

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 FY2021, OERs were used in 737 course sections resulting in 10,330 students saving an estimated $80 per course. 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 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's emphasis on increased access is reflected in its investments to expand learning modalities for all courses. In addition to the usual face to face, asynchronous online, and hybrid modes available prior to the pandemic, the College now offers a synchronous online modality, whereby students and instructors meet virtually at scheduled times for instruction. A new option has also been added for hybrid classes, which pairs synchronous virtual learning with face-to-face learning. The College has also increased the number of continuing education courses that are offered online either through its own instructors or through a third-party vendor.

The transition to remote instruction in spring 2020 created urgency for expanding accessibility and preserving academic integrity in the virtual classroom. In fall 2020, Ally, a digital content

accessibility tool, was deployed for student use. To support remote assessment, additional tools were adopted for protecting the integrity of online testing. The college also began a strategic initiative focused on implementing UDL technology and pedagogy. Finally, the College switched to the Zoom virtual classroom platform with live captioning and implemented Panopto, a video content management platform with machine captioning for recorded video content.

Partly driven by the pivot to virtual teaching and learning in spring 2020, enrollments in online credit courses increased to 17,340 in FY 2020, up 26% from the previous year's count (PAR 6a). During the same period, enrollments in online continuing education courses rose to 1,527, a 40.5% increase compared to the previous year (PAR 6b). Due to the need to act quickly to ensure the safety of students, faculty, and staff at the onset of the pandemic, the College cancelled hybrid sections scheduled in late FY 2020, which resulted in the decline in hybrid enrollments reported in both credit and continuing education for that year. However, with the gradual expansion of hybrid offerings in late summer and fall 2020, which continued through spring and early summer 2021, enrollments in hybrid courses are expected to recover in FY 2021.

The College's swift pivot to remote instruction and support services, coupled with direct financial assistance to students, helped shore up credit enrollment despite the profound impact of the pandemic on the College's student populations. Annual credit headcount for FY 2020 reached 16,812 students, only a 1% drop from the previous year (PAR 1b). While continuing education headcount as a whole experienced a stronger decline, falling to 17,130 students in FY 2020 (PAR 1c), not all types of courses experienced a decrease. Course enrollments in community service and lifelong learning offerings remained fairly stable at 34,208 (PAR 8b).

The College also continues to show improved access through a remarkable increase in the number of high school students who are dually or concurrently enrolled, which nearly doubled from fall 2015 to fall 2020 (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.

The steady increase in the number of high school students has also been fueled by the creation and expansion of early/middle college (EMC) programs. EMC programs primarily serve first-generation college, minority high school students who are eligible for free and reduced meals (FARMS). These programs provide eligible students with an opportunity to complete their diploma and associate degree simultaneously. Currently, the College offers five EMC programs: The Academy of Health Sciences at Prince George's Community College (AHS) with pathways in Health Sciences and Teacher Education; the Information Technology Early College (ITEC); the Pathways in Technology Early College High School (P-TECH) with pathways in Health Information Management and Hospitality Services Management; the Prince George's 3D Scholars Program; and the Talent Ready Early College.

State Plan Goal 2: Success

The success of the institution is best demonstrated through the success of its students. The College has dedicated significant resources toward improving fall-to-fall retention rates (PAR 14) and graduation-transfer rates (PAR 18 and 19). Several initiatives implemented as part of the 2019-2021 Strategic Plan have been designed to target these areas.

The fall-to-fall retention for first-time degree-seeking students (PAR 14a) increased from 53.7% for the fall 2017 cohort to 57.3% for the fall 2018 cohort. However, the upward movement did not continue for students in the fall 2019 cohort, whose fall-to-fall retention rate was 2.5 percentage points lower compared to the previous cohort. A similar evolution, with significant improvement followed by a drop for the most recent cohort can be observed in the graduation-transfer rate (PAR 18). The percentage of students in the fall 2015 cohort who graduated or transferred within four years was 39.1%, almost four percentage points above the rate for the fall 2013 cohort. By contrast, the graduation-transfer rate for the fall 2016 fell short of 37%. Significant differences emerge when disaggregating the data by race/ethnicity. While there was a small increase in the graduation-transfer rate for Asian and Hispanic/Latino students, the rate for Black/African American students decreased by 4.1 percentage points.

The multi-faceted challenges experienced by the College's student populations during the pandemic were likely factors behind the recent declines in the retention and graduation-transfer rates. According to a student survey conducted in spring 2020, significant portions of the student population struggled with virtual learning: 39% of respondents indicated that "difficulty focusing or paying attention to virtual instructions/activities" was "still a challenge" and 35% identified as a challenge "course/activities that haven't translated well to the virtual environment." Challenges with virtual instruction were compounded by hardships experienced by students with life outside of school. For almost 70% of respondents, "general stress/anxiety" had a somewhat/very negative impact on engagement with their courses and almost half of respondents (49%) believed that difficulty paying their bills was having a somewhat/very negative impact.

To address student concerns with virtual instruction, the College hired several staff members with expertise in online pedagogy, learning technologies, and student success during the 2020-2021 academic year. This included the addition of two instructional designers, a multimedia specialist, an online student support specialist, and a director of eLearning services. Armed with a variety of new technologies, new pedagogical expertise, and CARES funding, the College has offered a Summer Faculty Institute in summer 2021 with a focus on student engagement, UDL, and other online pedagogical strategies for all faculty.

Furthermore, the College has also moved forward with the implementation of case management advising, a holistic approach to supporting students through their time at the college, which does not only pay attention to academic barriers but also to life challenges that may interfere with persistence and progression. Understanding that advising is vital to student success, every effort has been made to ensure that advisors are regularly trained and students receive accurate information at all times with the aid of the Navigate app. Student employees called "Navigators" were hired to facilitate hands-on training for students and staff on how to utilize the app. By strengthening advising, the College seeks to ensure that students find the support they need to stay in College, succeed in their coursework, and complete their programs of study.

The introduction of case management advising builds on the reforms introduced by PGCC 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 set 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. New technology was introduced for students to create and view their customized pathway of courses through the internet and mobile devices. The College also shortened the developmental English and math course sequences and aligned math courses to programs, resulting in faster 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 28.2% for the fall 2019 cohort. Meanwhile, the percentage of students who completed college-level English in their first year reached 47.6% for the fall 2019 cohort, up from 38.1% for the fall 2017 cohort. Similar 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 20.5% for the fall 2019 cohort. As students in more recent cohorts 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.

In addition to implementing reforms to increase student completion, PGCC has signed articulation and transfer agreements with new four-year partners over the past year, including agreements with Fisk University and Morehouse College. The goal is to ensure that graduates who choose to continue their education after graduating from PGCC experience a seamless transfer of credits and succeed in their four-year programs. The number of transfer degrees awarded by PGCC increased by almost 16% from 638 in FY 2019 to 738 in FY 2020 (PAR 20c). Among FY 2019 graduates from transfer associate degree and certificate programs, 75.4% were enrolled at a four-year college or university within a year after graduation (PAR 22). Furthermore, for those students who transferred to Maryland public four-year institutions, almost 84% earned a cumulative GPA of 2.0 or above at the transfer institution in AY 2019-2020 (PAR 21).

The College is also focused on improving success outcomes for students enrolled in adult education (PAR 10a and b). From March to June 2020, the College did not have authorization by the grantor to post-test students remotely, which negatively impacted the ability to measure and demonstrate student performance. In FY 2022, the adult education programs will begin offering both remote and in-person testing, and they will start requiring all students to take the grantor's official exams. These measures will help improve success outcomes for adult education students.

State Plan Goal 3: Innovation
While fostering innovation to improve student access and success, the College also strives to ensure that graduates are adequately prepared for the workforce. The number of career degrees awarded by PGCC grew by 6% from 334 in FY 2019 to 355 in FY 2020 (PAR 20b). Data from

the Maryland Longitudinal Data System (MLDS) shows significant income growth for PGCC graduates who lived in Maryland and obtained a career-focused associate degree or certificate. For those who graduated in FY 2017 and worked for Maryland-based employers, the annualized income more than doubled when comparing their wages one year before graduation to what they earned three years after graduation (PAR 25a and b).

In FY2020, 6,828 students took workforce development courses (PAR 26a), including 2,872 enrolled in courses leading to government or industry-required certification or licensure (PAR 27a). Furthermore, 4,024 students participated in contract training (PAR 28a), with annual course enrollments in contract training rising to 11,133 (almost 5% up from FY 2019; PAR 28b).

PGCC partners with government agencies, business, and community organizations to offer innovative training solutions leading to new employment opportunities and avenues for growth for county residents. The College is collaborating with the county's Office of Central Services (OCS) on the Sustainable Energy and Workforce Development Program (SEWDP). This initiative funds free occupational skills training and work-based learning to prepare county residents for employment in the renewable energy industry. Participants can earn certifications as weatherization technicians, solar installers, building analysts, envelope professionals, and energy auditors. To date, 66 students have received training through this program.

Another innovative partnership has been established with the Educational Design Lab (EDL), a national nonprofit that designs, implements, and scales new learning models for higher education and the future of work. EDL selected PGCC as one of six community colleges to participate in the inaugural cohort of its Community College Growth Engine Fund. The college has received an implementation grant and is benefitting from extensive hands-on support from EDL to launch micro-pathways in Healthcare, Information Technology, and Hospitality in fall 2021. PGCC will engage with employers and regional stakeholders, including the Prince George's County Public School System, to help low-wage and entry-level workers advance into well-paying jobs.

The College is also continuing to prepare residents to succeed in the job market through the TeamBuilders Academy (TBA). The Academy partners with government, community, and faith-based organizations to achieve its goal of helping residents earn occupational certifications and improve their employability. These partnerships are critical to the College's efforts in the areas of outreach and recruitment, curriculum development, and the expansion of internship and employment opportunities for students. In FY 2020, twenty-one participants completed TBA training, earning industry-based credentials in administrative or construction tracks.

Community Outreach and Impact
PGCC is deeply engaged with its surrounding communities and the County at large. The College has partnered with the Alliance for Innovation in Education (AIE), a local non-profit focused on youth educational programming to expand the STEM talent pipeline. In July and August 2020, the College and AIE offered four virtual STEM camps free of change, thanks to funding from the Prince George's Community Partnership grant. The camps served 79 students, county residents in 6th to 8th grades from diverse racial/ethnic, socioeconomic, and educational backgrounds.

Another opportunity for students' community engagement and personal growth was available through Verizon's sponsorship of *The Eliminating Food Insecurities Design Challenge*. In collaboration with the Good Food Consortium, PGCC'S INNOHub engaged students in a design thinking process to develop solutions that contribute to eliminating food insecurities and reducing the disproportionate rate of diet-related illness throughout Prince George's County. The Innovation Hub will support the winning team with implementing their prototype.

Reflecting the College's commitment to promoting civic engagement, the office of Student Engagement and Leadership submitted an application and voter education and engagement action plan to ALL IN Campus Democracy Challenge. This is a nonpartisan, national initiative that recognizes and supports colleges to promote democratic engagement and voter participation. The application was accepted and the College is now one of 160 higher education institutions that answered the call to encourage full voter participation of all eligible students.

Institutional Response to MHEC's question

Please specify how your institution utilized CARES funding over the past year. What are some ways your institution was able to leverage those funds for student access and success?

The Coronavirus Aid Relief and Economic Security (CARES) Act allocated $6,421,788 to PGCC. CARES funding had a direct, positive impact on student access by providing quick financial assistance to students who were highly vulnerable to the economic consequences of the pandemic. The Act stipulated that 50% of the funds had to be used for emergency student aid to eligible students who incurred "expenses related to the disruption of college operations due to the coronavirus." Following the Department of Education's guidance, the College awarded Emergency Financial Aid Grants to students who were enrolled in a Title IV eligible program as of May 9, 2020, and had an Expected Family Contribution (EFC) up to $10,000. With the funds received, PGCC was able to provide $690 to 4,652 students and $507 to two students. Direct payments were sent to students within thirty days after receiving the funding.

In 2021, PGCC received additional federal funds for emergency student aid. The Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA) allocated to PGCC $3,210,894 to assist eligible students with cost of attendance or emergency costs due to the coronavirus. Based on the US Department of Education's guidance, the allocation of CRRSAA funds must prioritize students with exceptional need, such as students who receive Pell Grants. However, students do not have to be Pell recipients or Pell eligible to receive funding. In keeping with this guidance, the College sent a COVID-19 hardship questionnaire to 414 students who were not Pell eligible and had expected family contributions from $5,711 up to $10,000, as well as to 445 continuing education students enrolled in a certification or licensure program.

As of May 2021, CRRSAA funds totaling $2,977,600 have been sent to 3,721 students enrolled in spring 2021. First priority was given to Pell grant recipients, with 3,551 Pell grant recipients receiving $800 each. Furthermore, 171 students responded to the COVID-19 hardship questionnaire, and each was awarded $800. The remaining $233,294 will be exhausted by June

30, 2021, with awards to students who became Pell eligible after March 2021, and to the next pool of non-Pell eligible students.

Beyond providing direct financial assistance to students, CARES funding has been crucial for ensuring continuity of operations and supporting high quality instruction during the pandemic. PGCC was authorized to spend 50% of CARES funds, or $3,210,894, on institutional support. During FY 2021, the College disbursed $628,894 of those funds, with $385,437 devoted to campus safety and operations, and the remaining funds spent on creating the right conditions for students to succeed, be in a virtual, hybrid, or socially distanced learning environment.

CARES funding was partly used to establish a mobile desktop program for employees, a key step to maintain comprehensive student support services during the pandemic. PGCC also relied on CARES funds to expand Zoom licenses for large-scale events, such as Student Town Hall meetings, which allowed the College to continue to engage and celebrate students while in a fully remote posture. Some of the expenses likely to contribute to student success included:

- $88,700 used to fund faculty training in virtual instruction (220 full-time faculty were trained).
- $13,700 dedicated to providing laptops/tablets for students.
- $113,134 spent on additional instructional equipment and/or supplies.
- $22,423 allocated to acquiring additional equipment or software to enable distance learning and/or upgrading campus Wi-Fi access.

In December 2020, a second allocation for institutional support, amounting to $11,403,543, was awarded to PGCC under the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA). As of June 14, 2021, a total of $1,827,968 in CARES I funds and $2,749,822 in CARES II/CRRSAA funds have been either spent or encumbered. An extensive spending plan for the latter is already in place and expedited spending will begin soon, including expenses aimed at helping with PGCC's return to on-site operations, continued strengthening of remote operations for best service to students, and greater student accessibility.

Fall 2016 Cohort	All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	2118		443		544		1131	
2	Number attempting fewer than 18 hours over first 2 years	657		161		25		471	
3	Cohort for analysis (Line 1 – Line 2)	1461	100.0%	282	100.0%	519	100.0%	660	100.0%
4	Earned Associate degree from this community college	197	13.5%	66	23.4%	114	22.0%	17	2.6%
5	Earned certificate, but no degree, from this community college	9	0.6%	4	1.4%	1	0.2%	4	0.6%
6	Total associate and certificate graduates (Line 4 + Line 5)	206	14.1%	70	24.8%	115	22.2%	21	3.2%
7	Transferred to Maryland two-year/technical college	67	4.6%	14	5.0%	20	3.9%	33	5.0%
8	Transferred to Maryland public four-year college	290	19.8%	83	29.4%	139	26.8%	68	10.3%
9	Transferred to Maryland private four-year college or university	8	0.5%	2	0.7%	3	0.6%	3	0.5%
10	Transferred to out-of-state two-year/technical college	29	2.0%	5	1.8%	3	0.6%	21	3.2%
11	Transferred to out-of-state four-year college or university	85	5.8%	14	5.0%	33	6.4%	38	5.8%
12	Total transfers (sum of Lines 7 - 11)	479	32.8%	118	41.8%	198	38.2%	163	24.7%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	148	10.1%	49	17.4%	88	17.0%	11	1.7%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	537	36.8%	139	49.3%	225	43.4%	173	26.2%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	255	17.5%	59	20.9%	158	30.4%	38	5.8%
16	Successful transition to higher ed (Line 14 + Line 15)	792	54.2%	198	70.2%	383	73.8%	211	32.0%
17	Enrolled at this communtiy college last term of study period	67	4.6%	4	1.4%	35	6.7%	28	4.2%
18	Successful or persisting (Line 16 + Line 17)	859	58.8%	202	71.6%	418	80.5%	239	36.2%

Prince George's Community College Degree Progress Four Years after Initial Enrollment Fall 2016 Entering Cohort

	Prince George's Community College Degree Progress Four Years after Initial Enrollment Fall 2016 Entering Cohort								
		African American Students		Asian Students		Hispanic Students		White Students	
1	First-time full- and part-time fall headcount	1407		118		308		47	
2	Number attempting fewer than 18 hours over first 2 years	435		29		87		20	
3	Cohort for analysis (Line 1 – Line 2)	972	100.0%	89	100.0%	221	100.0%	27	100.0%
4	Earned Associate degree from this community college	99	10.2%	29	32.6%	38	17.2%	6	22.2%
5	Earned certificate, but no degree, from this community college	4	0.4%	0	0.0%	2	0.9%	2	7.4%
6	Total associate and certificate graduates (Line 4 + Line 5)	103	10.6%	29	32.6%	40	18.1%	8	29.6%
7	Transferred to Maryland two-year/technical college	37	3.8%	11	12.4%	8	3.6%	2	7.4%
8	Transferred to Maryland public four-year college	190	19.5%	19	21.3%	49	22.2%	8	29.6%
9	Transferred to Maryland private four-year college or university	6	0.6%	0	0.0%	0	0.0%	0	0.0%
10	Transferred to out-of-state two-year/technical college	22	2.3%	0	0.0%	3	1.4%	1	3.7%
11	Transferred to out-of-state four-year college or university	56	5.8%	6	6.7%	12	5.4%	1	3.7%
12	Total transfers (sum of Lines 7 - 11)	311	32.0%	36	40.4%	72	32.6%	12	44.4%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	80	8.2%	19	21.3%	29	13.1%	5	18.5%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	334	34.4%	46	51.7%	83	37.6%	15	55.6%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	160	16.5%	17	19.1%	47	21.3%	3	11.1%
16	Successful transition to higher ed (Line 14 + Line 15)	494	50.8%	63	70.8%	130	58.8%	18	66.7%
17	Enrolled at this community college last term of study period	49	5.0%	3	3.4%	11	5.0%	0	0.0%
18	Successful or persisting (Line 16 + Line 17)	543	55.9%	66	74.2%	141	63.8%	18	66.7%

Prince George's Community College
2021 ACCOUNTABILITY REPORT

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

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
A	Fall credit enrollment	12,274	11,987	11,885	11,376
	a. Unduplicated headcount	73.9%	73.5%	71.1%	69.2%
	b. Percent of students enrolled part time				

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
B	First-time credit students with developmental education needs	71.2%	64.7%	60.0%	24.5%

		FY 2017	FY 2018	FY 2019	FY 2020
C	Credit students who are first-generation college students (neither parent attended college)	N/A	51.7%	51.7%	51.7%

		FY 2017	FY 2018	FY 2019	FY 2020
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	6,054	5,688	5,698	5,662

		FY 2017	FY 2018	FY 2019	FY 2020
E	Credit students receiving financial aid				
	a. Receiving any financial aid	47.3%	46.5%	43.9%	45.6%
	b. Receiving Pell grants	31.9%	33.0%	31.4%	30.2%

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
F	Students 25 years old or older				
	a. Credit students	40.7%	39.1%	35.3%	34.0%

		FY 2017	FY 2018	FY 2019	FY 2020
	b. Continuing education students	71%	77%	70%	76%

		FY 2017	FY 2018	FY 2019	FY 2020
G	Credit students employed more than 20 hours per week	N/A	49.2%	49.2%	49.2%

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	11.7%	12.3%	13.4%	14.9%
	b. Black/African American only	71.0%	70.8%	68.8%	66.5%
	c. American Indian or Alaskan native only	0.4%	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	4.2%	4.1%	4.4%	4.2%
	f. White only	4.1%	4.0%	3.7%	3.6%
	g. Multiple races	3.2%	3.2%	3.3%	3.5%
	h. Foreign/Non-resident alien	3.0%	3.1%	3.8%	3.1%
	i. Unknown/Unreported	2.4%	2.3%	2.1%	3.9%

		Fall 2017	Fall 2018	Fall 2019	Fall 2020
I	Credit student distance education enrollment				
	a. Enrolled exclusively in distance education	7.9%	8.4%	9.0%	94.8%
	b. Enrolled in some, but not all, distance education	17.8%	20.7%	22.5%	2.1%
	c. Not enrolled in any distance education	74.3%	70.9%	68.5%	3.1%

		FY 2017	FY 2018	FY 2019	FY 2020
J	Unrestricted revenue by source				
	a. Tuition and fees	38.4%	36.3%	34.9%	34.3%
	b. State funding	26.9%	25.7%	25.8%	26.6%
	c. Local funding	33.0%	36.0%	37.2%	37.3%
	d. Other	1.7%	2.1%	2.1%	1.8%

		FY 2017	FY 2018	FY 2019	FY 2020
K	Expenditures by function				
	a. Instruction	34.0%	33.2%	31.3%	31.9%
	b. Academic support	19.4%	21.7%	23.0%	22.4%
	c. Student services	8.5%	7.6%	7.4%	7.7%
	d. Other	38.1%	37.4%	38.3%	38.0%

Goal 1: Access

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
1	Annual unduplicated headcount					
	a. Total	39,182	35,670	37,411	33,280	**35,100**
	b. Credit students	17,370	16,791	16,981	16,812	**17,400**
	c. Continuing education students	23,060	20,404	21,274	17,130	**19,000**

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
2	Market share of first-time, full-time freshmen	23.1%	21.8%	27.8%	29.2%	**32.0%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
3	Market share of part-time undergraduates	51.6%	51.7%	54.7%	53.1%	**61.0%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2024
4	Market share of recent, college-bound high school graduates	25.8%	25.4%	27.3%	26.8%	**33.0%**

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
5	High school student enrollment	1,051	1,424	1,699	1,906	**2,417**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	11,905	12,395	13,763	17,340	**16,300**
	b. Continuing education, online	1,241	1,197	1,087	1,527	**1,600**
	c. Credit, hybrid	784	134	113	76	**750**
	d. Continuing education, hybrid	865	850	1,104	320	**950**

		FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2026
7	Tuition and mandatory fees					

	a. Annual tuition and fees for full-time students	$4,700	$4,700	$4,700	$4,670	**NA**
	b. Percent of tuition/fees at Md public four-year institutions	50.8%	49.7%	48.5%	48.4%	**50.0%**

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	**BenchmarkFY 2025**
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	6,753	6,674	6,158	5,382	**6,200**
	b. Annual course enrollments	34,263	36,367	34,512	34,208	**35,200**

		FY 2017	FY 2018	FY 2019	FY 2020	**Benchmark FY 2025**
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	6,985	7,046	6,061	5,769	**6,200**
	b. Annual course enrollments	10,336	10,604	9,592	9,390	**10,000**

		FY 2017	FY 2018	FY 2019	FY 2020	**Benchmark FY 2025**
10	Adult education student achievement of:					
	a. At least one ABE educational functioning level	15.4%	15.4%	15.7%	9.3%	**40.0%**
	b. At least one ESL educational functioning level	38.2%	35.2%	33.1%	21.2%	**43.0%**

Note: Not reported if < 50 students in the cohort

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	**Benchmark Fall 2025**
11	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	95.6%	95.9%	96.1%	96.1%	**92.0%**

		FY 2017	FY 2018	FY 2019	FY 2020	**Benchmark FY 2025**
	b. Percent nonwhite continuing education enrollment	87.4%	87.8%	89.0%	88.8%	**92.0%**

	July 2017	July 2018	July 2019	July 2020	Benchmark Not Required
c. Percent nonwhite service area population, 15 or older	86.0%	86.3%	86.7%	87.0%	**NA**

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
12 Percent minorities (nonwhite) of full-time faculty	47.7%	47.9%	51.8%	54.1%	**62.0%**

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
13 Percent minorities (nonwhite) of full-time administrative and professional staff	75.9%	78.9%	79.3%	78.7%	**77.0%**

Goal 2: Success

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2024 Cohort
14 Fall-to-fall retention					
a. All students	54.1%	53.7%	57.3%	54.8%	**65.0%**
b. Pell grant recipients	55.0%	55.0%	58.8%	57.6%	**62.0%**
c. Developmental students	53.5%	52.2%	54.2%	47.3%	**55.0%**
d. College-ready students	56.3%	57.4%	63.0%	66.1%	**74.0%**

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	BenchmarkFall 2021 Cohort
15 Developmental completers after four years	28.3%	29.4%	36.4%	44.0%	**54.0%**

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	74.9%	73.3%	78.8%	71.6%	**83.0%**
b. Developmental completers	92.2%	89.8%	89.5%	80.5%	**93.0%**
c. Developmental non-completers	44.8%	44.0%	42.8%	36.2%	**NA**
d. All students in cohort	60.3%	60.1%	63.7%	58.8%	**75.0%**

		Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Not Required
17	Successful-persister rate after four years					
	a. White only	76.8%	74.0%	75.5%	++	NA
	b. Black/African American only	59.8%	58.0%	61.9%	55.9%	NA
	c. Asian only	71.9%	81.0%	74.2%	74.2%	NA
	d. Hispanic/Latino	59.1%	60.5%	63.0%	63.8%	NA
	Note: Not reported if < 50 students in the cohort for analysis					

		Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2021 Cohort
18	Graduation-transfer rate after four years					
	a. College-ready students	53.1%	54.1%	53.9%	49.3%	60.0%
	b. Developmental completers	47.9%	46.8%	50.3%	43.4%	57.0%
	c. Developmental non-completers	26.9%	26.8%	26.5%	26.2%	NA
	d. All students in cohort	35.4%	36.2%	39.1%	36.8%	45.0%

		Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Not Required
19	Graduation-transfer rate after four years					
	a. White only	57.1%	56.2%	43.4%	++	NA
	b. Black/African American only	35.3%	35.5%	38.5%	34.4%	NA
	c. Asian only	43.8%	46.8%	50.0%	51.7%	NA
	d. Hispanic/Latino	30.5%	31.2%	35.6%	37.6%	NA
	Note: Not reported if < 50 students in the cohort for analysis					

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
20	Associate degrees and credit certificates awarded					
	a. Total awards	1,061	1,174	1,064	1,179	1,750
	b. Career degrees	355	422	334	355	NA
	c. Transfer degrees	501	635	638	738	NA
	d. Certificates	205	117	92	86	NA
	e. Unduplicated graduates	996	1,121	1,023	1,142	NA

		AY 16-17	AY 17-18	AY 18-19	AY 19-20	Benchmark AY 2024-25

21	First-year GPA of 2.0 or above at transfer institution	82.3%	81.4%	81.9%	83.6%	**85.0%**

		FY 2016 Graduates	**FY 2017 Graduates**	**FY 2018 Graduates**	**FY 2019 Graduates**	**Benchmark FY 2024 Graduates**
22	Graduate transfers within one year	74.3%	78.3%	70.6%	75.4%	**85.0%**

Goal 3: Innovation

		FY 2017	**FY 2018**	**FY 2019**	**FY 2020**	**Benchmark FY 2025**
23	Credit program pass rates in licensure/certification examinations required for employment					
	a. Health Information Management	50%	*	100%	*	**90.0%**
	Number of Candidates	6		6		
	b. Nuclear Medicine	*	*	83%	*	**90.0%**
	Number of Candidates			6		
	c. Nursing	74%	68%	78%	86.0%	**90.0%**
	Number of Candidates	117	142	102	109	
	d. Radiography	84%	91%	96%	88.0%	**90.0%**
	Number of Candidates	31	23	26	24	
	e. Respiratory Therapy	100%	100%	100%	100.0%	**100.0%**
	Number of Candidates	7	10	6	7	
	f. Paramedic	69%	78%	86%	86.0%	**90.0%**
	Number of Candidates	55	18	7***	7	
	g. Medical Assisting	*	*	*	*	**90.0%**
	Number of Candidates					
	h. Surgical Technology	*	*	*	*	**90.0%**
	Number of Candidates					
	Note: Not reported if <5 candidates in a year					

		FY 2016 Graduates	**FY 2017 Graduates**	**FY 2018 Graduates**	**FY 2019 Graduates**	**Benchmark Not Required**
24	Graduates employed within one year	62.7%	67.9%	66.1%	57.1%	**NA**

		FY 2014 Graduates	**FY 2015 Graduates**	**FY 2016 Graduates**	**FY 2017 Graduates**	**Benchmark Not Required**
25	Income growth of career program graduates					

		FY 2017	FY 2018	FY 2019	FY 2020	**NA**
	a. Median annualized income one year prior to graduation	$29,744	$23,904	$28,668	$25,132	**NA**
	b. Median annualized income three years after graduation	$59,692	$53,428	$54,416	$53,404	**NA**

		FY 2017	**FY 2018**	**FY 2019**	**FY 2020**	**Benchmark FY 2025**
26	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	9,602	9,170	10,314	6,828	**10,600**
	b. Annual course enrollments	18,261	15,180	16,126	11,616	**16,700**

		FY 2017	**FY 2018**	**FY 2019**	**FY 2020**	**BenchmarkFY 2025**
27	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	2,233	3,932	3,604	2,872	**3,900**
	b. Annual course enrollments	4,552	5,850	5,693	4,415	**5,900**

		FY 2017	**FY 2018**	**FY 2019**	**FY 2020**	**Benchmark FY 2025**
28	Enrollment in contract training courses					
	a. Unduplicated annual headcount	4,058	3,169	4,962	4,024	**5,300**
	b. Annual course enrollments	7,671	8,981	10,629	11,133	**12,800**

Note: NA designates not applicable

*Fewer than 5 candidates, data not reported

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

++ <50 students in the cohort

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 7,628 students in FY 2020 (Indicator 1a). Much of the decline from the 10,000 students served in each of the three prior years can be attributed to the COVID-19 pandemic. Credit headcount in FY 2020 decreased 4% from FY 2019 and continuing education headcount decreased 37%. When the college's campus closed in late March 2020, 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 of 2021, several continuing education courses were moved to a distance learning format and others were safely offered on campus. Most of the summer credit classes were taught in a distance learning format.

Before finalizing its plans for what types of classes to offer in the fall of 2020, the college surveyed current credit students and applicants who hadn't registered yet and asked about their class format preferences. Thirty-eight percent said they wanted classes on campus with social distancing, 32% said they wanted online classes and the remaining 30% indicated that they would prefer hybrid or virtual options. This information was shared with a group of faculty members and instructional leaders who worked on changing class formats to meet social distancing requirements while maintaining the highest academic standards and quality of instruction. The end result of the academic planning was the development of six different credit class formats, including on-campus, online, virtual and three different types of hybrid models. Enrollments in the fall term turned out to be very similar to what students requested in the survey, with 39% on campus, 38% online and 23% in virtual or hybrid formats.

Continuing education students were also surveyed regarding their class format preferences for the fall. Almost half preferred classes on campus with social distancing, 29% said they wanted online classes and the remaining 22% indicated that they would prefer virtual or hybrid options. Increased distance learning offerings in FY 2021 resulted in 38% of enrollments in an online or virtual format, compared to 18% online and no virtual enrollments in FY 2020.

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 2020, the fall-to-spring retention rate for TRIO students was 20 percentage points higher than for non-TRIO students. More than 90% of the TRIO students were in good standing and 95% earned a cumulative GPA above 2.0 at the end of the year.

In FY 2021, for the fifth year in a row, 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 17 students funded by the grant would not have been able to attend without assistance. Four students who received scholarships have graduated and 12 were retained from the prior year. In FY 2021, there were five new recipients and a total of $36,865 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 as well as the college. In FY 2021, the college was in its fourth year of the grant and 125 eligible veterans were assisted through the center. Wor-Wic was named as a 2021 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 for both credit and non-credit courses were expanded in FY 2020, prior to the pandemic. Credit enrollments increased more than 70% over the past four years to 3,353 enrollments (Indicator 6a). Continuing education enrollments doubled during the same time frame to 459 enrollments (Indicator 6b).

An academic forgiveness policy was approved in the spring of 2021 to improve access to returning students who had poor academic performance in the past. Students who have been absent from the college for at least four years now have an opportunity to return if they demonstrate a commitment to improving their performance 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 72% in the fall of 2017 to 46% in the fall of 2020 (Characteristic B). This decrease was influenced by policy changes that allow 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 2020 shows that students who received the high school GPA waiver were as successful as 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 more than 10 percentage points for the fall 2017 and 2018 cohorts and decreased to less than 5 percentage points for the fall 2019 cohort. Fall-to-fall retention rates for the fall 2019 cohort were 47.3% for developmental students and 52.0% for college-ready students (Indicator 14).

The college has implemented several major initiatives designed to increase student retention and success. Starting with applicants for the fall 2020 term, 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 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. A proposal was drafted and shared with college employees for input. The new model included moving academic advising from student services administrators and faculty to professional academic advisors who work closely with students to develop academic plans and monitor success. The new advising process was implemented shortly after the campus closed in March 2020. At that time, advising meetings were conducted via telephone or video conferencing software. After the advising center opened in the summer of 2021, students were able to meet with their advisors in person, via telephone or video conferencing software.

With additional support from the college's Title III grant, the college purchased student success technology to assist with advising and retention efforts. Implementation was completed in the summer of 2020. The software module is 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.

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. In FY 2021, students utilized 766 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 when many students were attending classes remotely in FY 2021 as a result of the COVID-19 pandemic.

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 earned initial accreditation status with the National League for Nursing Commission for Nursing Education Accreditation in the spring of 2021.

In addition, several new credit program options are being offered in the fall of 2021. A new associate degree program in professional license studies is being added to Wor-Wic's business program offerings for students who already hold an active professional license through the state of Maryland. Students will receive 12 college credits for having a professional license that required at least 600 hours of training. The licenses recognized for this degree program include barber, cosmetologist, hairstylist, esthetician, HVAC, electrician, plumber/gas fitter, real estate appraiser and stationary engineer.

Culinary arts has been separated from hotel-motel-restaurant management as an independent program, offering both associate degree and certificate options. During an accreditation visit, the American Culinary Federation recommended that culinary arts become a stand-alone program. Culinary course offerings have been expanded to include artisan breads and specialty cakes, gluten-free breads and desserts, chocolate and sugar sculpting and European pastries.

The college has also added an English concentration to its general studies program. New courses added include creative writing, film, women's literature, and American, British and world literature. The concentration prepares graduates to transfer to a four-year college or university.

In FY 2021, 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 to meet the needs of local employers in partnership with Arcon Welding, Crystal Steel, Quality Staffing Services and the Lower Shore Workforce Alliance. 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. Training for table games dealers and customer service was offered in partnership with the Ocean Downs Casino. Of the almost 3,000 students enrolled in workforce development courses in FY 2020 (Indicator 26a), more than 2,000 of those students were in courses that lead to government or industry-required certification or licensure (Indicator 27a). The decline in FY 2020 from the three prior years is due to the cancelation of continuing education classes in the spring of 2020 as a result of the pandemic.

A new online registration system for continuing education courses was implemented in the spring of 2021, replacing an outdated product that provided online registration for only certain

courses. The new system allows continuing education courses to be showcased on the college's website and provides a more customer-friendly "shopping cart" experience for students. Automated communications have been implemented and students can now upload prerequisite documents when registering for various allied health and truck driver training courses, as well as gifted and talented courses for children.

Construction on a new applied technology building is set to begin in the fall of 2021. The new building will support credit programs in the college's occupational education division, with an emphasis on applied and emerging technologies such as industrial technology, supply chain management and alternative energy, as well as current and additional workforce development courses in the areas of transportation and industrial trades. The building will also include a makerspace multipurpose laboratory where students and community members can gather to create, invent and learn. Several specialized industrial laboratories, a computer laboratory, classrooms, student study spaces, a conference room and offices to accommodate credit and non-credit employees to support these programs will also be housed in the new building.

Response to Question Raised by the Commission

Prompt: *Please specify how your institution utilized CARES funding over the past year. What are some ways your institution was able to leverage those funds for student access and success?*

In March of 2020, states of emergency were declared in Maryland and nationally due to the coronavirus (COVID-19) pandemic. The college quickly scrambled to transition in-person classes to distance learning formats and prepare employees to work remotely. Classes were suspended for one week to allow faculty to prepare for the remote delivery of instruction.

After beginning the transition to working from home, it became apparent that the college would need to purchase additional laptops for employees, as most administrative and support staff employees were utilizing desktop computers. The college issued over 100 loaner laptops from on-campus computer laboratories to employees and ordered new laptops to replace the loaners and desktop computers. Almost 350 laptops have been ordered with Coronavirus Aid, Relief, and Economic Security (CARES) Act funds.

While in-person communication was limited during the pandemic, the college utilized CARES funds to upgrade and/or implement additional communication platforms to ensure effective communication between employees and students. The college replaced its outdated telephone system with a Cisco Webex Calling cloud-based phone system. The new system provides improved phone service capabilities, remote phone access and unified messaging through the Webex Teams application, which allows users to access their voicemail remotely. In addition, a text messaging software was purchased to allow faculty and student services employees to send and receive text messages from students via their employee work phones instead of using personal cell phones. An eFax system was also purchased to eliminate fax machines on campus and provide the ability for employees to send and receive faxes remotely. Although the college had about 50 Zoom licenses prior to the pandemic, several hundred additional licenses were purchased during the course of the pandemic with CARES funding. Zoom has been the preferred platform for conducting videoconference classes, meetings and faculty office hours. Students

have been able to connect with their advisor via Zoom and by phone. To keep in touch with prospective students during the pandemic, the college's outreach coordinator conducted weekly Zoom sessions on a variety of topics to assist prospective students in navigating the enrollment process from home. Examples of session topics include how to enroll and pay for college, as well as dual enrollment, transfer and academic program information.

To support new class delivery formats during the pandemic, almost 100 specialized video cameras, microphones and speakers were installed in classrooms and labs on campus. Two large assembly and meeting rooms were also upgraded with new video cameras, speakers, microphone systems, projector screens and internet video streaming servers. These upgrades provided flexibility to deliver virtual classes, conduct remote conferencing and offer enhanced technology for in-person events. Additional remote proctoring licenses were purchased to allow students to take tests online. Faculty were also paid stipends to complete professional development training in order to improve online course delivery. These initiatives were fully supported using CARES funding.

In July of 2020, return to campus policies were created, allowing more employees access to the campus with new pandemic protocols in place, such as entering through one of the health screening checkpoints, wearing masks and social distancing. Thermometers purchased with CARES funds were used at the checkpoints, which were managed by the public safety department during the summer. It became evident that more health screeners would be needed as students were welcomed back to campus for the fall term. The college contracted with the Chesapeake Strategies Group to assist with the operation of the health screening checkpoints and paid for their services using CARES funds.

The college also utilized CARES funds for cleaning and social distancing supplies on campus. Plexiglass was installed in offices, classrooms, laboratories and resource centers. Classroom furniture was rearranged or removed to meet the social distancing requirements. Social distancing signage was purchased and posted throughout the campus. Foggers were purchased for heavy duty cleaning and building attendants were trained on new cleaning protocols. High touch areas, including doorknobs and light switches, were frequently sanitized. Additional hand sanitizer and wipes were purchased and supplied to offices and classrooms. Personal protective equipment (PPE), such as masks and gloves, were purchased for the cleaning staff. PPE was also purchased for credit and non-credit courses that required full PPE for students and faculty.

Direct student assistance was provided with Higher Education Emergency Relief Fund (HEERF) awards through CARES and the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA) funds. In FY 2021, all of the CARES funds ($930,447) were awarded to 862 students and almost $700,000 of the CRRSAA funds ($930,447) were awarded to more than 1,200 students for emergency aid and technology support. The remaining CRRSAA funds continue to be awarded to students in FY 2022. An additional $3,640,159 has been received by the college for student assistance from the American Recovery Act. These funds will be utilized once all of the CRRSAA funds have been awarded.

Several current projects being implemented in the summer of 2021 support student access and success and are supported with CARES funds. These include installing additional chemistry

equipment and fume hoods in order to reduce the number of students who will be sharing equipment. Other projects include new student orientation software and a cloud-based syllabus management platform. Projects for the fall of 2021 include implementing an online ordering system for the café on campus and purchasing antimicrobial furniture for the café and other areas where students gather. Needlepoint bipolar ionization (NBPI) systems will also be installed in 31 air handling units on campus to more safely clean the air inside buildings.

COMMUNITY OUTREACH AND IMPACT

Collaboration with Local High Schools
High school students in Worcester, Wicomico, Somerset and Dorchester counties are eligible to receive college credit for certain courses they have completed in high school as a result of articulation agreements between the college and the local boards of education. Beyond the tuition requirements mandated by Maryland's College and Career Readiness and College Completion Act of 2013, students attending public high schools and several private high schools in the service area can attend Wor-Wic with a 25% tuition discount if they meet their school's dual enrollment eligibility requirements. General education courses are taught in Wicomico, Worcester and Somerset county public high schools and in a Wicomico County private high school. Wor-Wic has partnered with Wicomico County Public Schools since FY 2019 to pilot an "Early College" program. The program allows eligible students to enroll in specific coursework at Wor-Wic during the 11th and 12th grades so they can potentially graduate with an associate degree at the same time as earning their high school diplomas. The college also partners with the public schools in Wicomico and Worcester counties to provide evening courses at their career and technology education (CTE) sites. The courses range from automotive, carpentry and electrical to HVAC and welding.

Transfer Opportunities to Four-Year Institutions
Providing a seamless transition for students who start at Wor-Wic and want to transfer to a four-year institution, the college offers transfer programs in business, computer studies, education, general studies and STEM. In addition, articulation agreements for specific associate degree programs have been developed with various colleges and universities. Wor-Wic partners with University of Maryland Global Campus (UMGC) to articulate seven of the college's programs to bachelor's degree programs at UMGC. Wor-Wic's graduates also have access to discounted tuition through the UMGC Completion Scholarship. Chemical dependency counseling graduates can transfer to the social work program at Salisbury University. Additionally, the college's nursing program articulates to 11 institutions where graduates can pursue a bachelor of science in nursing degree. New articulations in FY 2021 include agreements with Bowie State University for STEM biology and chemistry graduates, University of Maryland Eastern Shore for STEM chemistry pre-pharmacy graduates to directly enter the doctor of pharmacy program and St. Mary's College of Maryland for STEM biology graduates to enter the marine science program.

Scholarship Agreement with University of Maryland Eastern Shore (UMES)
The presidents of Wor-Wic and UMES recently signed a formal scholarship agreement. UMES is offering recent Wor-Wic graduates a $3,500 annual scholarship, or $1,750 per semester, for a total of up to six semesters at UMES. In addition, each academic year, three students will be selected to receive a presidential scholarship, an $8,585 scholarship opportunity renewable for a

total of up to six semesters. Anyone who graduated from Wor-Wic after December of 2019, including those currently enrolled at UMES, are eligible.

Bridges Program with Salisbury University
Wor-Wic collaborates with Salisbury University in a joint admission program for new students. A select group of up to 30 freshmen identified by the university are offered fall admission to the Bridges program. These students live in a residence hall at SU and enroll in Wor-Wic classes offered on the university campus. The classes are taught by Wor-Wic faculty and include general education courses that transfer to SU. Wor-Wic employees provide admission, advising, disability and financial aid services. Bridges students are integrated into the SU experience through summer and welcome week activities, and they receive academic coaching through the SU Center for Student Achievement. Students who successfully complete the program transfer to SU the following spring semester.

Driver Education Training
Almost 150 students enrolled in Wor-Wic's driver education classes in FY 2021 and one fourth received tuition assistance. Although the course is open to any area resident who is at least 16 years old, the idea originated as an effort to help area economically-disadvantaged residents obtain a driver's license and improve their ability to obtain jobs. Wor-Wic is the only driver education provider in the area to offer financial aid. Students who qualify for aid pay at least $50. Those who don't quality for aid pay $300. Of the FY 2021 students, 30% were at least 20 years old.

Metal Fabrication Training
In partnership with Arcon Welding Services, Crystal Steel Fabricators, Quality Staffing Services and the Lower Shore Workforce Alliance, metal fabrication training was offered in FY 2021 to provide students with the skills necessary to secure employment as entry-level metal fabricators. The training is tuition free to qualified students through a Maryland Energy Administration and Maryland Department of Labor EARN grant. Course offerings were limited in FY 2021 due to the pandemic.

Adult Basic Education Program
With a grant from the Maryland Department of Labor, Wor-Wic provided adult education services to almost 250 Wicomico County residents in FY 2021. Outreach was limited due to the pandemic. Classes, offered at various locations throughout the county, help residents obtain a high school diploma or learn English if they are speakers of other languages. Incarcerated individuals at the Wicomico County Detention Center also benefit from these classes. Students are introduced to the postsecondary educational opportunities available at Wor-Wic through campus visits and information sessions. Additionally, the college and detention center are official GED testing centers.

Training for Incarcerated Adults
Since FY 2017, the college has participated in the Department of Education's Second Chance Pell Experimental Initiative that provides access to federal financial aid for incarcerated students. Wor-Wic is one of 67 colleges and universities chosen to participate. The initiative is designed to provide education that will help incarcerated individuals secure jobs when they are released.

Business management and hotel-motel-restaurant management program courses have been taught to more than 30 qualified inmates at the Eastern Correctional Institution (ECI). Classes have been suspended since March 2020 due to the pandemic. Efforts to offer classes virtually have not been successful. The college is working with the ECI administration to hold on-site classes again in the fall of 2021.

Voter Friendly Campus Designation
Wor-Wic was one of two community colleges in Maryland to be designated as a Voter Friendly Campus for 2021-22 by the Student Affairs Administrators in Higher Education (NASPA) and Fair Election Center's Campus Vote Project. The goal of the program is to bolster efforts that help students overcome barriers to participating in the political process and develop a culture of democratic engagement on campus. The program requires college campuses to engage their campus communities and promote voter registration and voting as part of their institutional mission.

Transitional Youth Initiatives
Through the Tri-County Transition program, the college provided life and employment readiness skills training in FY 2021 for students 18 to 21 years old with significant cognitive disabilities. Training areas included financial literacy, computers and culinary coursework leading to the national ServSafe certification. The program is a partnership with the Wicomico, Worcester and Somerset public schools, with support from the MSDE Division of Rehabilitation Services, and is designed to prepare the students for postsecondary education and employment. Training was conducted both in person and in a virtual format.

Horizons Summer Learning Program
With a grant from the Maryland State Department of Education (MSDE), Wor-Wic partnered with Horizons Delmarva in the summer of 2021 to host a portion of its Summer Learning Program for low-income public school students in Wicomico and Worcester counties. Almost 60 children entering the sixth through ninth grades participated in the six-week program to help them stay on track for the next academic year. Activities included project-based learning in STEM, art, service learning, character education and physical activity.

Gifted and Talented Program
In the summer of 2021, the college's summer scholars gifted and talented program enrolled almost 200 public, private and home-schooled students with more than 300 course enrollments. Students entering third through ninth grades attended a variety of enrichment courses that focused on art, history, self expression, career exploration, culinary arts, science, technology, engineering, mathematics and problem solving. Courses were offered in virtual as well as on campus formats. A grant from the Community Foundation of the Eastern Shore allowed 17 service area students who were eligible for free and reduced meals to attend classes for free.

Wor-Wic Community College Degree Progress Four Years after Initial Enrollment Fall 2016 Entering Cohort

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	627		130		212		285	
2	Number attempting fewer than 18 hours over first 2 years	246		69		15		162	
3	Cohort for analysis (Line 1 – Line 2)	381	100.0%	61	100.0%	197	100.0%	123	100.0%
4	Earned Associate degree from this community college	90	23.6%	25	41.0%	65	33.0%	0	0.0%
5	Earned certificate, but no degree, from this community college	9	2.4%	2	3.3%	6	3.0%	1	0.8%
6	Total associate and certificate graduates (Line 4 + Line 5)	99	26.0%	27	44.3%	71	36.0%	1	0.8%
7	Transferred to Maryland two-year/technical college	6	1.6%	3	4.9%	3	1.5%	0	0.0%
8	Transferred to Maryland public four-year college	102	26.8%	22	36.1%	74	37.6%	6	4.9%
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	12	3.1%	1	1.6%	5	2.5%	6	4.9%
11	Transferred to out-of-state four-year college or university	29	7.6%	12	19.7%	7	3.6%	10	8.1%
12	Total transfers (sum of Lines 7 - 11)	149	39.1%	38	62.3%	89	45.2%	22	17.9%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	60	15.7%	17	27.9%	43	21.8%	0	0.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	188	49.3%	48	78.7%	117	59.4%	23	18.7%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	51	13.4%	8	13.1%	37	18.8%	6	4.9%
16	Successful transition to higher ed (Line 14 + Line 15)	239	62.7%	56	91.8%	154	78.2%	29	23.6%
17	Enrolled at this community college last term of study period	8	2.1%	0	0.0%	3	1.5%	5	4.1%
18	Successful or persisting (Line 16 + Line 17)	247	64.8%	56	91.8%	157	79.7%	34	27.6%

Wor-Wic Community College Degree Progress Four Years after Initial Enrollment Fall 2016 Entering Cohort

		African American Students		Asian Students		Hispanic Students		White Students (optional data)	
1	First-time full- and part-time fall headcount	179		10		36		357	
2	Number attempting fewer than 18 hours over first 2 years	88		5		14		118	
3	Cohort for analysis (Line 1 – Line 2)	91	100.0%	5	100.0%	22	100.0%	239	100.0%
4	Earned Associate degree from this community college	11	12.1%	1	20.0%	4	18.2%	67	28.0%
5	Earned certificate, but no degree, from this community college	0	0.0%	0	0.0%	1	4.5%	8	3.3%
6	Total associate and certificate graduates (Line 4 + Line 5)	11	12.1%	1	20.0%	5	22.7%	75	31.4%
7	Transferred to Maryland two-year/technical college	0	0.0%	0	0.0%	0	0.0%	5	2.1%
8	Transferred to Maryland public four-year college	13	14.3%	1	20.0%	6	27.3%	75	31.4%
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	3	3.3%	0	0.0%	1	4.5%	8	3.3%
11	Transferred to out-of-state four-year college or university	9	9.9%	1	20.0%	2	9.1%	16	6.7%
12	Total transfers (sum of Lines 7 - 11)	25	27.5%	2	40.0%	9	40.9%	104	43.5%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	5	5.5%	0	0.0%	5	22.7%	44	18.4%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	31	34.1%	3	60.0%	9	40.9%	135	56.5%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	9	9.9%	0	0.0%	6	27.3%	33	13.8%
16	Successful transition to higher ed (Line 14 + Line 15)	40	44.0%	3	60.0%	15	68.2%	168	70.3%
17	Enrolled at this community college last term of study period	3	3.3%	0	0.0%	1	4.5%	3	1.3%
18	Successful or persisting (Line 16 + Line 17)	43	47.3%	3	60.0%	16	72.7%	171	71.5%

254

WOR-WIC COMMUNITY COLLEGE
2021 ACCOUNTABILITY REPORT

<mark>**Student & Institutional Characteristics** *(not Benchmarked)*</mark>

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 2017	**Fall 2018**	**Fall 2019**	**Fall 2020**
A	Fall credit enrollment				
	a. Unduplicated headcount	3,110	3,025	2,894	2,705
	b. Percent of students enrolled part time	74.3%	74.0%	75.4%	75.3%

		Fall 2017	**Fall 2018**	**Fall 2019**	**Fall 2020**
B	First-time credit students with developmental education needs	72.0%	65.4%	64.0%	46.1%

		FY 2017	**FY 2018**	**FY 2019**	**FY 2020**
C	Credit students who are first-generation college students (neither parent attended college)	32.2%	30.8%	30.6%	30.8%

		FY 2017	**FY 2018**	**FY 2019**	**FY 2020**
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	501	380	390	288

		FY 2017	**FY 2018**	**FY 2019**	**FY 2020**
E	Credit students receiving financial aid				
	a. Receiving any financial aid	57.4%	55.2%	54.2%	57.2%
	b. Receiving Pell grants	43.3%	41.9%	39.2%	40.7%

		Fall 2017	**Fall 2018**	**Fall 2019**	**Fall 2020**
F	Students 25 years old or older				
	a. Credit students	38.4%	36.1%	35.6%	36.5%

		FY 2017	**FY 2018**	**FY 2019**	**FY 2020**
	b. Continuing education students	75.3%	75.0%	76.7%	69.2%

		FY 2017	**FY 2018**	**FY 2019**	**FY 2020**
G	Credit students employed more than 20 hours per week	*	53.9%	*	*

		Fall 2017	**Fall 2018**	**Fall 2019**	**Fall 2020**
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	5.0%	5.8%	5.7%	5.7%
	b. Black/African American only	25.4%	25.2%	23.4%	24.1%
	c. American Indian or Alaskan native only	0.2%	0.3%	0.1%	0.1%
	d. Native Hawaiian or other Pacific Islander only	0.2%	0.1%	0.1%	0.2%
	e. Asian only	1.9%	2.6%	2.3%	2.4%
	f. White only	61.2%	59.1%	61.3%	60.7%
	g. Multiple races	3.7%	4.4%	4.5%	4.5%
	h. Foreign/Non-resident alien	0.7%	0.6%	0.6%	0.5%
	i. Unknown/Unreported	1.7%	1.9%	2.0%	1.7%

		Fall 2017	**Fall 2018**	**Fall 2019**	**Fall 2020**
I	Credit student distance education enrollment				
	a. Enrolled exclusively in distance education	137	197	265	1,171
	b. Enrolled in some, but not all, distance education	480	568	615	1,027
	c. Not enrolled in any distance education	2,492	2,259	2,010	507

WOR-WIC COMMUNITY COLLEGE
2021 ACCOUNTABILITY REPORT

		FY 2017	FY 2018	FY 2019	FY 2020	
J	Unrestricted revenue by source					
	a. Tuition and fees	37.1%	36.5%	37.2%	35.0%	
	b. State funding	32.3%	31.9%	32.2%	33.1%	
	c. Local funding	27.9%	29.5%	28.6%	30.0%	
	d. Other	2.7%	2.1%	2.0%	1.9%	
		FY 2017	**FY 2018**	**FY 2019**	**FY 2020**	
K	Expenditures by function					
	a. Instruction	37.5%	40.3%	37.3%	36.6%	
	b. Academic support	18.9%	20.5%	19.5%	19.4%	
	c. Student services	7.5%	7.5%	8.0%	8.2%	
	d. Other	36.1%	31.7%	35.2%	35.7%	

Goal 1: Access

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
1	Annual unduplicated headcount					
	a. Total	10,183	9,485	10,105	7,628	**10,200**
	b. Credit students	4,109	4,135	4,052	3,878	**4,300**
	c. Continuing education students	6,433	5,701	6,473	4,068	**6,500**

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
2	Market share of first-time, full-time freshmen	38.1%	43.8%	30.7%	39.5%	**45.0%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
3	Market share of part-time undergraduates	81.2%	80.9%	78.6%	80.0%	**82.0%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2024
4	Market share of recent, college-bound high school graduates	59.3%	55.3%	51.3%	48.5%	**56.0%**

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
5	High school student enrollment	325	446	490	456	**500**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	1,960	2,102	2,607	3,353	**3,300**
	b. Continuing education, online	224	264	376	459	**450**
	c. Credit, hybrid	972	1,573	1,467	1,347	**1,600**
	d. Continuing education, hybrid	0	0	0	0	**0**

		FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2026
7	Tuition and mandatory fees					
	a. Annual tuition and fees for full-time students	$3,750	$4,050	$4,170	$4,380	**NA**
	b. Percent of tuition/fees at Md public four-year institutions	40.5%	42.8%	43.1%	45.4%	**50.0%**
	Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

WOR-WIC COMMUNITY COLLEGE
2021 ACCOUNTABILITY REPORT

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	780	701	689	593	**800**
	b. Annual course enrollments	1,373	1,227	1,247	1,066	**1,400**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	1,188	987	1,081	704	**1,200**
	b. Annual course enrollments	2,227	1,786	1,852	1,085	**2,300**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
10	Adult education student achievement of:					
	a. At least one ABE educational functioning level	17.5%	24.1%	30.2%	16.2%	**32.0%**
	b. At least one ESL educational functioning level	39.7%	30.9%	29.8%	12.5%	**40.0%**
	Note: Not reported if < 50 students in the cohort					

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
11	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	37.3%	39.4%	37.0%	38.0%	**32.0%**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
	b. Percent nonwhite continuing education enrollment	37.9%	37.8%	37.9%	35.3%	**32.0%**

		July 2017	July 2018	July 2019	July 2020	Benchmark Not Required
	c. Percent nonwhite service area population, 15 or older	31.3%	31.4%	31.7%	31.8%	**NA**

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
12	Percent minorities (nonwhite) of full-time faculty	10.1%	9.2%	8.5%	8.8%	**12.0%**

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
13	Percent minorities (nonwhite) of full-time administrative and professional staff	18.3%	17.5%	20.7%	19.3%	**22.0%**

Goal 2: Success

		Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2024 Cohort
14	Fall-to-fall retention					
	a. All students	47.5%	49.2%	46.6%	48.7%	**50.0%**
	b. Pell grant recipients	45.8%	48.6%	45.0%	43.7%	**50.0%**
	c. Developmental students	47.4%	46.7%	42.8%	47.3%	**50.0%**
	d. College-ready students	48.2%	57.8%	56.3%	52.0%	**60.0%**

WOR-WIC COMMUNITY COLLEGE
2021 ACCOUNTABILITY REPORT

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	36.7%	42.4%	40.2%	42.7%	**45.0%**

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	83.7%	90.2%	81.2%	91.8%	**90.0%**
b. Developmental completers	82.4%	79.4%	85.3%	79.7%	**87.0%**
c. Developmental non-completers	38.1%	35.4%	28.4%	27.6%	**NA**
d. All students in cohort	66.6%	67.1%	64.5%	64.8%	**70.0%**

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	71.0%	70.1%	71.2%	71.5%	**NA**
b. Black/African American only	51.7%	50.0%	47.9%	47.3%	**NA**
c. Asian only	*	*	*	*	**NA**
d. Hispanic/Latino	*	*	*	*	**NA**

Note: Not reported if < 50 students in the cohort for analysis

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	74.4%	84.1%	65.2%	78.7%	**85.0%**
b. Developmental completers	59.9%	59.2%	64.2%	59.4%	**65.0%**
c. Developmental non-completers	27.1%	25.0%	18.4%	18.7%	**NA**
d. All students in cohort	50.9%	52.7%	48.3%	49.3%	**53.0%**

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	54.8%	55.3%	53.5%	56.5%	**NA**
b. Black/African American only	37.9%	36.7%	33.0%	34.1%	**NA**
c. Asian only	*	*	*	*	**NA**
d. Hispanic/Latino	*	*	*	*	**NA**

Note: Not reported if < 50 students in the cohort for analysis

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	555	499	460	512	**600**
b. Career degrees	243	210	169	167	**NA**
c. Transfer degrees	154	153	150	151	**NA**
d. Certificates	158	136	141	194	**NA**
e. Unduplicated graduates	479	439	417	464	**NA**

	AY 16-17	AY 17-18	AY 18-19	AY 19-20	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	78.3%	83.4%	80.2%	83.5%	**85.0%**

	FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year	66.5%	58.4%	72.3%	61.5%	**75.0%**

Goal 3: Innovation

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. LPN	100.0%	97.2%	100.0%	97.1%	100.0%
Number of Candidates	30	36	38	35	**NA**
b. RN	77.2%	79.4%	81.5%	85.3%	**90.0%**
Number of Candidates	79	68	65	61	**NA**
c. Radiologic Technology	100.0%	100.0%	100.0%	100.0%	**100.0%**
Number of Candidates	12	9	6	9	**NA**
d. EMT-Basic	67.0%	72.2%	80.0%	100.0%	**85.0%**
Number of Candidates	18	18	20	16	**NA**
e. EMT-Paramedic	88.0%	88.9%	71.4%	100.0%	**90.0%**
Number of Candidates	8	9	7	2	**NA**
f. Occupational Therapy Assistant	100.0%	100.0%	88.0%	100.0%	**95.0%**
Number of Candidates	11	10	7	5	**NA**
g. Physical Therapist Assistant	92.0%	86.0%	82.0%	93.3%	**92.0%**
Number of Candidates	12	7	11	15	**NA**
Note: Not reported if <5 candidates in a year					

	FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	Benchmark Not Required
24 Graduates employed within one year	89.2%	89.4%	91.8%	87.8%	**NA**

	FY 2014 Graduates	FY 2015 Graduates	FY 2016 Graduates	FY 2017 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	$15,616	$14,376	$17,068	$17,116	**NA**
b. Median annualized income three years after graduation	$48,584	$46,836	$49,420	$50,060	**NA**

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	4,726	4,248	4,934	2,866	**5,000**
b. Annual course enrollments	7,820	6,986	7,865	4,728	**8,000**

WOR-WIC COMMUNITY COLLEGE
2021 ACCOUNTABILITY REPORT

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
27	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	2,676	2,541	2,974	2,043	**3,000**
	b. Annual course enrollments	4,669	4,511	5,103	3,482	**5,000**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
28	Enrollment in contract training courses					
	a. Unduplicated annual headcount	2,388	2,096	2,766	1,393	**2,800**
	b. Annual course enrollments	4,651	4,359	5,352	3,324	**5,500**

Note: NA designates not applicable

    * designates data not available

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 (BSU) 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

This report summarizes the progress Bowie State University has made in achieving the benchmarks set in 2020 that align with the current BSU strategic plan and the Maryland Plan for Postsecondary Education.

Bowie State University's Continued Commitment to Access
Bowie State University's mission statement continues it rich history of providing access to diverse student populations and empower 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 6,250 students enrolled in fall 2020, 19 percent were a race or ethnicity other than African-American. Average freshmen SATs and high school GPAs are improving also. The average combined SAT for the past three freshmen classes was 950 and in fall 2020, 51 percent of freshmen had high school GPAs greater than or equal to 3.0.

Bowie State maintained its commitment to access and adjusted admission's practices and placement approaches in response to COVID-19. Bowie State University received a temporary exemption to the USM Board of Regent's Policy on Undergraduate Admissions for the AY 2021 and AY 2022. Academic departments updated placement criteria for initial credit-level English

and mathematics courses in response to the pandemic. All new undergraduate students are placed directly in to English 101. Placement into credit-level mathematics courses uses a mixed-methods approach including high school GPA, SAT (where available), AP courses and major to determine placement. Students had the option of remote Accuplacer testing to appeal math placement. Both the Language, Literature and Cultural Studies and Mathematics departments have tutoring to support student success.

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 2021, Bowie State received Maryland Higher Education Commission (MHEC) approval a new concentration in Data Analytics within the undergraduate Business Administration program. The university also received approval to offer selected online academic programs from all accrediting and regulatory agencies. The graduate reading program will be offered online in spring 2022.

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 2021. The College of Education was re-accredited by the Council for the Accreditation of Educator Preparation (CAEP). The graduate nursing program was reaffirmed by the Accreditation Commission for Education in Nursing (ACEN). Computer Science and Computer Technology programs submitted self-study reports to ABET as well as re-certification documents to the National Security Agency and the Department of Homeland Security for continued designation as a National Center of Academic Excellence in Cyber Defense. The University will be hosting its Middle States Commission on Higher Education virtual team visit in early November 2021.

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 to over 1,000 majors in fall 2020. The number of STEM undergraduates reached an all-time

high of 144 graduates in FY 2021. 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**) jumped to over 300 students in fall 2020 due to partnerships with several public school systems to offer initial certification training to teacher aids. Initial teacher certification degrees also increased to 43 in FY 2021.

The Nursing Department has made progress on its Maryland Board of Nursing approved improvement plan **(MFR Objective 1.7)**. Licensure pass rates decreased 75% (FY 2019) to 57% (FY 2020). The Maryland Board of Nursing approved BSU Department of Nursing's Action Plan in June 2020. The action plan was implemented in late FY 2020 and continued in FY 2021.

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 fall 2019 cohort retention rate jumped to 76%. The six-year graduation rate from BSU or another public university in Maryland (**MFR Objective 2.2**) was 46 percent for the 2014 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**) was below that of the entire 2014 cohort graduating from BSU. 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 continued to be predominately on-line throughout FY 2021. The university provided over 500 laptops to students as well as web-cams and hot-spots to support student success in online instruction. Students can reach out with academic concerns to covid19academics@bowiestate.edu which is monitored daily by Academic Affairs staff. The Division of Student Affairs also has a form on its website for other student concerns. 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 university provided extensive faculty development in summer 2020 to enhance online classes for AY 2021. The university hired a Director of Academic Transformation to coordinate predominately on-line instructional 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, an online "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. As mentioned earlier, Bowie State received approval to offer selected online programs in FY 2021. Future reports will reflect growth in online programming (**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. The university redirects resources as needed to remain solvent, competitive, and relevant.

Bowie's alumni giving grew $275,988 and total gift dollars exceeded $1.6M in FY 2020. The estimate for total gift dollars received for FY 2021 reflects the estimated $4.7M in fundraising, doubling previous annual levels, plus the $25M gift received by MacKenzie Scott. Information on how the gift will be used will be included in the next report (**MFR Objective 4.1**). Bowie State has consistently received over $8M in external grant funding. In FY 2020, the University received a total of $11.7M in external grants and contracts - the highest level in recent history. The FY 2022 estimate reflects pandemic related support in FY 2021 (**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 8:00 a.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 is not available for fall 2020 due to the predominately online nature of fall 2020 classes.

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 five 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 approximately 42 percent of its funds for instruction in FY 2020. That amount was based on preliminary data and will updated in the next report.

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 university's use of CARES funds had a significant impact on supporting this commitment.

The CARES funds made available to Bowie State University supported students and BSU to pivot to the ever-changing demands of the COVID-19 pandemic. The University significant strides in the efforts to prevent and mitigate the spread of COVID-19, including testing and vaccinating students, faculty, staff, and the campus community. In addition, the University has implemented procedures to keep the students, staff, and guests safe on campus.

As of August 20, 2021, the University has expended/encumbered approximately $29M or 32% of the funds. The breakdown of those expenses include student aid, student debt payoff, auxiliary lost revenue, technology costs associated with the transition to distance education, equipment,

training, payroll, testing, PPE, HVAC improvements, security services, cleaning supplies, and IT infrastructure upgrades. The charts below depict a breakdown of expense categories and amounts.

The coronavirus pandemic wrought unprecedented challenges during FY 2020 and FY2021, upending traditional higher education practices. Bowie State University was no exception as students, faculty, staff, and administrators were forced to learn, teach, serve, manage and lead under a triple threat of a global disease, racial discrimination and economic depression.

Expense Category	Est. Amount
Auxiliary Revenue Loss/Reimbursement	$4,361,000
Student Aid	$8,550,000
Technology (Laptop program, Network Upgrades, Hotspots, Classroom Upgrades)	$3,200,000
Student Debt	$4,000,000
Operations (Testing, Supplies; PPE; Vendor Services, HVAC)	$5,900,000
Security Services	$1,255,000
Academic Preparedness (Faculty Support; Training)	$1,562,000
	$28,828,000

USM - Bowie State University

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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Percent of new core faculty with terminal degrees	100%	100%	100%	100%	100%	100%	100%
Number of professionally-accredited programs	6	6	6	6	6	6	6
Course units taught by FTE core faculty (per academic year)	7.6	7.6	7.5	7.7	7.7	7.6	7.6
Students satisfied with education received for employment (triennial measure)	86%	N/A	N/A	N/A	88%	N/A	N/A
Students satisfied with education for graduate/professional school (triennial measure)	80%	N/A	N/A	N/A	85%	N/A	N/A
Number of undergraduates in STEM programs	740	871	894	935	1,002	1,010	1,010
Number of degrees awarded in undergraduate STEM programs	93	114	116	114	144	150	150

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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Number of undergraduates and Masters of Arts in Teaching (MAT) post-baccalaureate in teacher education	227	231	235	248	339	345	345
Number of undergraduates and MAT post-baccalaureate completing teacher training	18	33	25	36	43	45	45
Number of undergraduates enrolled in nursing	546	610	610	488	536	550	550
Number of qualified applicants admitted into nursing program	92	56	40	24	28	19	19
Number of qualified applicants not admitted into nursing program	5	3	8	6	0	0	0
Number of BSN graduates	50	58	55	47	35	38	38
Percent of nursing graduates passing the licensure exam	72%	59%	68%	75%	57%	57%	57%

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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Second-year undergraduate retention rate at BSU or another public university in Maryland	75%	72%	68%	71%	76%	72%	72%

USM - Bowie State University

Six-year undergraduate graduation rate from BSU or another public university in Maryland	41%	43%	48%	47%	46%	48%	48%
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	48.0%	56.0%	44.0%	38.0%	37.0%	37.0%

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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Number of online programs	0	0	0	0	0	1	1
[1] Number of online and hybrid courses running in academic year	241	310	368	397	1029	475	475

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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Dollars of alumni giving	$232,370	$201,615	$251,184	$234,377	$275,988	$387,735	$387,735
Number of alumni donors	1,245	1,283	1,199	1,098	1,516	1,228	1,228
Total gift dollars received ($ millions)	$1.56	$1.22	$1.26	$1.21	$1.63	$30.00	$30.00
Total external grant and contract revenue ($ millions)	$8.90	$8.70	$8.80	$8.90	$12.20	$14.60	$14.60
Classroom utilization rate	67%	67%	65%	65% NA		63%	63%
Facilities renewal funding as a percentage of replacement value	1.5%	1.5%	2.7%	1.3%	1.3%	2.0%	2.0%

USM - Bowie State University

Percentage of education and general (E&G) funds spent on instruction	41%	43%	46%	51%	42%	47%	47%

2021 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 54 academic programs: 31 baccalaureate, 12 masters, and 10 certificates programs, and one (1) 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 $8,800 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 83 percent African American with 17 percent Caucasian, Hispanic, international students, and other races and ethnicities.
- In FY 2021, 395 degrees were conferred, a decrease over last year's 448 degrees awarded. On average, over 400 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 continues to build additional collaborations 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 and regional 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 remained constant at 248 in FY 2021 and the actual number of baccalaureate degrees decreased from 40 to 22. 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. These programs were approved and implemented during fall 2021. Enrollment is strong and is projected to add to the number of STEM majors and graduates.
- 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. This year, two new centers were approved; the Center for Nanotechnology and the Center for Organic Synthesis. Both centers are positioned to provide cutting edge research experiences to student and lead to the creation of intellectual property.
- 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 2021, the same pass rate reported in the previous year. .
- The total number of bachelor's degrees awarded in Nursing decreased in FY 2021 from 70 to 66 degrees awarded. Since then, the School of Nursing has been reorganized into a graduate and undergraduate the College of Health Professions (CHP). Each of the programs such as the Master's in Nursing is no longer a department on its own. CHP programs are currently undergoing CCNE re-accreditation.
- 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. Just recently, the institution approved the online delivery of the Master's in Health Information Management. Other programs are soon to follow.

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 30 percent for all students in FY 2021 from 25 percent in FY 2020 (Objective 3.1). The six-year graduation rate for all minority students increased from 25.9 percent to 30 percent. Due to structural changes and enhancements such as the availability of retention strategies 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 25 percent based on current enrollments and projected degrees awarded. It is apparent that the effects of COVID-19 impacted the retention and graduation programs and services, which in turn, impacted the personal lives of our students and faculty. The institution continues to monitor the impacts of COVID-19 by conducting regular surveys and by monitoring other vital data.

- The institution's graduation rate for African Americans increased from 25 percent in FY 2020 to 29.7% in FY 2021.
- The 2nd-year retention rate decreased from 69 percent in FY 2020 to 65 percent in FY 2021. 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 COVID-19 pandemic. Furthermore, the university has adopted a new retention plan with comprehensive strategies aimed at supporting student success.

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.
- CSU will continue to work on other articulation agreements such as those with Anne Arundel Community College and Montgomery College. Dual enrollment partnerships are also being enhanced with area high schools and community colleges in the region.

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 support academic coaching and advising that will enable students to develop the academic skills and study habits necessary to graduate from Coppin. The three targeted subpopulations of students include those who a) have been either on academic alert and/or probation, b) first full-time freshmen whose Cum GPA falls below 2.0, and c) those students who are suspended and dismissed but eligible to return.
- **Project Hope 2.0** – The 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 open for business and is operated by Goodwill Industries)* 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.

INSTITUTIONAL RESPONSE: Please specify how your institution utilized CARES funding over the past year. What are some ways your institution was able to leverage those funds for student access and success?

The COVID-19 Pandemic has had significant impacts on students planning to pursue higher education, especially those students served by Coppin State. Just recently, fall 2021 enrollment data unofficially showed that the first-time, full-time degree-seeking student cohort is comprised of only 172 students. Historically, the cohort size has averaged 380-400 students. During the COVID19 pandemic, current research literature is showed that students chose to delay entrance into four-year institutions and instead, chose other institutions such as community colleges with the perception that the community college is less expensive and is focused on specific skills connected to employment opportunities upon completion of the associate degree. Furthermore, institutions with the ability to offer increased scholarship opportunities yielded the greatest number of enrollments.

As a recipient of the CARES Act funding, Coppin utilized the funds in creative ways to support student access and success and to encourage students to start and continue their education. A few selected strategies include the following:

- Returning students were offered $1,200 each upon registration as a credit to their student account. The funds were to support tuition costs and support those students who were stop-outs and had not returned to the institution in a period of one to five years prior.
- Ending balances on student accounts were paid to graduating seniors to encourage them to finish their degrees and either enter into the workforce or continue graduate and professional study programs.
- Stimulus payments were provided to students in varying amounts based on their enrollment status at the institution.
- The university provided hotspots and other mobile equipment to ensure that students would be able to connect to courses and labs offered remotely. The equipment also improved communication from students to faculty for advisement and student support services. Students were also beneficiaries of the services provided to retool faculty and enhance online delivery of courses through the Kirwan Center.

Over the past year, the funds have been especially useful since over 70% of CSU's student population are Pell recipients and over 80% utilize some type of financial aid. Enrollment once made official for fall 2021 is expected to be approximately 2,100 students, down from the previous academic year of 2,348. Despite the challenges to growing and sustaining higher enrollment and guaranteeing student success is contingent upon the collective implementation of strategies, activities, and programs over the few years. As the university continues to invest in student success, it is anticipated that enrollment growth will continue across all levels of its students.

USM - Coppin State University

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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Percentage of non-African-American students enrolled	23%	23%	21%	17%	19%	21%	23%
Number of students enrolled in off-campus or distance education courses	1,260	1,191	1,178	1,230	1,253	1,450	1,562

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 by 5 percent, from a baseline of 42.

Performance Measures	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Undergraduates who intend to get a teacher education degree	150	156	180	148	136	150	163
Number of undergraduate students completing teacher training program and eligible for state licenses	25	36	20	22	28	35	42
Percent of undergraduate students who completed teacher training program and passed Praxis II exam	100%	100%	100%	100%	100%	100%	100%

USM - Coppin State University

Obj. 2.2 Increase the number of baccalaureate degrees awarded in STEM programs to 275.

Obj. 2.3 Maintain the NCLEX (nursing licensure) examination pass rate at 80 percent or above.

Performance Measures	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Number of undergraduates enrolled in STEM programs	241	206	200	248	248	265	283
Number of baccalaureate degrees awarded in STEM programs	25	33	27	40	22	25	27
Number of baccalaureate degrees awarded in nursing	85	69	67	70	66	72	77
NCLEX (Nursing licensure) exam passing rate	79%	77%	79%	86%	N/A	N/A	N/A

Goal 3. Improve the retention and graduation rates of undergraduate students.

Obj. 3.1 Increase the six-year graduation rate for all students by 2 percent annually.

Obj. 3.2 Increase the six-year graduation rate for all African-American students by 2 percent annually.

Obj. 3.3 Maintain a second-year retention rate of 63 percent or greater for all undergraduate students.

Obj. 3.4 Maintain a second-year retention rate of 62 percent or greater for African-American students.

Obj. 3.5 Increase the six-year graduation rate for all Non-African-American students to 23 percent.

Obj. 3.6 Increase the six-year graduation rate for all Transfer students by 2 percent annually.

Obj. 3.7 Maintain a second-year retention rate of 69 percent or greater for non-African American undergraduate students.

Obj. 3.8 Maintain a second-year retention rate of 59 percent or greater for transfer students.

Performance Measures	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Six-year graduation rate of all students from CSU	21.0%	25.0%	24.2%	25.5%	29.6%	25.2%	24.9%
Six-year graduation rate of all minority students from CSU	21.0%	24.0%	25.9%	25.9%	30.0%	26.1%	25.1%
Six-year graduation rate of African-American students from CSU	19.0%	20.0%	25.0%	25.0%	29.7%	25.5%	25.3%
Second-year retention rate at CSU of all students	66%	63%	70%	70%	65%	62%	61%
Second-year retention rate at CSU of all minority students	62%	66%	71%	70%	65%	62%	61%
Second-year retention rate at CSU of African-American students	62%	68%	70%	69%	65%	63%	62%
Six-year graduation rate for all non-African-American students	0%	0%	0%	0%	29%	30%	33%
Six-year graduation rate for all transfer students	0%	0%	0%	0%	57%	50%	52%

Second-year retention rate for non-African Amercan undergraduate students	0%	0%	0%	0%	61%	63%	64%
Second-year retention rate for transfer students	0%	0%	0%	0%	76%	78%	81%

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.

Obj. 4.2 Increase percent of CSU graduates employed in Maryland to 85 percent.

Obj. 4.3 Increase the percentage of students enrolled in urban teacher education, natural sciences, nursing and health sciences, behavioral and social sciences, management science, and information technology by an average of 2 percent annually.

Performance Measures	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
[1] Percent of alumni satisfied with education received for graduate or professional school one year after graduation (triennial survey)	≥90%	N/A	N/A	N/A	N/A	N/A	N/A
[1] Percent of graduates employed in Maryland (triennial survey)	10%	N/A	N/A	N/A	N/A	N/A	N/A
[1] Employment rate of graduates in Maryland (triennial survey)	≥59%	N/A	N/A	N/A	N/A	N/A	N/A
[1] Percent of alumni satisfied with education received for employment one year after graduation (triennial survey)	76%	N/A	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	1,692	1,718	1,582	1,553	1,381	1,423	1,458

Goal 5. Increase revenue from alternative sources to State appropriations.

Obj. 5.1 Increase the percent of alumni giving by 3 percent or greater annually.

Obj. 5.2 Identify and reallocate at least 1 percent of budgeted controllable operating expenditures to support strategic goals and initiatives.

Performance Measures	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Percent of alumni giving	9%	9%	9%	9%	9%	9%	9%
Percentage of operational budget savings achieved	2%	3%	3%	3%	3%	3%	3%

Goal 6. Maximize the efficient and effective use of State resources.

Obj. 6.1 Increase annual facilities renewal expenditures by 0.1 percent to 0.4 percent.

Obj. 6.2 Increase total philanthropic funding on the basis of a moving three-year average to $2.2 million.

Performance Measures	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.

USM - Coppin State University

Percentage of replacement cost expended on facility renewal and renovation	0.4%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%
Total philanthropic funding (millions)	$1.8	$1.7	$1.7	$1.7	$1.7	$1.7	$1.7

NOTES

[1] The triennial survey was not conducted in 2020.

FROSTBURG STATE UNIVERSITY
2021 Institutional Performance Accountability Report
September 2021

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.

In line with the *2017-2021 Maryland State Plan for Postsecondary Education* (**MSP**), Frostburg State University provides engaging student opportunities that help to meet regional and local workforce needs as well as promote its successes and contributions at the state and national levels (**MSP Strategies 7 and 8**). The university's initiatives and programs in STEM disciplines, teacher education, and regional engagement continue to serve as a means to reinforce statewide strategies.

STEM Initiatives and Programs

The number of undergraduates enrolled in STEM programs decreased over the reporting period (from 716 in 2020 to 631 in 2021), as did the number of STEM-program graduates (from 151 in 2020 to 131 in 2021). This decline was in line with the overall enrollment decline experienced in part because of the pandemic. Frostburg expects these performance measures to increase significantly in the near future as several new STEM programs attract more students.

The Bachelor's Program in Life Cycle Facilities Management, a unique program focused on the sustainability of building construction and design, enrolled its initial cohort in the fall of 2021. The university anticipates enrollment in this program will increase significantly over the next several years.

The University of Maryland Eastern Shore and FSU formed a new academic partnership in August 2021, offering students an accelerated 3+3 track to becoming pharmacists in six years. This cooperative undergraduate/professional program agreement will allow students to complete their pharmacy degree seamlessly, with the reduction of instruction time by as many as two years and consequently save students the comparable cost of extra tuition.

The first cohort from the FSU Physician Assistant program housed at the University System of Maryland at Hagerstown graduated in May 2021. Twenty-five students and their families

gathered at the University System of Maryland at Hagerstown Hospitality Center to celebrate the completion of the challenging two-year program.

In July 2021, the Communication Studies major revised its curriculum so that students can select a track in Strategic Social Media or Strategic Communication Leadership. Additionally, any student - regardless of major - can now choose to minor in Social Media.

Although the RN to BSN program experienced a slight decrease in enrollment (from 438 students in 2020 to 424 in 2021) and in the number of nursing program graduates (from 142 in 2020 to 139 in 2021 - **MFR Objective 1.3**), enrollments in the Master of Science in Nursing program continue to grow significantly (by 37%; from 56 in 2020 to 77 in 2021, **MSP Strategies 4 and 6**).

Education

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**). Over the reporting period, 238 students were enrolled in undergraduate teacher education and Master of Arts in Teaching (MAT) post-baccalaureate programs. Enrollments in this area have steadily declined since 2018, as have the number of candidates who successfully complete teacher training (from 83 in 2020 to 78 in 2021, **MFR Objective 1.2**). The pass rates for undergraduate and MAT post-baccalaureate students on the PRAXIS II remained steady at 98% in 2021.

Funded by the U.S. Department of Education, the multi-year $4.8 million grant Maryland Accelerates Program provides a pathway to a Master of Arts in Teaching (Elementary or Secondary) degree and teacher certification offered for the elementary and secondary levels, with a year-long teacher residency in partnership with Frederick and Garrett county public schools. Established in July 2021, the program includes a 12-month, $30,000 living-wage stipend during the residency portion of the program to admitted candidates.

Also in the summer of 2021, Frostburg State University established a distinguished executive advisory board to guide the development and progress of the Maryland Accelerates program, a partnership designed to provide the state with more STEM teachers and enhance career paths for established teachers.

Regional Engagement

In September 2021, Frostburg State University was awarded $1,480,979 by the Appalachian Regional Commission (ARC) for the Western Maryland Advanced Technology Center at FSU Innovation Park, which will help establish a Waste-to-Value (W2V) Center of Excellence, a Remote Work Center, the Renewable Energy Entrepreneur-in-Residence Program, and the Center for Advanced Product Design and Manufacturing serving Western Maryland and the surrounding region. This was the first-ever Partnerships for Opportunity and Workforce and Economic Revitalization (POWER) grant awarded to a Maryland institution.

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 a decrease in the percentage of African-American and minority undergraduates enrolled: 28.8% of the total undergraduate population for African Americans (**MFR Objective 2.2**) and 40.2% for minorities (**MFR Objective 2.3**).

While Frostburg's second-year retention rate for undergraduates increased slightly over the reporting period (from 73.3% in 2020 to 73.6% in 2021, **MFR Objective 2.1**), the second-year retention rates declined for African-American students (from 71.2% in 2020 to 69.6% in 2021, **MFR Objective 2.4**) and for all minorities (from 71.3% to 70.4%, **MFR Objective 2.6**). The decline appears greater for African-American males.

Over the same time period, the six-year graduation rate of undergraduates rose significantly from 59.2% for 2020 to 61.0% for 2021, **MFR Objective 2.1**), as did both the six-year graduation rates for African-Americans (from 58.8% to 64.3%, **MFR Objective 2.5**) and for all minorities (from 57.6% to 62.4%, **MFR Objective 2.7**).

An enhanced transfer agreement among Frostburg State University, Allegany College of Maryland (ACM), and Garrett College (GC) will provide students transferring from the region's two community colleges to FSU a greater opportunity to succeed. Building on strong partnerships among the institutions, the agreement strengthens efforts to create a seamless pathway for students who earn their associate degrees at ACM and GC, then transfer to FSU to complete bachelor's degrees, helping students transition and succeed in four-year programs. The agreement also enhances the reverse transfer process for FSU students, who previously attended but did not graduate from ACM or GC, allowing for completion of an associate degree.

As part of a three-year national study on improving student advising, Frostburg is one of twelve universities in the nation to participate in the charter cohort in the Excellence in Academic Advising Institute led by the National Academic Advising Association and the Gardner Institute. A key feature of this new model is a "team" approach to student success, with university advisors working directly with faculty mentors to help students. Each student is assigned a full-time professional University Advisor as well as a Faculty Mentor from their major. Frostburg is also performing a significant upgrade to its advising software.

In March 2021, FSU partnered with education management company MSM Higher Ed in its unique pathway program for international education. Called MSM Higher Ed Pathways, this program prepares students for entry or advanced standing at multiple universities in study destinations for international education. Founding Members of this pathway initiative become part of a global consortium that articulates existing Pathway curriculum and provides advice on the design of future study abroad pathways for international students.

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 increases in the percentage of African-American faculty (from 4.2% in 2020 to 5.0% in 2021) as well as the percentage of female faculty (from 43.7% for 2020 to 45.6% in 2021), meeting both benchmarked goals (**MFR Objective 3.1**).

In November 2020, FSU named two campus buildings in honor of the history and legacy of Frostburg's African-American community, following approval from the University System of Maryland Board of Regents. The newly built residence hall was established as Brownsville Hall, and a former school for African Americans was named the Adams/Wyche Multicultural Center at the Lincoln School. The Center serves as a hub for events focused on fostering greater awareness and change for the surrounding community.

The Assistant Vice President for Student Affairs, who works with the University Council of Diversity, Equity, and Inclusion to plan related programs for the larger campus community, administered a Campus Climate Survey in the fall of 2020. Results of the survey were published on FSU's website and serve as evidence of the university's continuing effort to maintain and improve upon equity, diversity, and inclusion. Frostburg is in active discussions with Howard University on a partnership to provide teaching experience and a stipend to doctoral students of color who are on-campus at FSU for a semester.

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 increased over the reporting period, from 1.8% in 2020 to 2.3% in 2021 (**MFR Objective 4.1**). While the university also expects to meet its goal in FY 2021 of maintaining a 2% rate of operating budget reallocation (**MFR Objective 4.1**), it cannot confirm these data until the USM Effectiveness and Efficiency reporting is completed in late October 2021 (**MSP Strategy 6**). Renovations over the reporting period included a refresh of Roper Art Gallery, conversations regarding converting underutilized classrooms into collaborative study spaces, and major renovations to the first floor of the Ort Library.

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 (2021) to 15 in 2023, 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 (**MSP Strategies 8, 10, and 11**). The Vice President of RDE also serves as the convener of the I-68 Regional Alliance, which brings five counties from three states together to promote regional economic development.

In January 2021, Frostburg State University proposed transforming Frostburg's City Hall into a Regional Science Center, housing a Challenger Center that is designed to serve school-age children from the multi-state region, provide a resource for regional science teachers, and allow FSU College of Education students additional opportunities to interact with children as part of their teacher preparation.

Frostburg State University and the Western Region Maryland Small Business Development Center have created a new Legacy Business Transition Program to assist area business owners seeking to sell their businesses to individuals or entities interested in purchasing them.

Upward Bound, a free year-round program for qualified Allegany County high school students, helps students determine what classes to take while in high school and gives them a better understanding of what colleges want.

Goal 6: Promote activities that demonstrate FSU's educational distinction.

Frostburg's College of Business received a five-year extension of accreditation for its business degree programs by the Association to Advance Collegiate Schools of Business. Less than five percent of the world's business schools have earned this distinctive accreditation. Additionally, the university's bachelor's degree program in engineering was reaccredited by the Engineering Accreditation Commission of ABET, which is the recognized accreditor of college and university programs in applied science, computing, engineering and engineering technology.

Delmock Technologies, Inc. (DTI), a Baltimore-based certified HUBZone business, is the first tenant of the Advanced Technology Center (ATC), part of the FSU Innovation Park. Frostburg students serve as research internships with DTI, which is committed to educating and training a pipeline of workers with digital and technology skills necessary to support the ATC and grow Western Maryland's IT workforce.

In July 2021, FSU was once again honored with Tree Campus Higher Education recognition by the Arbor Day Foundation for its commitment to effective urban forest management and engaging staff and students in conservation goals. Frostburg meets Tree Campus Higher Education's five standards, which include maintaining a tree advisory committee, a campus tree-care plan, dedicated annual expenditures for its campus tree program, an Arbor Day observance, and student service-learning projects.

Frostburg also continues its emphasis on community involvement. The Washington Monthly ranked FSU #9 nationally among comparable institutions for its outcomes in community service. Additionally, the university continues to be nationally ranked and recognized as a "Voter Friendly" and "Military Friendly" campus by national organizations.

Please specify how your institution utilized CARES funding over the past year. What are some ways your institution was able to leverage those funds for student access and success?

University administration worked collaboratively with students through the Student Government Association (SGA) to develop a process for individual students to request CARES Act funding, which allowed for equitable distribution of funds based on detailed application with companion documentation to substantiate the emergency fund request.

Extensive outreach and communication to the entire student body about the availability of emergency funding was conducted through direct email, social media, the university website, campus communications, and extensive messaging with faculty and staff to encourage students with need to seek funds. Awards for emergency expenses were critical to ensure students could pay rental, food, and remote technology expenses.

During the fall 2020 semester, a portion of funding from HEERF I was earmarked for housing awards for undergraduate students, both living on- and off-campus. This was done, in part, because of FSU's decision to require single rooms for all on-campus residence halls to reduce the spread of the COVID-19. The campus reduced the rate for a single room, and to further mitigate additional costs, on- and off-campus students received $375 per semester from CARES Act funding. All of these awards were extremely helpful in relieving the financial stress that many students and their parents were facing due to the pandemic.

Frostburg State University also used HEERF II to allow students to offset delinquent tuition fees and room and board costs, as well as for the housing awards noted above. These awards were critical for many students to persist and register for the fall 2021 semester.

USM - Frostburg State University

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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Number of undergraduates enrolled in STEM programs	925	804	759	716	631	652	673
Number of graduates of STEM programs (annually)	150	169	169	151	131	149	167
Number of undergraduates and Master of Arts (MAT) post-bachelor's enrolled in teacher education	322	274	265	245	238	284	356
Number of undergraduates and MAT post-bachelor's completing teacher training	95	96	105	83	78	96	106
Pass rates for undergraduates and MAT post-bachelor's on Praxis II exam	96%	98%	98%	98%	98%	98%	98%
Number of undergraduates enrolled in Nursing (RN to BSN) program	445	468	483	438	424	445	460
Number of graduates of the Nursing (RN to BSN) program	155	147	160	142	139	140	145
Number of Nursing (RN to BSN) program graduates employed in Maryland	124	127	136	128	128	126	130
Number of annual off-campus course enrollments	8,419	8,562	10,157	11,799	22,335	11,800	12,000

USM - Frostburg State University

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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Second-year retention rate at FSU all students	76.7%	73.7%	76.7%	73.3%	73.6%	76.0%	78.0%
Six-year graduation rate from FSU (or another public university in Maryland) for all students	55.2%	57.3%	58.1%	59.2%	61.0%	61.0%	61.0%
Percent African-American (Fall undergraduate in fiscal year)	31.4%	31.4%	31.2%	29.6%	28.8%	30.0%	31.2%
Percent minority (Fall undergraduate in fiscal year)	43.8%	43.7%	42.5%	40.7%	40.2%	41.0%	42.5%
Second year retention rate at FSU for African-American students	78.2%	71.3%	76.4%	71.2%	69.6%	75.0%	80.0%
Six-year graduation rate from FSU (or another public university in Maryland) for African-American students	48.8%	59.2%	55.6%	58.8%	64.3%	64.3%	64.3%
Second-year retention rate at FSU for minority students	76.8%	69.4%	73.9%	71.3%	70.4%	73.0%	75.0%
Six-year graduation rate from FSU (or another public university in Maryland) for minority students	51.3%	56.2%	55.7%	57.6%	62.4%	62.4%	62.4%
Percent of economically disadvantaged students	61.6%	61.9%	61.2%	61.4%	60.0%	61.0%	61.0%

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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Faculty diversity: Women (full-time faculty)	42.1%	43.8%	42.4%	43.7%	45.6%	45.6%	45.6%
African-American (full-time faculty)	3.9%	4.0%	4.6%	4.2%	5.0%	5.0%	5.0%
Achievement of professional accreditation by program	10	10	11	11	11	11	12
Satisfaction with education for work (triennial survey)	91%	N/A	N/A	88%	N/A	N/A	91%
Satisfaction with education for graduate or professional school (triennial survey)	100%	N/A	N/A	93%	N/A	N/A	100%

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 the operating budget for reallocation to priorities.

Performance Measures	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
[1] Percent of replacement cost expended on facility renewal	1.6%	2.3%	2.6%	1.8%	2.3%	1.2%	1.5%
Rate of operating budget reallocation	3%	3%	4%	4%	TBD	TBD	TBD

Goal 5. Promote economic development in Western Maryland and in the region.

> **Obj. 5.1** Increase the percentage of graduates employed one year out from 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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Headcount enrollment (Fall total in fiscal year)	5,676	5,396	5,294	5,178	4,858	5,142	5,235
Number of graduates with a bachelor's degree	1,061	1,026	1,077	967	1,023	1,028	1,033
Number of graduates working in Maryland (triennial survey)	467	N/A	N/A	674	N/A	N/A	674
Percent of graduates employed one year out (triennial survey)	96%	N/A	N/A	87%	N/A	N/A	9700%
Median salary of graduates (triennial survey)	$41,241	N/A	N/A	$40,750	N/A	N/A	$42,500
Number of initiatives	10	8	7	7	7	10	15

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 students' 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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Funds raised in annual giving ($ millions)	$3.1	$3.2	$3.6	$1.8	$3.0	$3.2	$3.0
Number of students involved in community outreach	4,610	3,801	4,506	1,923	2,248	3,500	3,700
Number of faculty awards	14	19	19	16	17	18	19
Course units taught by FTE core faculty	7.3	7.3	7.1	7.4	0.073	0.074	0.08
Days of public service per FTE faculty	9.0	8.1	10.2	9.4	8.9	9.5	10.2

NOTES

[1] Beginning with 2020 data, a new replacement values calculation was implemented.

SALISBURY UNIVERSITY

MISSION

Salisbury University is a premier comprehensive Maryland public university offering excellent, affordable education in undergraduate liberal arts, sciences, business, nursing, heath sciences, social work and education and applied master's and doctoral programs. We empower students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning.

INSTITUTIONAL ASSESSMENT

Overview

During 2020-21, Salisbury University (SU) achieved many significant accomplishments despite the monumental challenges posed by the COVID-19 pandemic. The success and resilience of our students continued despite the many obstacles they faced. For example, despite the pandemic, AY20-21 was SU's best year ever in terms student awards with 20 nationally competitive fellowships won and 38 students reaching at least semi-finalist status. SU was named 4th consecutive year as a Top Producer of Fulbright students (4 winners this year) by the U.S. Department of State. Students also won the Goldwater, Boren, DAAD-Rise, Critical Language and several other nationally competitive scholarships.

Throughout the pandemic, SU also continued to make progress toward accomplishing goals outlined in our *2020-2025 Strategic Plan*. In fall 2020, the SU Honors College became the Clarke Honors College following a $1.5 million endowment (Strategic Plan Goal 1, Objective 1.1). Fall 2020 also included efforts towards inspiring a campus culture of inclusive excellence, support and collaboration (Goal 2). SU hosted a well-attended Anti-Racism Summit as well as a presentation and release of results from the 2019 Campus Climate Study. Following the release of the results, a Campus Climate Implementation Committee developed recommendations and implementation strategies to address the study's findings (Objective 2.1). Finally, SU faculty made significant progress towards ensuring the relevance and value of General Education to career and life success by approving a new General Education program (Objective 1.5). The new model is tentatively scheduled for implementation in Fall 2024.

In reviewing the significant accomplishments of the University this year, it was important to align them with SU's *2020-2025 Strategic Plan*. Additionally, the plan is closely aligned with the Maryland Higher Education Commission's (MHEC's) *2017-2021 State Plan for Postsecondary Education: Student Success with Less Debt*.

2017-2021 State Plan for Postsecondary Education	*SU Strategic Plan: 2020-2025*
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 students, faculty and staff have faced tremendous challenges as a result of the COVID 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. However, the effects of that COVID has on our metrics of success can be seen throughout the 2021 report. 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.

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
In fall 2020, the University enrolled 1,218 first-time degree-seeking students enrolled, 26% were from ethnically diverse backgrounds. SU enrolled a total of 7,150 undergraduate students; 88% of SU's student population is at the undergraduate level. Like many other institutions, SU's undergraduate enrollment declined this past year as a result of COVID. While there was a 7% headcount decrease at the undergraduate level, graduate student representation on campus increased nearly 5% this year and 18.5% over the past five years. Approximately 974 graduate students were enrolled in fall 2020.

The University has increasingly emphasized its desire to maintain a diverse campus which is readily affirmed in the University's trends and benchmarks. Despite a decrease in undergraduate enrollment since fall 2014 (11%), undergraduate minority student enrollment has only decreased by 1% (from 1,861 in fall 2014 to 1,836 in fall 2020). This is the first time that the number of minority students has decreased in fourteen years. African American students made up 14.2% of SU's undergraduate students (Objective 3.1). Similarly, 26.6% of SU's fall 2020 undergraduate enrollment was composed of minority students (Objective 3.2).

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 2020, enrollment of economically-disadvantaged students decreased slightly from 52.7% to 51.6% (Objective 3.3). This decline is also likely due to more students and their families choosing to delay college attendance or choose a more affordable option because of the effects of the pandemic.

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 95%, SU remains well above the average Maryland NCLEX pass rate (84%) 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.

The Professional Education Unit of the Seidel School of Education requires all graduating students seeking a degree in a Professional Education area to take the PRAXIS II exam as a graduation requirement. For the 2021 MFR, 79% of students graduating in 2019-20 who took the PRAXIS II passed the exam (Objective 1.2). As with many other colleges and universities, students graduating in 2020 were faced with many challenges related to the COVID pandemic. Students graduating from SU's Professional Education programs faces limitations with accessing the PRAXIS II exam given that many testing locations were closed as a result of COVID. In an attempt to offer students the opportunity to complete the exam at home ETS provided an at-home assessment option, however it was fraught with many challenges.

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 annually 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 2018 and January/May 2019. It should be noted that the response rate for the alumni survey was 13%. Results revealed that 95% and 94% of SU graduates are satisfied with their level of preparation for graduate school (Objective 1.3) and employment (Objective 1.4), respectively. When examining the median salary of recent graduates, alums saw a 4.2% increase in salary when compared to 2017-18 graduates. Recent graduates earned a median salary of

$50,000 (Additional Indicator 1) which represents the 75th percentile of the median salary for workers 25-years old and over with a bachelor's degree (Additional Indicator 2).

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
The second-year retention rate for the 2019 entering cohort of first-year students was 79.3% (Objective 4.1). The 2019 cohort included students that started at SU in fall 2019 and returned to SU or transferred to another Maryland school for the fall 2020 semester. SU's second-year retention rate is the 2nd highest among the USM Master's colleges and universities.

Objectives 4.2 and 4.3 provide additional information regarding second-year retention rates with a special focus on African American and all minority students. SU decreased its second-year retention rate from 76.4% for African American students compared to 86.5% the prior year. The second-year retention rate of minority students was 75.2%.

Currently, SU's overall six-year graduation rate is 73.0% (Objective 4.4) which is the highest among the USM Master's colleges and universities and is 0.2 percentage points above the USM average. The six-year graduation rate for African American students decreased 2.4 percentage points this year to a rate of 67.5% (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 8.6 percentage points higher than the USM average for this demographic group. The six-year graduation rate for minority students at SU, 65.0%, is the highest among the USM Master's colleges and universities (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 tracks the percentage of graduates employed and professionally licensed after graduation.

Nursing
Data for this year indicates that applications and enrollment into the program have remained relatively stable (Additional Indicators 3-6). The number of undergraduate and graduate nursing majors enrolled was down for fall 2020. A robust number of SU undergraduate students are pursuing nursing with 513 undergraduate majors in fall 2020. An additional 34 students were pursuing a graduate nursing degree during the same time period. The number of nursing baccalaureate and graduate degree recipients has increased to 98 (Objective 2.5).

Teacher Education
The overall number of teacher education enrollments decreased by 26 students to a total of 1,170 this year. The number of teacher education graduates from SU (Objective 2.3) increased this year to 298.

STEM
STEM enrollments decreased this year to 1,294. STEM graduates remained relatively stable during 2019-20 with 313 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 in spring 2018 which supports students in several STEM majors.

Employment
As mentioned previously, alumni data are collected by the University annually. Based on responses from graduates in 2018-19, 94% of those responding to an alumni survey were employed one year after graduation (Objective 2.2), with an estimated 77% employed in Maryland (Objective 2.1). Additionally, SU estimates that, of the 89 Bachelor of Science in nursing graduates in 2018-19, approximately 34 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.

RESPONSE TO THE COMMISSION'S COVID PROMPT
What are the three biggest challenges your institution faced due to the COVID pandemic?

SU has faced incredible challenges since March 2020 as a result of the COVID 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. While we have faced challenges over the last year, the effects of COVID on our enrollment and the success of our students have not yet been fully revealed. However, SU has already encountered enrollment challenges for two consecutive fall semesters with headcount declines of approximately 11% since fall 2019. Additionally, maintaining enrollments as a rural, comprehensive university has led SU to face even greater challenges than other more urban institutions. During the pandemic, many students chose to stay close to home in case another shutdown occurred. SU's rural geographic location meant greater limitations in attracting students to attend and live on campus. Additionally, during COVID, difficulties with the administration of the SAT and ACT led many institutions to move toward a test optional admissions policy. As one of the only institutions within the University System of Maryland offering a test optional admissions policy, this shift posed further challenges to our recruitment of first-time students.

Managing an institutional budget in a shrinking enrollment environment was the second major challenge faced by SU during the pandemic. SU's declining enrollment also means declining revenue. The impact was not just felt in reduced tuition and fee revenue but also with decreased meal plan purchases and limitations to filling residence halls to full capacity due to social distancing requirements. As a result, room and board revenue also declined. In addition to the decreased revenue, there was the additional expense associated with facilitating a significant

Covid testing regime and other public health protocols over the course of the 2020-21 academic year.

The third main challenge SU experienced was pivoting from offering mostly traditional face-to-face courses to providing additional flexibility in our learning modalities. During COVID, the University invested in faculty development opportunities to ensure that hundreds of faculty could continue to offer quality educational programs and experiences through hybrid, remote, and fully online modalities. In addition, student support services such as the Center for Student Achievement, Academic Advising Center, University Writing Center, Counseling Center, and many others modified their services to offer both online and face-to-face support to students. As a result of the resiliency and commitment of SU's faculty, staff and students, we have confronted these challenges together as a campus community. As we move forward, we will continue monitor the impacts of COVID on our enrollment, budget, and academic program offerings.

USM - Salisbury University

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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Nursing National Council Licensure Exam (NCLEX) pass rate	93%	91%	99%	92%	95%	96%	96%
Teaching (Praxis II) pass rate	100%	100%	100%	99%	79%	97%	97%
Satisfaction with preparation for graduate school	99%	N/A	N/A	100%	95%	95%	95%
Satisfaction with preparation for employment	94%	N/A	N/A	97%	94%	95%	95%

USM - Salisbury University

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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Percentage of bachelor's degree graduates employed in Maryland one year after graduation	65.5%	N/A	N/A	63.0%	77.0%	78.0%	79.0%
Percentage of bachelor's degree graduates employed one year after graduation	94.2%	N/A	N/A	97.0%	94.0%	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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Number of teacher education enrollments	1,163	1,131	1,190	1,196	1,170	1,070	1,080
Number of teacher education graduates	290	302	254	219	298	285	270
Number of STEM enrollments	1,501	1,508	1,453	1,397	1,294	1,266	1,305
Number of STEM graduates	312	316	326	321	313	293	291
Number of undergraduate nursing majors	547	563	542	561	513	525	550
Number of baccalaureate degree recipients in nursing	90	97	87	89	98	89	90
Number of graduate nursing majors	34	42	39	38	34	37	30
Number of graduate degree recipients in nursing	3	2	9	7	9	6	17
Total number of nursing degree recipients	93	99	96	96	107	89	107

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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Percentage of African-American undergraduates	14.3%	14.5%	14.4%	14.7%	14.2%	14.5%	14.8%
Percentage of minority undergraduates	26.0%	26.2%	26.3%	26.8%	26.6%	26.9%	27.3%
Percentage of economically disadvantaged students	53.3%	54.4%	52.1%	52.7%	51.6%	52.2%	52.8%

USM - Salisbury University

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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Second-year first-time, full-time retention rate at SU (or another public university in Maryland): All students	84.7%	84.9%	84.2%	80.5%	79.3%	80.0%	80.2%
African-American students	83.8%	83.8%	84.4%	86.5%	76.4%	79.7%	80.0%
Minority students	84.0%	83.0%	83.7%	78.1%	75.2%	78.8%	79.1%

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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Six-year graduation rate of first-time, full-time freshmen from SU (or another public university in Maryland): All students	74.6%	76.6%	72.0%	75.4%	73.0%	73.4%	73.8%
African-American students	70.5%	74.7%	66.4%	69.1%	67.5%	68.0%	68.5%
Minority students	68.9%	73.5%	65.6%	71.5%	65.0%	67.2%	67.5%

ADDITIONAL MEASURES

Performance Measures	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Median salary of SU graduates (one year after graduation) (triennial)	$41,227	N/A	N/A	$48,000	$50,000	$51,000	$520
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)	79%	N/A	N/A	76%	75%	76%	76%
Estimated number of nursing graduates employed in Maryland as nurses (triennial)	75	N/A	N/A	70	34	35	0
Number of applicants to the professional nursing program	177	171	190	149	158	195	190
Applicants accepted into the professional nursing program	103	98	99	109	107	130	120
Applicants not accepted into the professional nursing program	74	73	91	40	51	65	70
Number of applicants enrolled in the professional nursing program	94	97	97	97	96	113	112

Towson University
2021 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 2020-2030 Strategic Plan: Leadership for the Public Good builds upon the institution's momentum to further its impact as an anchor institution and advances its position as a national leader in higher education for the public good. The plan focuses on six major goals including (1) Educate, (2) Innovate, (3) Engage, (4) Include, (5) Support, and (6) Sustain. These goals facilitate 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 2020-2030, 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 1, 3 & 5 of TU 2020-2030; 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

Overall Student Enrollment, & Degrees Awarded.
The 2021 summer term was successfully conducted in a mostly distance-learning format. TU enrolled 6,600 students, about and 8% lower than TU's record setting summer 2020 headcount.

TU's fall 2021 headcount enrollment was 20,856, a decrease of 1,061 or 4.8% from the fall 2020 headcount of 21,917. TU's undergraduate headcount decreased by about 4.4%, and the graduate headcount decreased by about 7.5%.

Undergraduate headcounts were down by 823 or 4.4% from 18,730 in fall 2020 to 17,907 in fall 2021. This dip was largely attributable to fewer returning students from the prior spring term. Of the 13,371 continuing undergraduates in spring 21 who did not complete a degree, 11% or 1,419 did not enroll in fall 2021 as compared to 9% or 1,249 in fall 2020. COVID-19 issues likely influenced the lower continuing undergraduate numbers, as the fall 2020 cohort had previously melted at a rate of 15%, more than double the fall 2019 melt rate of 6%. Of note, during fall 2021 TU increased enrollment of incoming first-time students by 8.3% and incoming transfer students by 5.0% over fall 2020 levels.

TU's fall graduate headcounts were down by 238 or 7.5% from 3,187 in fall 2020 to 2,949 in fall 2021. There was a 17.1% decreasing in incoming graduate students and 3.3% decrease in continuing graduate students. The enrollment pattern varied across the colleges with 3 colleges experiencing flat or increased enrollments and 3 colleges experiencing a decrease in enrollment. Interestingly, headcounts decreased at the master's level, but increased at the doctoral level.

TU awarded 5,647 degrees in 2020-2021, the most in TU history and a 4% increase from five years earlier. TU conferred 4,628 bachelor's degrees in 2020-2021, tied for the 2nd most in TU's history. The number of graduate degrees conferred in 2020-2021 (1,019) was up by 162 or 19% from the prior academic year (857 in 2019-2020).

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 2021 have remained stable.

Enrollment in undergraduate teacher preparation/training programs at TU decreased from 1,190 in fall 2020 to 1,163 in fall 2021. 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, increased by approximately 2%, from 509 in 2019-2020 to 520 in 2020-2021. The PRAXIS II passing rate dipped to 91%, down from its five-year average of 98%. TU's College of Education believes that this is a temporary dip, related to COVID related disruptions such as a pause in PRAXIS II administrations and the subsequent shift to at-home testing.

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 3,759 undergraduate STEM majors in fall 2021. This decrease of about 3.8% from fall 2020 (3,906) is smaller than TU's 4.3% dip in undergraduate headcounts. TU's recent STEM undergraduate enrollment trend is positive and has increased by 13% from fall 2015 (3,320).

Undergraduate STEM degree production reached its highest level in 2020-2021 as TU conferred 802 STEM bachelor's degrees, up by 36% from the 588 degrees conferred in 2015-2016. The largest undergraduate degree growth was seen in Information Technology (increased by 99%) and Computer Science (increased by 76%) from five years earlier.

Graduate STEM enrollments decreased by about 15% from 666 in fall 2020 to 564 in fall 2021. The majority of the losses are attributable to the Master's in Applied Information Technology and its related post-baccalaureate certificates. Total STEM graduate degrees and certificates awarded in 2020-2021 was 269, up by 3% from the 260 degrees and certificates conferred in 2019-2020. Graduate degrees and certificates are almost equal to their five-year average of 265 and down by about 27% from their recent high of 368 in 2014-2015.

Construction is complete for TU's new Science Complex to replace the aging Smith Hall. Now open for classes in fall 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 continue to be high, and the graduate program will transition to a model that will produce more entry-level nursing professionals in fall 2022.

TU's undergraduate nursing enrollments have been increasing, rising by 33% from 575 students in fall 2015 to 764 students in fall 2021. At the same time, undergraduate degree production rose to an all-time high of 326 bachelor's degrees conferred in 2020-2021, up by 62% 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. In fall 2020 and spring 2021, undergraduate nursing students graduated early based on a request from the Governor to have nurses ready to serve in the COVID pandemic.

TU's Department of Nursing plans to transition its graduate offering to an entry level master's 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 fall 2022. TU is teaching out the existing master's nursing program, which enrolled 4 students in fall 2021 and conferred 7 degrees in 2020-2021.

Performance Accountability/Managing for Results Goal 2: Promote Economic Development (Innovation Goal of the Maryland State Plan; Institutional Priorities 1, 3, and 5 of TU 2020-2030; TU Presidential Priorities 1, 2, & 3)

TU's commitment to economic development is exemplified by TU's resilient headcount enrollment and robust degree production. In 2020-2021, TU conferred 4,628 bachelor's degrees, tying for the 2nd most in university history. 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 2021, 33% of TU's incoming first-time students and 24% 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 602 organizations in Greater Baltimore and throughout Maryland to create positive impacts. As of fall 2021, TU faculty, staff, and students have 294 active engagements with BTU networking partners.

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 1 & 4 of TU 2020-2030; TU Presidential Priorities 1, 2, 4, & 8)

Racial and ethnic minority students accounted for 51% of the fall 2021 undergraduate student body, a 14% share increase from five years earlier. Similarly, the percent of TU's entire undergraduate body who are African-American (29%) has continued to grow. TU enrolled 3,506 low-income undergraduate students in fall 2021, which is almost identical to the fall 2020 figure of 3,534 low-income undergraduate students.

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 2019 to 2020 retention rate was 90% for TU's ethnic minority students and 90% 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, with the African-American graduation rate reaching 78% for the fall 2014 cohort and minority graduation rate reaching 76%. The six-year graduation rate of TU's first-generation undergraduates was 70% for the fall 2014 cohort, increasing somewhat from the preceding five-year average of 68%. Similarly, the six-year graduation rates of TU's low-income undergraduates was 70% for the fall 2014 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 1, 3 & 5 of TU 2020-2030; TU Presidential Priorities 1, 3, & 8)

TU continues to demonstrate excellent six-year undergraduate graduation rates, with a 77% six-year graduation rate in 2020-2021 (fall 2014 cohort), the second highest rate among USM institutions. TU's retention rate of 87% for first-time, full-time undergraduates equals TU's 10-year average retention rate.

TU continues to receive numerous institutional rankings and recognitions, including:
- *U.S. News & World Report's 2022 America's Best Colleges*. TU among the top 100 National Public Universities
- *Washington Monthly* ranked TU 30th in their Best Bang for the Buck: Northeast rankings and 58th among all national universities in their 2021 College Rankings.
- *Princeton Review* included TU in the 2022 Best Regional Colleges (Northeastern).
- TU is one of only 21 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.

Response to Commission Question. Please specify how your institution utilized CARES funding over the past year. What are some ways your institution was able to leverage those funds for student access and success?

We awarded most of our student aid CARES\HEERF funds as block grants to students who demonstrated high financial need based on their FAFSA or MSFAA data. We also allowed other students who were facing financial challenges or who needed help paying for internet, computer, and books costs to apply for grants by submitting an application. In FY21, TU awarded just over 24 million dollars of student grants to a total of 9,811 students. Institutional aid was used to offset revenue losses mostly in auxiliary services due to the dramatic drop in the residential student population. These funds helped to prevent furloughs and layoffs which helped the institution smoothly return to normal operations in fall 2021.

USM - Towson University

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 522 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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Total enrollment	22,343	22,705	22,923	22,709	21,917	20,856	21,585
Total degree recipients	5,584	5,543	5,529	5,558	5,647	5,425	5,425
Employment rate of graduates (triennial survey)	84.4%	N/A	N/A	83.2%	N/A	N/A	N/A
Estimated number of graduates employed in Maryland (triennial survey)	3,413	N/A	N/A	3,494	N/A	N/A	N/A
Number of students in teacher training programs	1,382	1,228	1,189	1,117	1,190	1,163	1,311
Number of students receiving degrees or certificates in teacher training programs	620	537	522	509	520	548	561
Percent of students who completed a degree or certificate in a teacher training program and passed Praxis II	98%	97%	98%	98%	91%	98%	98%
Number of undergraduate students enrolled in STEM programs	3,530	3,771	3,955	4,015	3,906	3,759	3,750
Number of graduate students enrolled in STEM programs	811	805	786	730	666	564	525
Number of students graduating from STEM programs	934	926	993	1,057	1,071	1,050	1,025

USM - Towson University

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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Number of qualified applicants who applied to nursing programs	461	450	373	361	429	500	500
Number accepted into nursing programs	325	276	270	262	228	176	200
Number of undergraduates enrolled in nursing programs	730	789	779	796	818	763	775
Number of graduate students enrolled in nursing programs	43	32	19	16	11	4	24
Number of students graduating from nursing programs	291	288	279	316	333	285	285
Percent of nursing program graduates passing the licensing examination	87%	90%	90%	89%	TBD	90%	90%

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 2020.

Performance Measures	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Median salary of TU graduates employed full-time (triennial survey)	$42,539	N/A	N/A	$47,554	N/A	N/A	N/A
Ratio of median salary of TU graduates to civilian work force with bachelor's degree (triennial survey)	80.6%	N/A	N/A	80.4%	N/A	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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Percent of minority undergraduate students enrolled	36.7%	39.5%	42.7%	45.4%	47.9%	51.0%	53.0%
Percent of African-American undergraduate students enrolled	19.0%	20.8%	22.8%	24.4%	26.2%	28.0%	29.0%
Second-year retention rate of minority students at TU (or another public university in Maryland)	88.2%	90.0%	89.9%	89.3%	90.3%	90.0%	90.0%
Second-year retention rate of African-American students at TU (or another public university in Maryland)	89.7%	90.8%	91.8%	90.7%	90.3%	90.0%	90.0%

USM - Towson University

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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Six-year graduation rate of minority students from TU (or another public university in Maryland)	72.3%	75.8%	77.8%	75.4%	75.7%	75.0%	75.0%
Six-year graduation rate of African-American students from TU (or another public university in Maryland)	69.0%	76.4%	79.4%	74.9%	78.2%	77.0%	77.0%
First-generation undergraduate students enrolled	3,183	3,282	3,344	3,173	3,010	2,843	2,900
Six-year graduation rate from TU of first-generation students	67.2%	68.0%	70.1%	66.7%	70.4%	69.4%	70.0%
Low-income undergraduate students enrolled	3,205	3,576	3,681	3,677	3,534	3,506	3,500
Six-year graduation rate from TU of low-income students	61.9%	63.9%	67.4%	64.6%	69.8%	66.5%	68.0%
Number of incoming undergraduate veterans and service members	68	99	66	72	60	69	75
Second-year retention rate at TU of veterans and service members	75.0%	71.7%	75.8%	70.8%	56.7%	75.0%	75.0%

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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Second-year retention rate of students at TU (or another public university in Maryland)	87.3%	86.8%	86.8%	87.7%	87.3%	87.0%	87.0%
Six-year graduation rate of students from TU (or another public university in Maryland)	74.2%	75.9%	77.2%	75.0%	77.3%	77.0%	77.0%

Percent of students satisfied with education received for employment (triennial survey)	86.7%	N/A	N/A	80.8%	N/A	N/A	N/A
Percent of students satisfied with education received for graduate/professional school (triennial survey)	95.3%	N/A	N/A	94.3%	N/A	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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Percent of replacement cost expended on facility renewal and renovation	2.65%	2.10%	2.18%	1.71%	3.09%	2.46%	2.19%
Full-time equivalent students enrolled in distance education and off-campus courses	1,542	1,641	1,830	2,105	18,109	2,821	2,450

THE UNIVERSITY OF BALTIMORE
Managing for Results
Academic Year 2020-2021

MISSION

The University of Baltimore (UBalt) offers career-focused education for aspiring and current professionals, providing the region with highly educated leaders who make distinctive contributions to the broader community. UBalt has a long history of providing quality, professional undergraduate and graduate education for working adults who aspire to advance in their careers.

INSTITUTIONAL ASSESSMENT

UBalt's strategic plan supports our mission and six strategic priorities guide our direction.
Goal 1: Position UBalt as the region's premier professional, career-focused university
Goal 2: Strengthen student success
Goal 3: Solidify UBalt'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 UBalt's commitment to diversity, equity, and inclusion.

UBalt'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 UBalt's Strategic Plan align with the Maryland State Plan. UBalt assess impact and aligns and revises strategies as appropriate.

State Plan	UBalt Strategic Plan (SP) – Initiatives Aligned with State Plan
Access: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.	**Goal 2:** Enhance affordability and student financial literacy. **Goal 2:** Evaluate the tuition structure for all programs to ensure market competitiveness. **Goal 2**: Increase need-based financial aid. **Goal 2**: Revise financial aid processes to ensure clarity, consistency, and ease for students. **Goal 2**: Enhance strategic use of funds for improving student outcomes and reducing negative financial impacts on students and the institution. **Goal 3**: Expand engagement with public-school systems to ensure more students are prepared for college (e.g., dual enrollments)
Success: Promote and implement practices and policies that will ensure student success.	**Goal 2:** Increase degree completion rates and shorten time to degree. **Goal 2:** Mine academic data to identify and support student success. **Goal 2:** Close gap in educational achievement among all undergraduates. **Goal 2:** Maximize flexible course delivery, enhance winter and summer offerings, and develop multi-semester course schedules. **Goal 2:** Enhance opportunities for awarding credit via transfer institutions, early college admittance, dual enrollment and military credit; create a campus-wide structure and institute policies and procedures for awarding Prior Learning credit.

State Plan	UBalt Strategic Plan (SP) – Initiatives Aligned with State Plan
	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 Research, Scholarship and Creative Activity (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 decreased from 86.8% to 77.5%.
- FTFT (first-time full-time students) retention for African-American students has decreased from 85.0% to 80.0%.
- The six-year graduation rate for African-American students decreased from 39.9% to 25.9%.
- 100% online due to COVID-19.
- Law graduates who pass the bar exam on first attempt is stable from 73.2% to 73.6%.
- Percentage of African American undergraduates is 46.8% which is the same as last year.
- Percentage of economically disadvantaged students is relatively stable from 71.1% to 70.2%.
- Entrepreneurial revenues declined from $255,362 to $105,483, largely owing to COVID-19.
- Federal grants awarded have increased from 6 to 7, yet the percentage of research dollars from federal sources has decreased from 60% to 54%.

UBalt is carefully assessing the impact of the COVID-19; results as reported above are mixed. It is important to note that the average freshmen retention rate for the entire period that UBalt has had freshmen is 73%. The range is wide: 67%-87%, but this difference is partially due to the fluctuation of the small numbers of first-time freshmen. We continue to assess student, faculty and staff needs during this time administering the Higher Education Data Sharing Consortium (HEDS) in both fall and spring of 2020. Results guided planning and interventions. While all our student support services, including access to financial aid have been online and widely used by students, many of our students continue to be impacted by COVID-19 pandemic specifically finances, taking care of family members, and uncertainty about their plans. A primary goal is to keep students on track, on time. Strategies included specific curricular programming and follow-up based on student needs, enhanced advising and outreach, support for online learning, and targeted financial aid.

Affordability

70.2% of UBalt students are economically disadvantaged. UBalt continues to revise its need-based financial aid strategy to support the recruitment and retention. We continue to leverage the Bob Parsons Scholarship Fund for Pell Grant eligible transfer and military/veteran students who

maintain full-time enrollment, a 2.0 cumulative GPA, and Pell Grant eligibility. This scholarship allows eligible students to complete their degree debt free by covering the remaining tuition and fees after the Pell Grant is applied. The Sam Rose Scholarship Fund supports newly admitted full- and part-time undergraduate students with 24 credits, a 2.0 cumulative GPA, and in-state residency status. UBalt continues to offer a Near Completion Grant for undergraduates within 30 credits of graduation with either no remaining financial aid eligibility or hardship. Merit scholarships are incremental to need-based aid. The UBalt Baltimore Foundation raised funds for initial emergency relief.

Specific Use of CARES Funding for Student Access and Success
utilized Federal CARES and HEERF 2 funding to support student access and success. Specifically, UBalt;
- Provided direct aid to students (over $1.6M) to support students experiencing financial hardship due to COVID. Eligible expenses included cost of attendance, housing/rent/utilities, technology needs and assistance with medical or mental health and childcare expenses.
- Hired two instructional designers in the Center for Excellence in Learning, Teaching and Technology (CELTT) to work with faculty to redesign courses for online delivery using industry best practices. This effort allowed UBalt to offer more online/hybrid modality courses.
- Purchased technology (hardware and software) for students to improve the online learning experience and for faculty to improve the remote teaching experience.
  - Increased loaner technology (i.e., laptops, cameras, keyboard, mouse, headsets, additional monitors, and tablets).
  - Developed zoom studios to record or use live to deliver remote student instruction.
  - Purchased media equipment (such as video cameras & cell phone lens) to improve online learning experience and support hi-tech course work
  - Purchased technology to improve virtual delivery in classrooms and learning labs.
- Hired case worker to manage student COVID testing, contract tracing, reporting and communications.
- Initiated engineering evaluation, assessment & mitigation to campus buildings HVAC systems, for incidence of water infiltration and mold/allergens. Conducted testing and remediation of campus water for health and safety.

Initiatives and Enhanced Initiatives Supporting Access and Student Success
UBalt enhanced many of our initiatives such a, Milestone Advising. Mentoring, Late Admit Outreach**,** and our Student Assistance Program, by expanding hours and access in a virtual environment. Moreover, some specifics include:

Developing a Math & Statistics Center (MSC): The pandemic focus of the renamed Math & Statistics Center (MSC) has been outreach to students and developing online tutoring protocols. In summer 2019, math support services were combined into a single math center within the RLB Library, providing drop-in math tutoring for all quantitative courses. Peer tutors are trained and certified to provide support for general education math and challenging upper-division quantitative literacy courses. Academic Success, of which MSC is part of, is currently seeking certification as an online tutoring center through the Association of Colleges for Tutoring and

Learning Assistance (ACTLA) to supplement our top-tier Level 3 International Tutor Certification through the College Reading & Learning Association (CRLA).

Expanding Embedded Peer-Support Programs: Peer-based support programs provide academic support from a staff of trained peer tutors, coaches, and writing consultants entering classes and bringing support directly to individual sections of challenging courses, including:
a) Supplemental instruction-style review sessions for challenging courses, like statistics and accounting, available in person and recorded for online access.
b) Embedded tutoring in quantitative courses expands with the core sequence of psychology course and business statistics courses.
c) Coaching in the First-Year Seminar
d) Writing Fellows in writing-intensive courses

Expanded Writing Center Outreach and the Writing Fellows Program: Writing Fellows continue to be embedded in undergraduate courses. Early focus on writing support improves outcomes immediately and reduces writing-related barriers to graduation. Data from the first full-year Writing Fellows faculty cohort demonstrated remarkable faculty and student satisfaction and student success. Currently, a new partnership between the Writing Center and Writing Faculty increases collaboration regarding the upper-division writing placement to allow for better support of students preparing for that placement process. The Fellows program continues to expand, now serving a high-enrollment General Education ethics course that all undergraduate students must complete.

Expanded Use of Open Educational Resources: With support from the Center for Excellence in Learning Teaching and Technology (CELTT), the library led faculty to redesign curriculum incorporating Open Education Resources (OER) – free online textbooks. Starting in Fall 2018 with six high-enrolled multi-section General Education courses, the project incorporated best practices to support customization, including augmented course content. In fall 2019 UBalt expanded OER to Cybersecurity, Gaming and Technology courses. Currently, a team consisting of faculty, staff, and one USM representative are representing UBalt in a yearlong Association of American Colleges & Universities OER Institute to:
a) Develop a sustainable support system for OER use
b) Identify and build a database of all OER-related courses
c) Identify the cost-saving for OER related course text
d) Garner continued university-wide support of OER initiatives

Development of Student Online Learning Preparedness Resources: In response to the pandemic, RLB Library, CELTT, and Academic Success created the Student Quickstart, an online resource providing students the opportunity to learn about being a successful online student as well as introductions and tutorials on educational technologies. The Quickstart was redesigned with additional tutorials in spring 2021. Currently, the Quickstart is being redeveloped as an enhanced OER to provide a more structured experience for students requiring support as they embark on online learning, both synchronous and asynchronous modalities.

New Test Optional Admission Component: After increasing the admission standards, The University of Baltimore revised its admission requirements for fall 2021 to include a test optional

component in response to the COVID. The test optional criteria include: a minimum 2.67 (weighted) GPA, positive grade progression in core courses (math and English), a personal statement or essay and letters of recommendation and remain eligible for merit-based scholarships.

Adoption of Student Success Teams: Designed to support students, each student is assigned an academic advisor, career coach, and a financial aid specialist (future initiative). For students who have mentors, UBalt may be able to list their mentors in the Student Success Team in the portal.

Adopted a Pathways Program for First-Year Students: Based on UBalt's Signature Undergraduate Programs of Excellence, five Professional Pathways were created in career clusters designed to help students explore majors and careers throughout their first year, and keep students on track to graduate in four years. Elements include advising and co-curricular integration of High Impact Practices including First-Year Learning Communities and seminars, career coaching, and collaborative learning in General Education courses.

Implemented Salesforce Advisor Link (SAL) and Development of the Student Success Hub: In spring 2021, UBalt implemented SAL, a software platform that focuses on advisor and student success engagement. Students can interact with their academic advisors to make an advising appointment, review and handle academic to-do items, and learn more about their Student Success Team. This is UBalt's main student communication platform and new system of engagement.

Increased Career and Internship Center (CIC) Strategic Outreach: At the start of the pandemic, the CIC initiated outreach calls to two distinct student populations. The CIC reached out to new students at the University to inquire how their semester was going and also to remind them of the available resources in the CIC. CIC staff also reached out to graduating seniors to inquire about their career plans and to encourage them to take advantage of the resources in the CIC.

Implemented LiveChat feature in the Office of Student Support (OSS): In spring 2021, the OSS implemented this feature to allow students a nearly real-time opportunity to ask questions, connect with resources, and express concerns. OSS team members staff the LiveChat responding to questions and concerns as soon as these are received. Students simply go to the OSS website and click on the LiveChat icon to engage with a staff member who can assist them.

Convening the Student Support Campus Planning Meeting: At the start of the pandemic a group of student service unit leads was convened. The group has met bi-weekly for nearly 18 months to discuss emerging student needs related to the transition to the virtual environment; service gaps; and areas in need of improvement. Students serve on this task force and often share their experiences. This allows our team to best understand the student experience and modify our services and communications in order to positively impact student success.

UBalt supports students across multiple initiatives and carefully assesses progress. Lessons learned in COIVD revealed the need to expand virtual services for students and enhanced our continuingly evolving approach.

USM - University of Baltimore

The University of Baltimore (UB) provides innovative education in business, public affairs, the applied liberal arts and sciences, and law to serve the needs of a diverse population in an urban setting. A public university, UB offers excellent teaching and a supportive community for undergraduate, graduate and professional students in an environment distinguished by academic research and public service. The University makes excellence accessible to traditional and nontraditional students motivated by professional advancement and civic awareness; establishes a foundation for lifelong learning, personal development, and social responsibility; combines theory and practice to create meaningful, real-world solutions to 21st-century urban challenges; and is an anchor institution, regional steward and integral partner in the culture, commerce, and future development of Baltimore and the region.

VISION

The University of Baltimore is a leader in the development and dissemination of knowledge in the applied disciplines that form the core of its academic programs. Any qualified Marylander has access to UB's academic programs and services without regard to geographic location, economic means, or other limiting circumstances. UB's students are highly satisfied with their preparation for productive professional lives. The University maintains a lifelong relationship with its graduates and continues to meet their educational needs in a rapidly changing world. Maryland's businesses, governments, and not-for-profit organizations value UB's talents. UB is a major contributor to sustaining mid-town Baltimore as a flourishing urban environment.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. **The University of Baltimore will enhance the quality of learning, teaching, and research.**

Obj. 1.1 Through 2020, maintain the percentage of UB graduates employed in their field one year after graduation at a level equal to or greater than 90 percent.

Obj. 1.2 Through 2020, maintain a 75 percent or greater first-time attempt passage rate on the Maryland Bar examination.

Obj. 1.3 Increase the percentage of students earning credits in at least one learning activity outside the traditional classroom to 55 percent or greater by 2020.

Obj. 1.4 Increase the second-year retention rate of all students and African-American students to 76 percent or greater by 2020.

Obj. 1.5 Increase the percentage of students satisfied with educational preparation for employment to 90 percent, and maintain the percentage of students satisfied with educational preparation for graduate or professional school at least at 95 percent through 2020.

Performance Measures	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
[1] Percentage of graduates employed one year after graduation (triennial survey)	85.9%	N/A	N/A	N/A	N/A	N/A	N/A
UB law graduates who pass the Bar exam on first attempt	67.0%	67.0%	65.8%	73.2%	73.6%	75.0%	75.0%
Students earning credits outside of traditional classroom	52.7%	55.6%	62.8%	100.0%	58.9%	75.0%	75.0%
Second-year retention rate at UB (or another public university in Maryland): All students	72.3%	68.1%	76.6%	86.8%	77.5%	80.0%	80.0%
Second-year retention rate at UB (or another public university in Maryland): African-American students	70.0%	66.7%	76.9%	85.0%	80.0%	80.0%	80.0%
[1] Student satisfaction with education received for employment (triennial survey)	88.7%	N/A	N/A	N/A	N/A	N/A	N/A
[1] Student satisfaction with education received for graduate or professional school (triennial survey)	97.5%	N/A	N/A	N/A	N/A	N/A	N/A

USM - University of Baltimore

Obj. 1.6 Annually, UB will exceed the national benchmark six-year graduation rate for similar selective institutions of first-time, full-time degree seeking undergraduate students and African-American students.

Performance Measures	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Six-year graduation rate from UB (or another public university in Maryland): All students	36.1%	32.9%	37.2%	41.1%	33.6%	40.0%	40.0%
Six-year graduation rate from UB (or another public university in Maryland): African-American students	30.9%	25.3%	38.8%	39.9%	25.9%	36.0%	36.0%

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-student graduates 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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Percentage of minority students, including African Americans, who graduate from UB	0%	0%	0%	52%	54%	55%	55%
Percentage of African-American undergraduates	47.1%	45.9%	46.8%	46.8%	46.7%	50.0%	50.0%
Percentage of economically disadvantaged students	74.4%	87.9%	73.9%	71.1%	70.2%	75.0%	75.0%
[1] Percentage of STEM graduates employed in Maryland (triennial survey)	85.7%	N/A	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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Entrepreneurial revenues per year	$220,634	$269,273	$255,362	$105,483	$7,870	$7,035	$7,035
Number of federal awards	6	8	7	6	7	6	6
Percentage of research dollars from federal sources	14.0%	47.7%	56.0%	60.0%	54.0%	50.0%	50.0%

NOTES

[1] The triennial survey was not conducted in 2020.

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 2021 was 7,244, an increase of 107 or 1.5% compared to the previous year's 7,137. For the second year, headcount enrollment for UMB has surpassed 7,000 students. Increased enrollments occurred in undergraduate nursing, pharmacy master's programs, and professional law programs. Enrollments decreased in social work and professional doctoral programs in medicine and pharmacy. Graduate and professional students account for 87% of campus enrollment. The enrollment of African – American students is 18.2% of the student body. There were 7,756 employees in fall 2020 of whom 781 were graduate assistants and post-

doctoral fellows. Compared to the previous year, the number of faculty and staff increased 1.6%.

Revenues: Total campus revenues increased from $375.8 million in fiscal year 1997 to $1,352.9 million in fiscal year 2022, an average of 5.3% per year. The average annual increase in State general funds and Higher Education Investment Funds (HEIF) over the same period was only 3.5%. As a result, these state appropriations represent 18% of overall revenues for fiscal year 2022. Based on the fiscal year 2021 appropriation, UMB was funded at approximately 64% of its funding guidelines, below the USM average of 66%.

In most programs, resident tuition and fees increased less than 3% for fiscal year 2022, and overall tuition and fee revenues constitute only 13% of the total budget. Contract, grant and clinical revenues account for 66.4% 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 increased by 170 to 1,539 for 2021. Growth in professional master's graduates and professional nursing were offset slightly by declines in the production of professional pharmacy 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 are at a new high, but disclosures received and new patent applications filed for fiscal year 2021 are below 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 12, the number of UMB faculty with National Academy memberships or nationally recognized awards reported for 2021 is below the level reported for 2020 but remains above the 2019 benchmark.

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.

<u>Objective 2.1</u> – Through fiscal year 2024 maintain a minimum 90 percent graduation rate within 150 percent of time to degree for each principal professional program. <u>State Plan Strategies 4, 5, 6</u>

The success rate of students enrolled in the principal professional programs at UMB is uniformly high, although the day law program reported a rate below 90% for 2021.

<u>Objective 2.2</u> – Through fiscal year 2024 maintain a first time licensure exam pass rate for each principal professional program of at least 95 percent. <u>State Plan Strategy 7</u>

The licensure exam pass rate for first time test takers ranges between 82% and 100% for 2021. As anticipated, the law graduates achieved an improvement in the pass rate for the Maryland bar in fiscal year 2021.

<u>Objective 2.3</u> – Through fiscal year 2024 maintain an average debt of graduating students not exceeding the 2019 level. <u>State Plan Strategies 2, 3</u>

The continued lack of State funded grant and scholarship assistance continues to force many graduate and professional students to finance a significant share of their cost of education. UMB continues to be committed to increasing funding for institutional grants and scholarships at a rate no less than the increase in tuition. Three programs reported lower average graduating student debt for 2021 compared to the previous year.

Tuition affordability is very much a concern at the University. UMB doesn't benefit from enrollment initiatives that provide state support in lieu of tuition increases for undergraduate in-state students. Graduate and professional students comprise a considerable share of enrollment, so UMB receives negligible tuition replacement funds.

<u>Objective 2.4</u> – Through fiscal year 2024 increase the enrollment of students educated entirely online compared to 2019 levels. <u>State Plan Strategy 9</u>

UMB has been rapidly expanding the number of degree and certificate programs delivered entirely online as well as the number of courses delivered online for traditional programs, resulting in continued increases in this indicator. In 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.

<u>Objective 2.5</u> – Through fiscal year 2024 maintain high rates of graduate employment and educational satisfaction compared to 2019. <u>State Plan Strategies 7, 8</u>

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 indicated 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.

<u>Objective 3.1</u> – Through fiscal year 2024 increase enrollments in joint professional programs and programs at regional education centers compared to 2019 levels. <u>State Plan Strategies 4, 6</u>

The University of Maryland, Baltimore continues to increase enrollment at The Universities at Shady Grove, exceeding 1,000 students for 2021. 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 451 students enrolled for fall 2021.

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.

<u>Objective 4.1</u> – Through fiscal year 2024, increase the Days of Service for UMB employees through UMB Supports Maryland Unites compared to the level reported for 2019. <u>State Plan Strategy 8</u>

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.

<u>Objective 4.2</u> – 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. <u>State Plan Strategies 8, 9, 10</u>

A core cadre of UMB faculty has, and will continue to pursue public service as its primary mission. Reported days in public service declined to 9.0 per faculty member for fiscal year 2021 after averaging 9.5 days per faculty member over the previous four years.

Goal 5 – Continue to develop a culture of giving at UMB that supports the strategic needs of the university and its schools.

<u>Objective 5.1</u> – By fiscal year 2024 attain annual campaign goal of $88.5 million a year. <u>State Plan Strategy 10</u>

<u>Objective 5.2</u> – By fiscal year 2024 increase or maintain combined university endowments from all sources at a level at least equal to the 2019 level. <u>State Plan Strategy 10</u>

More than $100 million was secured during fiscal year 2018, but perhaps influenced by 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 since 2020, $79.3 million was raised in fiscal year 2020 and $95.7 million was raised in fiscal year 2021.

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 six years on a solid footing, and realized a remarkable 22.8% gain for fiscal year 2021. 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 ranged between $63,718 and $77,041 before 2021. 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. Beginning in 2021 a revised approach to allocating expenditures related to pensions and other postemployment benefits resulted in a substantial increase in the operating expenditures reported per adjusted full-time equivalent student.

EFFECT OF COVID-19 ON THE 2020 – 2021 REPORTING CYCLE:

Please specify how your institution utilized CARES funding over the past year. What are some ways your institution was able to leverage those funds for student access and success?

Funds received through the Coronavirus Aid, Relief, and Economic Security (CARES) act distributed through the State of Maryland were used to pay for costs associated with transitioning courses to online delivery, increased sanitation and cleaning to protect students, faculty, and staff, and purchasing personal protective equipment to protect students in clinical settings and front line workers. Funds also supported COVID hotline and contact tracing to assist student, faculty and staff with answering COVID related questions and monitoring and notifying potentially exposed individuals.

In addition, CARES funds received directly by UMB through the Higher Education Emergency Relief Fund (HEERF) were used to provide direct awards to students to offset costs associated with virtual learning and to refund student fees for parking, housing and transportation and purchase virtual simulation software. Under the first phase of HEERF, 1,145 students received grants of between $500 and $5,000. Under the second phase of HEERF through the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA), 725 students received grants of $1,352 each.

USM - University of Maryland, Baltimore Campus

MISSION

To improve the human condition and serve the public good of Maryland and society at-large through education, research, clinical care, and service.

VISION

The University of Maryland, Baltimore Campus (UMB) will excel as a pre-eminent institution in our missions to educate professionals; conduct research that addresses real-world issues affecting the human condition; provide excellent clinical care and practice; and serve the public with dedication to improve health, justice, and the public good. The University will become a dominant economic leader of the region through innovation, entrepreneurship, philanthropy, and interdisciplinary and inter-professional teamwork. The University will extend our reach with hallmark local and global initiatives that positively transform lives and our economy. The University will be a beacon to the world as an environment for learning and discovery that is rich in diversity and inclusion. The University's pillars of professionalism are civility, accountability, transparency, and efficiency. The University will be a vibrant community where students, faculty, staff, visitors, and neighbors are engaged intellectually, culturally, and socially.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. Enhance UMB's standing as a major contributor to Maryland's highly qualified health, legal, and human services workforce and position UMB as a university of research strength, innovation, and entrepreneurship and that is "open for business" with the business community.

Obj. 1.1 Through fiscal year 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 11.

Performance Measures	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Graduates: Undergraduate Nursing (BSN)	378	398	411	396	389	408	422
Professional Practice Doctorate: Dentistry (DDS)	130	132	130	132	125	133	125
Law (JD)	187	203	192	189	202	215	189
Medicine (MD)	161	146	163	166	151	147	154
Nursing (DNP)	49	95	125	108	133	146	136
Pharmacy (PharmD)	157	149	154	155	135	121	109
Physical Therapy (DPT)	56	61	61	61	66	64	65
Prof. Practice Doctorate Total	740	786	825	811	812	826	778
Professional Masters (MS)	129	138	137	162	338	517	605
Total R&D Expenditures, as reported by NSF (millions)	N/A	N/A	N/A	$1,097	$1,103	$1,141	$1,164
Grant/contract awards (millions)	$554	$665	$663	$686	$689	$716	$745
Cumulative number of active licenses or options	213	233	232	228	251	201	204
Disclosures received	147	143	135	158	127	150	150
New patent applications filed	86	96	78	86	62	85	85
Number of nationally recognized memberships and awards	13	12	11	13	12	12	12

USM - University of Maryland, Baltimore Campus

Goal 2. Develop students who demonstrate personal, professional, and social responsibility and who acquire the skills and experiences needed to succeed at UMB, in the community, and in their chosen professions after graduation and enhance UMB's commitment to students through its mission of teaching and learning excellence by providing the infrastructure for the advancement of scholarly and pedagogically-sound teaching.

Obj. 2.1 Through fiscal year 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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Graduation Rate within six years from University of Maryland, Baltimore (or another public university in Maryland)							
Dentistry (DDS)	96.2%	98.4%	97.7%	97.7%	99.2%	95.0%	95.0%
Law Day (JD)	86.4%	89.0%	86.9%	92.0%	88.6%	90.0%	90.0%
Medicine (MD)	91.3%	95.6%	95.1%	91.1.%	95.0%	95.0%	95.0%
Nursing (BSN)	92.1%	95.3%	95.8%	97.0%	96.4%	95.0%	95.0%
Pharmacy (PharmD)	98.1%	96.2%	94.4%	96.2%	96.8%	95.0%	95.0%
Physical Therapy (DPT)	93.7%	94.6%	100.0%	100.0%	95.1%	95.0%	95.0%
Social Work (MSW)	92.9%	91.2%	92.2%	94.5%	90.1%	90.0%	90.0%
First Time Exam Pass Rate							
[1] Dentistry (ADEX)	99.0%	100.0%	99.0%	99.0%	99.0%	99.0%	99.0%
[1] Law (Maryland Bar)	76.0%	79.0%	77.0%	80.0%	86.0%	86.0%	86.0%
Medicine (USMLE Step 2 CK)	96.0%	97.0%	99.0%	98.0%	100.0%	99.0%	99.0%
Nursing BSN (NCLEX)	88.0%	87.0%	89.0%	87.0%	87.0%	88.0%	88.0%
[1] Pharmacy (NAPLEX)	90.0%	89.0%	87.0%	87.0%	91.0%	90.0%	90.0%
[1] Physical Therapy (NPTE)	98.0%	96.0%	87.0%	85.0%	85.0%	85.0%	85.0%
[1] Social Work (LGSW)	86.0%	88.0%	90.0%	85.0%	82.0%	85.0%	85.0%
Professional Student Average Debt							
[1] Dentistry (DDS)	$227,390	$235,313	$245,633	$256,074	$293,570	$293,570	$293,570
[1] Law Day and Evening (JD)	$116,837	$109,984	$111,417	$123,144	$127,584	$127,584	$127,584
[1] Medicine (MD)	$167,965	$151,725	$186,838	$181,746	$167,048	$167,048	$167,048
[1] Nursing (MS,CNL,DNP)	$91,586	$95,667	$95,184	$92,412	$83,293	$83,293	$83,293
[1] Pharmacy (PharmD)	$136,617	$159,904	$159,183	$101,967	$163,717	$163,717	$163,717
[1] Physical Therapy (DPT)	$97,384	$93,370	$109,558	$139,037	$131,759	$131,759	$131,759
[1] Social Work (MSW)	$56,332	$43,797	$65,749	$39,031	$62,479	$62,479	$62,479

USM - University of Maryland, Baltimore Campus

USM - University of Maryland, Baltimore Campus

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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Headcount enrollment of students educated entirely online	947	1,070	1,288	1,686	TBD	TBD	TBD
[1] Employment rate of undergraduates	99%	N/A	N/A	95%	0%	0%	0%
[1] Graduates' satisfaction with education (Nursing)	91%	N/A	N/A	88%	0%	0%	0%

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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Enrollment – Fall Headcount							
Joint Professional Masters							
MS in Law (with UMCP)	72	38	28	15	13	25	30
Universities at Shady Grove							
Nursing	305	352	357	356	435	481	517
Social Work	137	146	155	171	179	130	130
Pharmacy	132	93	64	28	1	0	0
Other Programs	0	0	152	403	489	540	417
Total Shady Grove	574	591	728	958	1104	1,151	1,064
Laurel College Center	0	8	0	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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Number of days in public service per full-time faculty member	9.6	9.6	9.4	9.5	9.0	9.0	9.0

USM - University of Maryland, Baltimore Campus

USM - University of Maryland, Baltimore Campus

Goal 5. Continue to develop a culture of giving at UMB that supports the strategic needs of the university and its schools.

Obj. 5.1 By fiscal year 2024, attain annual campaign goal of $88.5 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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Campaign giving, annual (millions)	$74.8	$104.4	$76.8	$79.3	$95.7	$85.0	TBD
Endowment, annual (millions)	$376.0	$436.9	$448.4	$474.6	$583.1	$629.7	$680.1

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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Annual cost savings as a percentage of actual budget	1%	1%	1%	1%	TBD	TBD	TBD
Operating Expenditures per Adjusted FTES	$63,718	$66,699	$70,433	$77,041	$98,352	$99,000	$100,000

USM Core Indicators

Performance Measures	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Total enrollment (undergraduates)	905	929	909	878	898	960	996
Percent minority of all undergraduates	43%	48%	49%	52%	56%	N/A	N/A
Percent African-American of all undergraduates	18%	19%	19%	20%	24%	N/A	N/A
Total bachelor's degree recipients	416	433	438	420	415	430	444
Percent of replacement cost expended in operating and capital facilities renewal and renovation	1%	1%	1%	1%	TBD	TBD	TBD
Applicants to undergraduate nursing programs	728	639	772	814	744	890	927
Qualified applicants to undergraduate nursing programs denied admission	129	87	43	49	23	0	0

NOTES

[1] 2021 data is estimated because it is reported on a calendar year basis.

UNIVERSITY OF MARYLAND BALTIMORE COUNTY (UMBC)
MISSION

UMBC is a public research university integrating teaching, research, and service to benefit the citizens of Maryland. Dedicated to cultural and ethnic diversity, social responsibility, and lifelong learning, UMBC offers students a strong undergraduate liberal arts foundation and 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.

INSTITUTIONAL ASSESSMENT

With the return to campus in fall 2021, UMBC welcomes home our Retriever Nation, and the largest ever incoming class of first-time first-year and new graduate students. We continue to focus on the three goals of the Maryland State Plan for Postsecondary Education – Access, Success and Innovation. Most importantly, we focus on people – our community, our state, and our world. We are proud that our work is again being celebrated nationally; the 2022 America's Best Colleges Report from U.S. News & World Report ranked UMBC as sixth top national university in both Best Undergraduate Teaching and Most Innovative Institutions.

Our faculty, staff and students exhibited great grit and determination as we weathered the pandemic, with smooth continuity of business and pivot to online learning and remote work. We took advantage of opportunities arising from the move to online course delivery, moved to effective online student support, dealt with COVID-related reporting and accountability, and graduated our largest class ever in 2021. Our research enterprise continued to thrive, with faculty securing over $84 million in extramural awards in FY2021. UMBC alumni made great contributions during the pandemic: Dr. Kizzmekia Corbett led a team at NIH to develop the technology for Moderna's mRNA-based COVID 19 vaccine; Dr. Darian Cash was part of the Moderna team administering clinical trials; Dr. Letitia Dzirasa served as Baltimore City health commissioner; and Dr. Jerome Adams served as U.S. Surgeon General.

Students

Enrollments. At 2,052, our incoming class is the largest ever. Overall enrollment for fall 2021 is 13,638 (10,835 undergraduate and 2,803 graduate), a 1.0% increase over fall 2020 (-.9% undergraduate and +9.3% graduate). Finish Line - an initiative designed to re-engage former students who left UMBC prior to completing their degree and did not enroll elsewhere - shows positive outcomes for those that re-enrolled in its first year. Among the 180+ former students that re-enrolled in AY2021, 49 degrees have been conferred, and 54 are still enrolled for fall 2021. Year two of the campaign continues to garner strong interest, with 92 new Finish Line students re-enrolling in fall 2021.

Caliber of Students. Undergraduate research was again celebrated at the Spring 2021 Undergraduate Research and Creative Achievement Day, a one-week virtual showcase of student research that had over 11,000 visitors from all around the world. Volume 22 of the UMBC Review: Journal of Undergraduate Research was published in spring 2021, with 252-pages highlighting the work of students majoring across the disciplines, as was Bartleby, UMBC's creative arts journal focused on 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 2020-2021, we celebrated our second Rhodes Scholar, a Marshall Scholarship Finalist, a Knight-Hennessy Scholar, and four Goldwater Scholarship recipients, as well as multiple Fulbright Awards recipients. All of these, and more, can be found

in the <u>Student Honors and Awards booklet</u> published in May 2021.

 <u>Retention and Graduation</u>. UMBC has prioritized student success and improving our retention and graduation rates over time. This year, our retention rate was 90.5%[1], which meets our 2025 goal (**Obj. 5.1 (M502)**); and, our six-year graduation rate rose from 75.4% to 77.8%, exceeding our 2025 goal (**Obj. 5.2 (M504)**. We continue to improve our internal graduation rates, with a four-year graduation rate of 48.0% and six-year rate of 70.2% for our full-time cohorts of first time students starting in fall 2017 and 2015, 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 focused on academic initiatives designed to expand the number of programs available, particularly in areas with high student interest, such as STEM education, data science, and cybersecurity.

 Other initiatives have been designed to increase student engagement, with expected positive effects on both retention and graduation. The Division of Undergraduate Academic Affairs (UAA) coordinates multiple initiatives including First Year Seminars, Introduction to an Honors University seminars, the Summer Bridge Program, and Transfer Seminars. Several Living Learning Communities focus on students' common intellectual interests or majors.

 Technological innovation and best practices have been combined to launch several initiatives to enhance the student experience. Examples include Degree Planner, an interactive tool for 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 guide to facilitate advising and timely registration. A multi-year implementation of the Salesforce CRM platform to support recruitment, admissions, student success, and alumni relations, with early efforts focused on recruitment and admissions, has also begun.

 The Academic Success Center (ASC), established in 2019, provides centralized support services to all undergraduate students in the areas of Academic Learning Resources, Academic Policy and Academic Advocacy. Examples of services provided 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), and individual academic success meetings to connect students with campus resources. With the shift to online courses and remote work in March 2020, the ASC pivoted to all remote services, including the creation of an online learning resource page, as well virtual spaces for drop-in and appointment tutoring, and virtual SI PASS sessions. In AY2020-21, ASC logged 6,835 tutoring contacts by 1,366 unique students, as well as 16,637 SI PASS contacts. Assessment data indicate that students who attend Tutoring/SI PASS with the ASC were more likely to pass their courses and be retained into the next semester than similar students who do not attend tutoring. The First-Year Intervention Alerts Program was expanded to include all students and renamed Early Academic Alerts. In fall 2020, 79% of faculty participated in the program and 31% of first-year students and 11% of non first-year students received at least one alert, with 64% of alerts resulting in a student succeeding in the course. Academic Advocates connected with 2,287 students identified as exhibiting academic risks, including follow-up with 644 student referrals. Of the fall 2020 full-time first-year students working with an Advocate, 84% were retained into spring 2021.

 Transfer student success also continues to be a focus for UMBC. Our *Transfer Central* portal provides detailed information about transferability of prior coursework and runs scenarios for how prior coursework can be maximized for degree completion at UMBC. The tool allows the admissions team to better engage prospective transfers during the pre-enrollment process.

The College of Natural & Mathematical Sciences (CNMS) continues its collaborative work with AACC, CCBC, HCC, and MC on quantitative reasoning module development and improving transfer success in life sciences courses under an NSF-IUSE grant. The Transfer Equity Initiative engages faculty as transfer advocates through applied learning experiences with prospective transfer students and cultivates classroom pedagogies that support/engage incoming transfer students, with a focus on community college transfers.

Diversity. A commitment to intellectual, cultural, and ethnic diversity is one pillar of our UMBC mission. As of fall 2021, 59.0% of undergraduates are minorities (**Obj. 4.1 (M402)**), placing UMBC considerably higher than the average of its peers. New African American first year counts have fluctuated unpredictably over time, but increased from 339 (20.2%) in fall 2020 to 482 (23.5%) in fall 2021. New African American transfer students numbered 223 (22.9%) in fall 2021, up from 209 (21.2%) in fall 2020. UMBC's target for enrollment of undergraduate African American students in FY 2025 is 20.0%; in fall 2021 it stands at 21.1% (**Obj. 4.1 (M401)**).

UMBC continues its vigorous efforts to attract qualified minority students. Since 1993, the Meyerhoff Scholars Program has graduated over 1400 students, with alumni from the program earning 359 Ph.D.s, over 180 M.D. or D.O. degrees, and over 300 master's degrees in STEM areas. And, over 340 alumni are currently enrolled in graduate or professional degree programs. UMBC is the number one producer of African American undergraduates subsequently earning doctorates in the natural sciences and engineering. We also hold Reception and Overnight events for Academically Talented African American Students and Academically Talented Hispanic/Latino students.

The one-year retention rate for African American students was on par with the overall population (90.2% vs. 90.5%)[1] (**Obj. 4.2 (M403)** vs. **Obj. 5.1 (M502)**). And although the graduation rate for African Americans was lower than the overall rate (73.7% vs. 77.8%) for fall 2014 cohorts (**Obj. 4.3 (M404)** and **5.2 (M504)**), the internal rate, or percent graduating from UMBC, was 71.7% for African Americans, compared to 69.2% overall. 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. In 2020, UMBC was invited to join 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 U.S. 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 (COEIT) 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. COEIT's 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 COEIT at UMBC. In the 2020-21 academic year, CWIT served 119 undergraduate students in three Scholars programs: CWIT Scholars (97% women, 34% URM), Cyber Scholars (59% women, 34% URM), and T-SITE Scholars (21% women, 63% URM).

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. CNMS continues 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. The college also opened an academic success center known as The Learning Collaboratory (TLC), which focuses on building community among unaffiliated groups of CNMS majors, and emphasizes four pillars of success: Science Exploration, Career Readiness, Personal Development, and Diversity in STEM.

Student Learning Outcomes. The Hrabowski Fund for Innovation continues to support, via a competitive process, innovations in teaching and learning proposed and developed by our faculty and staff. There were eight awardees between fall 2020 and spring 2021, with several adaptation grants such as "Assessing and Reversing Students' Unpreparedness in Upper Level Biology Courses", "Preventing Gender-Based Harm at UMBC: Designing and Teaching a Multidisciplinary Course", and "Identifying an Interdisciplinary Path to Social Responsibility Education across the COEIT Curriculum." Since its inception, the fund has supported almost 40 instances of course redesign, novel approaches to teaching and learning and assessment.

Student outcomes six-months out from graduation are collected via the First Destination Survey (FDS) conducted by Career Services (**see Goal 1, M101-107**). Survey trends show that 65% to 70% of students are employed within six-months of graduation. For the class of 2020, this fell to 61.3%, possibly due to the pandemic. **Measures 106 and 107** indicate the percent of all students and African American students employed and/or enrolled or planning to enroll in graduate studies; 86.9% and 87.3%, respectively, for the class of 2020. These numbers are driven, in part, by increases in the percentage of both groups enrolling in graduate studies (**M104 and M105**). Additional FDS data show that 82% of those employed are in positions directly related to their career goals, and 53% previously interned or worked for that organization while at UMBC.

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 scholarships, NSF CAREER Awards, and Bearman Foundation, to name a few.

Recruitment and Retention. Although new faculty hires have been aggressively pursued, and outstanding new faculty members 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 recruitment efforts were devoted to filling faculty vacancies. As faculty members increasingly achieve national and international recognition, retention becomes a serious concern. Although they 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 those in support of current faculty and other university needs.

Notwithstanding these challenges, UMBC remains demonstrably committed to recruiting, retaining, and advancing a diverse and inclusive faculty. The Postdoctoral Fellowship for

Faculty Diversity and CNMS Pre-Professoriate programs, which provide two-year in residence fellowships designed to increase faculty diversity at UMBC by supporting promising new Ph.D. recipients and preparing those scholars for possible tenure track appointments at UMBC, are yielding impactful results. For the 2021-2022 academic year, UMBC welcomed two new fellows in Cohort VI of the Postdoctoral Fellowship for Faculty Diversity and converted the two remaining fellows from Cohort V. Likewise, we welcomed one new CNMS Pre-Professoriate Fellow and converted two fellows. Over the past 10 years, both programs have resulted in the conversion of 15 fellows to tenure-track assistant professors at UMBC. Moreover, UMBC's Strategies and Tactics to Recruit to Improve Diversity and Excellence (STRIDE) Committee continues to provide advice and counsel to search committees and departments on practices they can implement to design and execute searches that fulfill UMBC's commitment to diversity, equity, and inclusion. Through our combined efforts, 25% of our incoming tenure/tenure track faculty this year are from underrepresented minority groups. In the area of retention, UMBC tenured 19 faculty, 5 of whom identify as underrepresented minority and 4 women in STEM. UMBC also promoted 7 faculty to full professor, 5 of whom identify as women, 2 women in STEM, and 1 who identifies as an underrepresented minority. The Office of the Provost also funded the participation of 23 faculty in the National Center for Faculty Development and Diversity's Faculty Success Program. Finally, one participant from Cohort II (2019-2021) of UMBC's On-Ramps to Full Professor program was successfully promoted to full professor.

Resources and Economic Development

The expertise of UMBC's faculty, staff, and students leads to economic growth. Through our Technology Center and Research Park, we created 1,460 jobs in FY 2021 (**Obj. 3.2 (M302)**). The bwtech@UMBC Research Park features Cyber, GovTech, and BioTech Incubators, and houses 131 companies and organizations. We graduated 8 companies from our incubator programs in FY 2021 (**Obj. 3.1 (M301)**). A further 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 35.0 as of FY 2021 (see **Obj.3.3 (M303)**).

Institutional Response: What are three of the biggest challenges your institution faced due to the COVID pandemic? **1) Providing support to faculty for online instruction with spring 2020's quick pivot to remote classes and primarily online courses in AY 2021.** Challenge met with PIVOT (Planning Instructional Variety for Online Teaching), an adaptation of our existing Alternative Delivery Program (ADP), which focused on redesigning select courses for summer and winter delivery in online or hybrid format. PIVOT provides a holistic approach to preparing courses for synchronous or asynchronous online instruction, and helps instructors achieve competency in areas of pedagogy, course design and development, as well as technical and administrative skills. Our instructional technology team in the Division of Information Technology (DoIT), in close collaboration with our Colleges, provided PIVOT Live webinars and PIVOT+ as a 2-week synchronous workshop to faculty (May-July 2020) with PIVOT Solo's supplemental materials available for on-demand reference. **2) Planning the return to campus under constantly fluctuating conditions was challenging.** While not easy, the scheduling of courses in fall 2020 and spring 2021, when most were being held online, was not as problematic as planning a more robust return to campus in fall 2021. When campus access was limited, faculty were required to complete a risk assessment and safety plan for the courses that they deemed most critical for face-to-face learning. The small number of classes being held on

campus made it relatively easy to enforce social distancing and safety measures. But, trying to plan for a majority of classes to be held on campus, in the face of changing social distancing guidelines, was more challenging. Flexibility was key to planning the course schedule and provision of other services as we contemplated the return to campus in fall 2021. Advanced registration for fall begins in March, so planning the fall 2021 schedule had to begin in fall 2020. With the constant changing nature of COVID, CDC recommendations, state and USM guidelines, collaboration across campus was critical to building the schedule and planning for the provision of services. Determining classroom capacities with social distancing (the guidelines for which fluctuated over time), technology enhancements needed to support hybrid teaching, and room scheduling to allow time for sanitizing between classes were just a few of the practical challenges. In normal times, determining course demand is challenging, trying to accommodate changing program enrollments, student degree paths, and preferences. With the pandemic, there were added challenges to this forecasting, e.g., the timing of students' ability and willingness to be vaccinated, variability in the demand for courses by delivery modes depending on current COVID conditions and guidelines, not knowing how COVID conditions may affect enrollment itself, and building the systems for the monitoring of COVID symptoms and cases, as well as tracking the vaccination status of all community members. **3) Protecting jobs and supporting people in the face of budget reductions, while protecting the academic program.** Fortunately, the campus's financial state was sound as the pandemic crisis began. Our principle of supporting people guided the decision to refund to students a wide range of fees and charges for housing, dining, parking, transportation, and other services not used during remote learning and work. These refund payments, as well as other losses and expenses related to COVID-19, reduced campus revenues by more than $23 million, or nearly five percent of our $485 million total budget. Further budget reductions from the our share ($11.8 million) of the State cut to the USM base budget appropriation by $117 million, along with losses experienced by auxiliary units in fall AY 2021 put further pressure on our financial state. We drew on reserves to meet some of these losses, a step that will affect the pace of program enhancements, facilities improvements, and other new investments we hope to make in future years. Building projects that were underway, including the RAC renovation and the new health and counseling building, were completed. We put in place short-term strategies to manage financial resources conservatively, including a hiring freeze, spending reductions due to remote work, urging campus leaders to conserve FY2020 and FY2021 resources to the extent possible, eliminating a portion of budgeted vacant positions, and a sliding scale temporary salary reduction for staff and faculty earning $100,000 and above. Other initiatives were implemented to support our campus community: UMBC Together provided a platform for social media interaction; annual leave carryover limits were raised recognizing that employees may be unable to use all of their accrued annual leave; grading and enrollment policies were modified in spring 2020 in recognition of the abrupt pivot to online learning; adjustments were made to faculty promotion timelines and processes; and a focus on kindness and flexibility in accommodating the needs of faculty, staff and students in the face of challenges brought about by the pandemic. Our largest graduating class ever in FY2021, increased retention and graduation rates, continued innovations in teaching and learning and student support, and numerous academic and research achievements outlined in this document, all attest to the fact that a culture of caring- caring about people-is the secret to success.

[1] Data reported for 2021 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.

USM - University of Maryland Baltimore County

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

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.

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 six-months from graduation from 61 percent in fiscal year 2020 to 70 percent in fiscal year 2025.

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 percent of bachelor's degree recipients enrolled or planning to enroll in graduate/professional school six months following graduation at 25 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 enrolled or planning to enroll in graduate/professional school within six months of graduation from 87 percent in fiscal year 2020 to 90 percent fiscal year 2025.

Performance Measures (Triennial Measures)	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
[1] Employment rate (full or part-time) of bachelor's degree recipients within six-months of graduation	71.8%	65.3%	68.6%	61.3%	61.3%	60.0%	60.0%
[1] Percent of bachelor's degree recipients satisfied with education received for employment	82.9%	N/A	N/A	N/A	N/A	N/A	N/A
[1] Graduate/professional school-going rate of bachelor's degree recipients within one year of graduation	15.4%	18.2%	19.3%	25.6%	25.6%	30.0%	30.0%
[1] Percent of African-American bachelor's degree recipients enrolled or planning to enroll in graduate/professional school within six-months of graduation	20.6%	23.7%	23.9%	31.4%	31.4%	30.0%	30.0%
[1] Percent of bachelor's degree recipients satisfied with education received for graduate/professional school	94.6%	N/A	N/A	N/A	N/A	N/A	N/A
[1] Percent of bachelor's degree recipients employed and/or enrolled or planning to enroll in graduate/professional school within six-months of graduation	87.2%	79.9%	87.8%	86.9%	86.9%	88.0%	89.0%

USM - University of Maryland Baltimore County

[1] Percent of African-American bachelor's degree recipients employed and/or enrolled or planning to enroll in graduate/professional school within six-months of graduation	88.9%	83.5%	88.6%	87.3%	87.3%	88.0%	89.0%

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 53 in fiscal year 2020 to 75 in fiscal year 2025.

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 1,450 in fiscal year 2020 to 1,500 in fiscal year 2025.

Performance Measures	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Number of undergraduates in teacher training programs	187	179	115	104	98	120	120
Number of post-bachelor's students in teacher training programs	135	161	108	157	181	181	81
Number of undergraduates completing teacher training program	31	34	26	23	29	29	31
Number of post-bachelor's students completing teacher training program	42	36	38	30	40	41	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	6,272	6,438	6,708	6,658	6,561	6,596	6,580
Number of baccalaureate graduates of STEM programs	1,235	1,333	1,427	1,452	1,465	1,475	1,500
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 2025 the number of companies graduating from UMBC incubator programs each year at six or more.

Obj. 3.2 Maintain through 2025 the number of jobs created through UMBC's Technology Center and Research Park at 1,460 or more.

Obj. 3.3 Increase the three-year average of invention disclosures reported by UMBC's Office of Technology Development from 34.7 in fiscal year 2020 to 35 in fiscal year 2025.

Performance Measures	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Companies graduating from UMBC incubator programs	18	20	11	6	8	6	6
Number of jobs created by UMBC's Technology Center and Research Park	1,440	1,450	1,460	1,460	1,460	1,480	1,480
Three-year average number of invention disclosures	25.33	27.33	28	34.67	35	32.67	29.67

USM - University of Maryland Baltimore County

Goal 4. Enhance access and success of minority students.

    Obj. 4.1 Increase the percentage of African-American undergraduate students from 19.0 percent in fiscal year 2020 to 20.0 percent in fiscal year 2025.

    Obj. 4.2 Maintain a second-year retention rate of African-American students at 90 percent or greater through fiscal year 2025.

    Obj. 4.3 Maintain the six-year graduation rate of African-American Students at 75 percent or greater through fiscal year 2025.

Performance Measures	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Percent African-American of undergraduate students enrolled	17.4%	18.0%	18.2%	19.0%	20.1%	21.1%	21.0%
Percent minority of undergraduate students enrolled	49.3%	51.6%	52.9%	54.4%	56.9%	59.0%	59.0%
Second-year retention rate at UMBC (or another public university in Maryland) of African-American students	87.6%	90.0%	87.2%	90.2%	90.2%	90.0%	90.0%
Six-year graduation rate of African-American students from UMBC (or another public university in Maryland)	61.9%	61.2%	65.9%	76.8%	73.7%	75.0%	75.0%

Goal 5. Enhance success of all students.

    Obj. 5.1 Maintain a second-year retention rate of UMBC undergraduate students at 90 percent or greater through fiscal year 2025.

    Obj. 5.2 Maintain the six-year graduation rate of UMBC undergraduates at 75 percent or greater through fiscal year 2025.

    Obj. 5.3 Increase the number of Ph.D. degrees awarded from 87 in fiscal year 2020 to 100 in fiscal year 2025.

Performance Measures	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Ratio of full-time equivalent students to full-time instructional faculty	21.9	21.4	21.9	21	20.3	21.0	21.0
Second-year retention rate at UMBC (or another public university in Maryland) of students	87.1%	87.3%	86.5%	89.8%	90.5%	90.0%	90.0%
Rank among peer institutions in ratio of full-time equivalent students to full-time instructional faculty	5th	6th	4th	4th	4th	4th	4th
Six-year graduation rate of students from UMBC (or another public university in Maryland)	68.2%	66.4%	71.0%	75.4%	77.8%	75.0%	75.0%
Number of Ph.D. degrees awarded	88	94	81	87	89	90	93

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 $131,500 in fiscal year 2020 to $135,000 in fiscal year 2025.

USM - University of Maryland Baltimore County

Obj. 6.2 Rank in the top half among public research peer institutions (4th in 2020) in average annual growth rate (5-year) in federal research and development (R&D) expenditures.

Performance Measures	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Total federal R&D expenditures in S&E per full-time faculty	$120,871	$123,242	$124,551	$131,587	$133,130	$137,000	$141,000
Rank among public research peer institutions in five-year average growth rate in federal R&D expenditure	8th	9th	3rd	4th	7th	5th	5th

NOTES

[1] The survey was not conducted in fiscal year 2020.

UNIVERSITY OF MARYLAND, COLLEGE PARK (UMCP)
2021 Managing for Results

Institutional Assessment

UMCP has an outstanding reputation as a public research university. It attracts and retains renowned faculty and provides students with an affordable, accessible education that is one of the nation's best. UMCP collaborates with federal agencies, foundations, industries, and 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, inclusive, and multicultural environment for all campus citizens. President Pines announced initiatives to support these priorities, focused 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 UMCP's progress toward 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.

<u>Student Recruitment</u>. UMCP aims to attract, admit, and enroll a diverse and talented class from throughout Maryland and the world. The Office of Undergraduate Admissions implements targeted and personalized recruitment strategies, including electronic and print communications; robust on-campus recruitment initiatives; and expansive national recruitment efforts. As a result, UMCP successfully enrolled a Fall 2020 entering freshman class with a 4.36 average high school GPA and combined SAT scores of 1295-1470 among the middle 50% of the class.

<u>Graduate Programs</u>. The Fall 2010 doctorate cohort achieved a 69% 10-year completion rate. For FY20 PhD graduates, the median time-to-degree was 5.7 years. In FY21, the Graduate School provided 140 students with $1,385,000 in academic stipend and 18 students with $4,417 to defray conference presentation expenses. It awarded $76,800 to 88 students who demonstrated excellence in education. Sixty-nine Flagship Fellows and 30 McNair Graduate Fellows received $1,220,000 in stipends. The Dean's Fellowship Program, which helps enhance funding packages, recruit students, and support students in degree completion, awarded about $5M to 677 students.

<u>Retention, Graduation, and Closing the Achievement Gap</u>. The Student Academic Success-Degree Completion Policy provides advising, four-year graduation plans, and benchmarks for majors. UMCP requires interventions for students on probation and/or with a cumulative GPA under 2.3. The Terrapin Success Plan helps academic probation students understand University policy and explore barriers to success; 275 students were invited to participate. The Registrar's Office and academic units notify students who did not register for classes during their assigned dates to resolve outstanding issues. The Student Success Office oversees re-enrollment and works with those on probation and dismissal, setting conditions for reinstatement. The Pre-

Transfer Advising Program helps prospective transfer students develop academic plans for transfer and estimate time-to-degree completion. The program worked with about 10,000 students in FY21, including those from local community colleges. The Transitional Advising Program provides high-credit, undeclared students with resources to explore and declare a major.

Diversity. In July 2020, President Pines announced a new onboarding initiative, TerrapinSTRONG, designed to promote inclusion and develop a sense of belonging at UMCP. The Office of Diversity and Inclusion (ODI) made available to colleges and units an Anti-Racism Toolkit designed to encourage both individual and group action, including providing faculty and staff with tools to respond to student demands, and multiple resources for students of color. In response to campus and national issues, ODI produced several webinars designed to educate and encourage further discussion and action among members of the UMCP community.

Innovation and Entrepreneurship. The Academy for Innovation and Entrepreneurship engages students in innovation and entrepreneurship in the classroom and provides opportunities for students to creatively solve problems across disciplines. In FY20, over 15,850 students participated in 237 courses, competitions, hackathons, and workshops. UMCP earned Top 10 in Innovation & Entrepreneurship rankings in Entrepreneur Magazine / Princeton Review's Best Colleges for the sixth consecutive year. UMCP ranked sixth for undergraduate entrepreneurship education overall and third among public universities. UMCP was named a top 25 program for graduate entrepreneurship studies for the ninth year in a row.

Teaching and Learning. The Teaching and Learning Transformation Center (TLTC) promotes and supports effective, engaging, efficient, and equitable teaching innovations. Last year, over 200 instructors participated in Design Sprints to redesign their courses for online instruction; the TLTC provided 255 consultations to instructors; and there were over 2,200 faculty, graduate students, and staff participants in webinars. The TLTC launched a Learning Success unit focused on supporting students. Guided study sessions had 32,007 visits from over 6,500 students, impacting 22 courses; the math success tutoring program had 1,341 visits and staff provided 79 consultations to students to supplement math instruction. The TLTC continued partnering with campus stakeholders on critical initiatives, including developing faculty teaching portfolios, teaching peer reviews, learning outcomes assessment, redesigning and piloting the university's course evaluation, and developing a campus-wide onboarding training on diversity and inclusion.

Quality of the Faculty. UMCP hired 62 new tenured or tenure-track faculty in FY21, 48% of whom are female and 28% of whom are Asian, Black/African American, or Hispanic. Faculty received two Fulbright Scholarships and four National Endowment for the Humanities grants. Two were elected members of the National and American Academies, two were elected fellows of the American Association for the Advancement of Science, eight began NSF CAREER award grants, and one was a finalist for the Blavatnik National Awards for Young Scientists. UMCP continually strengthens faculty development and diversity programs through workshops and the revamped FAMILE initiative for recruiting excellent diverse faculty, including the President's Postdoctoral Fellowship, and the Assistant Professor and Senior Targeted Hire programs.

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; trained faculty on being active bystanders when they see social bias; operated a dashboard with transparent career data for faculty; and advised on COVID-19-related policy and practice. Faculty who participated in ADVANCE's peer networks indicated positive increases in their career efficacy and network development.

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 education affordable for Maryland residents. Despite pandemic disruptions, awards from UMCP's need-based grant program remained level from FY19 to FY20. During FY20 and FY21, over $21M in grants from the federal Higher Education Emergency Relief Fund were distributed to more than 11,000 students to help cover COVID-related emergency expenses and other educational costs. The Incentive Awards Program continues to expand, funding low-income students from 90 Baltimore City, Prince George's County, and Montgomery County high schools. The Office of Student Financial Aid increased first-generation college student outreach to support students' completion of federal and state financial aid requirements. Sixty-five percent of undergraduate students who apply for financial aid receive some form of assistance and only 40% of students graduate with student loan debt, lower than the national average (62%). The Maryland Promise Program, a campus-wide need-based scholarship, is expected to generate a $100M fund annually.

Accessibility. UMCP is committed to providing Maryland residents with an accessible, affordable 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 the undergraduate Information Science major at The Universities at Shady Grove. An engineering program in Embedded Systems and the Internet of Things launched in Fall 2020. In Fall 2021, Biocomputational Engineering will launch and a Mechatronics program is under review by the Maryland Higher Education Commission. Programs in mechanical and electrical engineering 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 exceeded $612M in FY21, including two major cooperative agreements: one on autonomy and artificial intelligence with the Army Research Laboratory for $68M, and another with NASA on space science for $178M. UMCP received awards related to coronavirus from diverse funding sources such as The Bill and Melinda Gates Foundation, the Centers for Disease Control, and FluLab. $1M from the Andrew W. Mellon Foundation supported digital humanities efforts in African American History and Culture. UMCP invested nearly $10M to acquire and upgrade research instrumentation to catalyze further growth in areas such as neuroimaging, quantum materials, and cell imaging.

Economic Growth and Vitality. In FY21, UMCP generated 165 invention disclosures, secured 60 U.S. patents, executed 27 licenses, and launched seven startups The Maryland Innovation Initiative bridges gaps between universities and commercial businesses and funded five team projects, totaling $610K. Seven UMCP IP-based startups received $270K in Maryland Industrial Partnerships funding for further product development.

Local Economic Development. The Discovery District continues to grow. A new office building opened in 2020 and UMCP announced a $300M development project to build 550,000 square feet of research, office and retail space by 2024. Two companies within the research park went public. Governor Hogan recognized seven UMCP spin-offs, seven companies located in Prince George's County and six in UMCP's Discovery District, in his Future 20 Most Innovative Companies. In 2020, the Small Business Development Center counseled 3,691 entrepreneurs and small business owners and trained 18,636 attendees; helped clients create or retain 53,670 jobs statewide; assisted clients in obtaining over $148M in loans or equity financing; and helped entrepreneurs start 276 businesses. In CY20, the Procurement Technical Assistance Center hosted 71 outreach and training events with 3,190 attendees, served 857 clients, performed 1,947 counseling hours, which resulted in $75,804,797 in contract awards and 1,516 jobs created.

MPowering the State. MPower is a strategic partnership between UMCP and the University of Maryland, Baltimore to foster growth in Maryland's innovation economy. UM Ventures combines entrepreneurial resources to commercialize university inventions, launch startups, and add jobs. In FY20, UM Ventures aided disclosures of 333 potential inventions, with 48 licensed to companies. The Center for Maryland Advanced Ventures promotes commercializing university-based discoveries to spur economic development and job creation and to help university-affiliated startups locate to Baltimore. It also manages the Maryland Momentum Fund, a $10M 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 FY21, the alumni donor count increased by more than 8% compared to FY20 while staff continued working remotely due to the pandemic. The Office of Annual Giving saw another record-setting Giving Day and giving rebounded from the previous spring. Alumni Association memberships increased this fiscal year as membership promotions lasted for a full fiscal year and were not disrupted by limited pandemic operations. Similarly, Athletic fundraising saw a rebound thanks to in-person sporting events and booster engagement.

Support. In support of its Fearless Ideas campaign, University Relations surpassed our FY21 annual goal of $175M, raising $205M (17% above goal). Donor visits increased 30% compared to FY20 as gift officers maximized their productivity via telework and found prospects were open to virtual visits. By the close of FY21, UMCP raised $1.48B toward its $1.5B campaign goal. We expect to surpass the campaign goal ahead of the official December 2021 close date.

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. 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 have robust undergraduate enrollments in areas of workforce need. The Information Science major has 1,200 students and continues to grow. New majors in Human Development and Neuroscience launched in 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 capacity in these and other critical areas. New undergraduate majors in Fermentation Science, Social Data Science, and a Master of Extension Education have been submitted to MHEC.

UMCP continues to produce top graduates from diverse backgrounds. According to the 2020 *Diverse: Issues in Higher Education*, UMCP ranks in the top five for producing Hispanic doctoral degrees in mathematics/statistics and African American master's degrees in engineering. UCMP ranks fourth in general business/commerce and ninth in engineering and visual/performing arts 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 research experience. In 2021, FIRE will serve over 1,300 students from nearly all majors through 15 research groups.

Teacher Education and STEM Production. Teacher education enrollments increased this year. The College of Education changed its teacher preparation program curricula to increase the number of teachers in critical shortage areas: STEM, special education, and TESOL. It also formed a Recruitment Advisory Board to better monitor and track enrollments and shortened the time-to-degree for the MCERT program. Ongoing collaboration with Prince George's County public schools and Community College offers an innovative, grow-your-own teacher preparation program in middle school math and science. The College also partners with Montgomery County Public Schools to help para-professionals transition into teaching.

Response to the Commission's Questions

Please specify how your institution utilized CARES funding over the past year. What are some ways your institution was able to leverage those funds for student access and success?
In Fall 2020, the CARES Act provided $198,370 of direct support to Student Crisis Fund recipients. In Spring 2021, CARES/HEERFII funds supplemented applicants who asked for more funding than the Crisis Fund could provide and helped support students who were ineligible for traditional financial aid. UMCP redirected students to HEERFIII funds to give the donor-supported Crisis Fund time to rebuild funding for Fall 2021. CARES funding also supported efforts to build effective online courses. UMCP provided instructors with the opportunity to receive funding to pay for stipends, equipment, and resources to complete course design and development work. Instructors could receive up to $8K to redesign courses during the pandemic. A committee of faculty and staff awarded 285 grants in June 2020. Courses spanned a wide range of disciplines and funding supported creating reusable pedagogical assets (e.g., videos, test banks, etc.), hardware, and software. Many projects focused on increasing equity and access in courses and creative applications of technology. Grantees indicated the funds were essential to a smooth transition to online instruction and that many instructors plan to continue to incorporate their innovations into their teaching post-pandemic. The funding ensured that courses could be offered online and that students could stay on track in their programs of study.

USM - University of Maryland, College Park Campus

MISSION

As the State's premier public research university, its original land grant institution, and the legislatively mandated flagship institution of USM, the University of Maryland, College Park campus (UMCP) serves the citizens of the State through three broad mission areas of research, teaching, and outreach. The University is the State's primary center for graduate study and research, and it is responsible for advancing knowledge through research, providing highest quality undergraduate instruction across a broad spectrum of academic disciplines, and contributing to the economic development of the State.

VISION

The University of Maryland, College Park campus serves the citizens of the State by leading the ranks of the nation's premier public research universities. It is nationally and internationally recognized for the quality of its faculty and students, for its outstanding academic and research programs across the disciplines, for programs in the arts that are a national model of excellence and community involvement, and for outreach and service initiatives that are key resources for the well-being of the citizens of the State. UMCP provides the highest quality undergraduate education, noted for its breadth, depth and many special opportunities for students. Graduate education - the hallmark of a first-rate research university - includes, at UMCP, both professional and research degree programs overseen by a world class faculty whose interests span an extraordinary range of research and scholarship that is characterized by creativity, innovation, impact, and inclusiveness, and that attracts graduate students of the highest academic caliber from every ethnic and racial group.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. **Provide an enriched educational experience to our undergraduate students that takes full advantage of the special strengths of a diverse research university and promotes retention and graduation.**

Obj. 1.1 Maintain or reduce the difference in six-year graduation rates between all students and African-American students from 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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Percentage point difference in graduation rates from UMCP							
African-American students and all students	6	6	8	6	3	6	6
Hispanic students and all students	3	<1	6	6	6	6	5
Percentage of minority undergraduate students enrolled in UMCP	43%	43%	43%	38%	44%	44%	45%
Second-year freshman retention rate from UMCP: all students	95.3%	95.8%	95.2%	95.2%	95.4%	95.5%	95.5%
All minority students	95.8%	96.7%	95.7%	96.2%	95.9%	96.0%	96.0%
All African-American students	94.9%	95.1%	94.4%	95.7%	95.7%	94.7%	94.8%
All Hispanic students	95.9%	95.7%	92.7%	95.3%	93.1%	93.5%	93.5%

USM - University of Maryland, College Park Campus

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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
First-time freshman six-year graduation rate from UMCP: all students	86.6%	85.4%	86.2%	87.1%	87.0%	87.5%	87.5%
All minority students	85.3%	84.8%	83.7%	85.2%	85.8%	85.0%	85.5%
All African-American students	81.1%	79.5%	77.9%	81.3%	83.7%	79.0%	79.5%
All Hispanic students	84.1%	85.0%	80.2%	81.5%	81.4%	81.0%	81.5%
New full-time undergraduate transfer 4-year graduation rate from UMCP: all students from UMCP (or another public university in Maryland)	76.0%	79.0%	81.0%	81.0%	84.0%	83.0%	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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 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%	2.4%	2.1%	2.3%	2.4%	2.0%	2.0%
Six-year graduation rate for first-time freshmen Pell grant recipients	N/A	78.6%	80.1%	80.7%	81.9%	82.0%	85.5%

Six-year graduation rate for first-time freshmen subsidized loan recipients who did not receive a Pell grant	N/A	84.1%	84.0%	84.8%	83.7%	85.0%	86.0%

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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
[1] Total R&D expenditures, as reported by NSF ($ millions)	$933	$976	$1,016	$1,097	$1,103	$1,141	$1,164

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 $200 million in 2019 to $205 million by 2024.

    Obj. 4.3 Increase the UMCP endowment market value from $584 million in 2020 to $650 million by 2024.

Performance Measures	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Total number of annual alumni donors	23,935	22,141	20,737	19,074	20,825	21,000	22,000
Total amount of philanthropic support raised by UMCP (millions)	173	256	200	168	205	175	190
UMCP endowment market value (millions)	$483	$531	$584	$640	$917	$977	$640

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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
[2] Percentage of UMCP graduates employed in Maryland one year after graduation (triennial measure)	48.9%	N/A	N/A	N/A	N/A	50.0%	N/A
Number of UMCP STEM field degrees	3,981	4,399	4,812	5,128	5,192	6,062	6,547
Number of UMCP teacher education completers (including undergraduate, master's, post-baccalaureate/non-degree)	295	280	244	238	256	236	250

USM - University of Maryland, College Park Campus

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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
[2] Percentage of alumni satisfied with education received for employment one year after graduation (triennial measure)	91.9%	N/A	N/A	N/A	N/A	92.0%	N/A
[2] Percentage of alumni satisfied with education received for graduate or professional school one year after graduation (triennial measure)	88.8%	N/A	N/A	N/A	N/A	90.0%	N/A

NOTES

[1] Starting in 2020, this metric combines R&D expenditures from UMCP and University of Maryland Baltimore. Older data are from UMCP only.

[2] Data not available due to end of survey.

UNIVERSITY OF MARYLAND EASTERN SHORE
Managing for Results Accountability Report - 2021

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

The student enrollment headcount has been experiencing a continuous decline between 10 – 15% over the past five years. UMES is extremely diverse environment where the gender for the past six years has averaged a 56% female to 43% male student enrollment rate. UMES also touts a geographic diversity with students from 25 counties in Maryland, from 38 states of the United States, and from 37 countries throughout the world.

The graduate enrollment headcount had been experiencing a gradual decline from Fall 2016 (628 headcount) but has experience a slight improvement with an ~5% increase over the past year from 554 to 578 in Fall 2019 and Fall 2020; respectively. UMES is continuing its efforts to recruit more students at the graduate level.

Although UMES' strategic priorities have guided this institution throughout these times, the COVID-19 pandemic mandated additional foci in the strategies and an adjustment to the new demands of our current student population as well as our future students. UMES' strategic plan implementation continues to focus on high quality instruction, access, affordability, student learning outcomes, diversity, economic growth, and overall effectiveness and efficiency. This plan is also a continuous complement to the Maryland State Plan for Postsecondary Education of equity, success practices, and innovative improvements of access and success.

Accountability Goals, Objectives, and Performance Measures

UMES' strategic plan 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)** provide insight into opportunities UMES offers to diverse populations of students, faculty and staff.

UMES is among USM institutions with most diverse student and faculty populations. Fall 2020 enrollment included 46% African American, 15% White, 4% two or more races, 5% Hispanic, 9% Foreign, 2% Asian, < 1% Naive American, < 1% Native Hawaiian, and 25% unknown. Similarly, faculty include 36% African American, 38% White, 13% Asian, 4% Hispanic, 3% Foreign, 2% two or More Race, < 1% Native

Hawaiian/Pacific Islander and < 1% other. The number of first-generation freshmen experienced a 10% increase from 40% to 44% in 2020 and 2021. The economically disadvantaged students also increased by ~10% from 53% to 58% in 2020 and 2021. 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)** provide insight into UMES' effectiveness in supporting its students to achieve their goals.

During this reporting period (2021) UMES achieved its targets for increasing second` year retention rate for all students from 68% to 73%. The six-year graduation rate for all students decreased from 47% to 40%. The second year retention rate for all African American increased from 68% to 73%. The six-year graduation rate for African American students decreased from 46% to 40%. The path to achieving the goals on these indicators by 2024 continuous to show areas that need to be evaluated while other areas are performing extremely well.

(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 of STEM awards of 174 was not achieved during this reporting period. Only 145 STEM degrees were conferred during AY 2020-2021. Although the number of STEM degrees were low, UMES maintained its Doctoral University (High Research Activity) Carnegie Classification. In AY 2020-2021, UMES awarded 19 doctoral research/scholarship degrees, and therefore continued to meet the threshold for the classification. UMES is also categorized as a Doctoral/Professional University that has conferred 30 or more "professional practice" doctoral degrees in at least two programs. UMES has conferred 47 doctorates in Pharmacy and 32 doctorates in Physical Therapy.

Also, its Research & Development Expenditure based on the National Science Foundation 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)** provide 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**) provide 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)** provide 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. Since 2016 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 (HBCU) 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 has been extremely successful with its teacher licensure assessments. For the past 15 years (i.e., FY 2006 - FY 2021), UMES has reported 100% passage rate on the PRAXIS II examinations for teacher candidates. This is a remarkable performance (see **Objective 1.1).** This is a result of continuous assessment, innovation, and implementation of our processes and programming. The PRAXIS coordinator conducts study sessions throughout the semester in the teacher education computer laboratory in conjunction to the independent review and study done by the students.

President Anderson continually encourages all of the academic departments to seek and obtain or maintain program accreditations from the appropriate professional organizations. UMES is accredited by the Middle States Commission on Higher Education and has maintained its reaffirmation of professional program accreditations for Chemistry, Education, Engineering, Pharmacy, Physical Therapy, Rehabilitation Services, Golf Management, Technology, Hospitality and Tourism Management, Human Ecology, Business Management, Accounting, Marketing, and Finance. In addition to its accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), UMES also is accredited by the American Association of Family and Consumer Sciences (AACFS).

Faculty
The success of any postsecondary institution's fulfilment of its mission is strongly due in part to the

faculty member. Their commitment to the challenge of educating our students and supporting their fulfilment in and out of the classroom is paramount. This was exemplified by the handling of the courses throughout the pandemic. Faculty members went through extraordinary challenges to modify the modality of their courses in the middle of a semester as well as for the subsequent Summer and Fall semesters. The high quality of the faculty is noted by the research and scholarly and creative productivity results throughout the year. The faculty published 15 books, 167 publications, 58 creative works, 184 presentations, and 16 faculty awards. The faculty was also awarded 57 grants totaling over $ 12.2 million dollars.

UMES ranks #6 in racial and ethnic diversity of full-time instructional faculty members among 4-year public institutions by the Chronicle of Higher Education's Almanac 2020. During the Fall 2020 semester, all full-time faculty included 38% White, 32% African American, 19% Asian, 3% Hispanic/Latino, 3% Foreign, 2% Two or More Races, < 1% American Indian/Alaskan Native,< 1% Native Hawaiian/Pacific Islander, and < 1% 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**). Due to COVID-19, the institution was forced to move to a 100% online modality on March 23, 2020 which was in the middle of the Spring 2020 semester. This mandated a dramatic change throughout the entire campus. This catastrophic disruption continued throughout the Summer, Fall, and subsequent Spring semesters of 2020 and 2021; respectively. The campus returned to relative normalcy in the Fall 2021 semester with face-to-face/in-person instructional format.

The Fall 2020 semester had a 100% online enrollment of 2648 of both graduate and undergraduate students. The Center for Instructional Technology and Online Learning initiated several online trainings and initiatives to support the faculty and students that were not familiar with the online environment. Additional support was provided by the Information Technology department through the expansion of the network services and augmentation of the current network infrastructure.

Enrollment, Retention and Graduation Rates
UMES has experienced an 8% drop in enrollment from the Fall 2019 to Fall 2020 terms. The institution had been experiencing an enrollment decline and the COVID-19 pandemic was a major contributing factor. Student academic performance which was a known institutional factor was greatly exaggerated throughout the COVID-19 pandemic.

The 1st to 2nd year retention rate of 72.8% in Fall 2019 resulted in a significant increase of ~10% from the past year. The 1st to 3rd year retention rate from Fall 2018 is 49.5%. This is an increase of 0.7% from the previous year cycle. This was accomplished through several efforts to support students remotely by the faculty and staff. Also, several service areas within the institution such as advising, counseling, and technology support have made several enhancements to support the 100% student online environment with techniques such as intrusive advising.

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 degree awards for the Annual Progress Toward the 55% goal 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, 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

Overall, the University of Maryland Eastern Shore has made some progress in meeting its Managing for Results (MFR) goals and objectives during the period of this report. Academic quality is demonstrated by consistently high performance on national certification examinations such as the PRAXIS II, Pharmacy, and Physical Therapy; the number of accredited/reaffirmed academic programs (i.e., 16 programs) or in the pipeline for accreditation, and holding steady six year graduation rate at 41% for the second year, the highest in 20 years, and 145 STEM awards 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 fulfill its mission of providing access to under-served, low-income (53%), and first generation (40%) students who are projected to be the main source for recruitment by postsecondary institutions in the future, confirms that UMES remains faithful to its mission. Also, UMES continues to be among the most diverse in its student and faculty profiles in Maryland's public postsecondary institutions and in the nation. This is confirmed by its being ranked # 2 in instructional faculty race and ethnic diversity among 4-year public institutions in the nation by the Chronicle of Higher Education Almanac. UMES continues to contribute significantly to Maryland's goal of having 55% of Marylanders with a college degree by 2025. The number of bachelor's degrees (516) awarded in AY 2019-2020 demonstrates UMES' continued commitment to supporting the State's goal.

USM - University of Maryland Eastern Shore

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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 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)	77%	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of students satisfied with education received for graduate/professional school (triennial measure)	82%	N/A	N/A	N/A	N/A	N/A	N/A

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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Total undergraduate enrollment	3,278	2,862	2,603	2,334	2,070	2,070	2,049
Percentage of first-generation students enrolled	50%	41%	30%	40%	44%	44%	43%
Percentage of non-African-American undergraduate students enrolled	26%	27%	30%	27%	21%	21%	20%

USM - University of Maryland Eastern Shore

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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Number of students enrolled in distance education courses	2,150	1,882	1,700	1,574	1,097	1,097	1,087
Number of students enrolled in courses at off-campus sites	241	225	269	229	111	111	110
Percent of economically disadvantaged students	56%	53%	54%	53%	58%	58%	57%

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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Undergraduates enrolled in teacher education programs	27	15	15	19	34	34	33
Students who completed all teacher education programs	16	20	7	9	29	29	28
Number of graduates of STEM programs	118	99	166	145	145	145	144

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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Second-year retention rates at UMES (or another public university in Maryland) for all students	63%	68%	66%	68%	73%	73%	72%
Six-year graduation rate from UMES (or another public university in Maryland) for all students	43%	45%	46%	47%	43%	43%	42%
Second-year retention rate at UMES (or another public university in Maryland) for African-American students	63%	68%	67%	68%	74%	74%	73%
Six-year graduation rate from UMES (or another public university in Maryland) for African-American students	44%	46%	45%	46%	43%	43%	43%

USM - University of Maryland Eastern Shore

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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Campaign funds raised ($ millions)	$3.4	$1.7	$1.4	$2.9	$4.4	$2.5	$2.5
Percentage rate of operating budget savings	2.3%	3.0%	2.2%	1.0%	1.0%	1.0%	1.0%

University of Maryland Global Campus
2021 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.

Accountability Goals, Objectives, and Performance Measures

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 2020, 52% of undergraduate students enrolled at UMGC were minority students.
- In Fall 2020, 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 312,123 in FY21, which is above the target set in MFR Objective 5.1.
- The number of African American students enrolled in online courses in FY21 totaled 23,584, just slightly below the target set in MFR Objective 5.1.
- The percentage of UMGC classes taught online was 78%, which is above 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 remained stable between FY20 and FY21. 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 FY21, UMGC accounted for 67% 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 FY21, 32% of those students transferred to UMGC (USM IRIS Transfer Dashboard).
- UMGC also accounted for 87% of all new USM students who transferred from a non-Maryland institution in FY20 (USM IRIS Transfer Dashboard).
- In FY21, UMGC awarded almost $10 million in grants and scholarships to students transferring from Maryland community colleges. Over $7.9 million of those funds were specifically for UMGC Completion Scholarships (students who earned an associate degree from a Maryland community college).
- Of the almost $80 million in in scholarships and grants awarded by UMGC worldwide in FY21, 54.4% went to minority students overall and 27.7% went to minority students living in Maryland.
- UMGC recently began offering a number of new scholarships, including the Better Together Scholarship, which provides eligible out-of-state undergraduate students in Washington D.C. and Virginia a $100-per-credit scholarship off the out-of-state tuition rate, the Welcome to MD Scholarship which provides eligible out-of-state undergraduate students a $100 per-credit scholarship off the out-of-state tuition rate, and the Alumni Savings Program which provides 10% off tuition charges for any UMGC alumni who completed a degree or certificate and enrolled in a new graduate degree or graduate certificate program in the summer 2021 or fall 2021 semester.
- UMGC Asia formed an alliance with the Air Force Aid Society (AFAS) and Airman and Family Readiness Center (AFRC) to offer career related courses for military spouses and created a scholarship that provides up to 50% of tuition funding for spouses and dependents taking courses in Asia.
- UMGC Europe implemented several new financial assistance opportunities, including the New Student Success scholarship, the High School Student scholarship, and the Student Appreciation scholarship.

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 2020, UMGC saw a 5% increase in the number of students enrolled in STEM programs over the prior fiscal year, for a total of 13,496, slightly above the target set in MFR Objective 1.1. In FY21, the total number of STEM bachelor's degree recipients increased 11% over the prior fiscal year, for a total of 2,855.

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 FY21, enrollment in courses delivered off campus or through distance education worldwide increased 6% over the prior fiscal year, totaling 347,050.

Examples of other UMGC initiatives aimed at increasing student success are noted below:
- UMGC is hosting live virtual success panels for students on a regular basis. Themes of the panels include: Meet Our Success Coaches; New Student Success @ UMGC; Meet our Faculty in Your Program; and Meet Your Fellow Students. Feedback from student surveys has indicated a need for these types of panels, which are hosted on a monthly or quarterly basis. Depending on the panel's theme, panelists usually consist of success coaches, career service representatives, current students, alumni, and/or faculty. Feedback from attendees has been overwhelmingly positive.
- UMGC's Admissions Office launched daily group classroom walk-through webinars in September 2020 to provide additional support for new UMGC students in navigating their online classroom during the week prior to each start date and the first few days of class. These webinars feature an overview of UMGC's online classrooms, a live demonstration of the classrooms, and a live Q and A.

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 FY21.

Specific UMGC innovations to improve access and student success are noted below:

- UMGC partnered with Parchment, the industry leader in academic credentials management, to launch a pilot program to develop and issue Comprehensive Learner

Records (CLRs). CLRs are official academic records that expand the information and insights that a college or university certifies about a learner's educational experiences, both inside and outside of the classroom. CLRs will allow UMGC to capture more specific evidence of a student's learning, as well as provide a more holistic representation of a learner's education, in ways that traditional transcripts were not designed to do. The value of the CLR was validated in a recent American Association of Colleges & Universities report in which the majority of employers surveyed indicated the importance of certain skills such as teamwork, critical thinking, data analysis and interpretation, the application of learning in real-world settings, and digital literacy. For the pilot, UMGC selected its Master of Business Administration program and partnered with Parchment to create a CLR using data from the courses in that program to demonstrate knowledge, skills, abilities, and learning outcomes within existing MBA course projects, including badges earned for proficiency of work. Students are able to access their CLRs through the Parchment Credential Profile to share with potential employers and their professional networks, such as LinkedIn.

- In April 2021, the UMGC Admissions Office launched a partnership with Conversion Calls to use their outbound dialer to call prospective students who are requesting more information about UMGC. Once the dialer connects a call with a prospective student, Conversion Calls' agents confirm the prospect's area of program interest and military affiliation. The student is then warm transferred to a UMGC's admissions staff member to complete consultative conversations about educational and career goals, motivations to earn a degree or certificate, support resources to enhance success, prior education and online experience, and plans to finance tuition costs.

- UMGC's Library Services, working in collaboration with other Student Affairs departments, created a new web page to centralize information related to writing and citing. The new page contains information about various citation styles, tutorial videos, and many other resources to support student writing, research, and other study needs. Access to writing help through the UMGC Effective Writing Center and academic integrity tutoring can be accessed as well. Since the page was launched, there have been over 10,000 visits to the new Citing and Writing page per month, with the most visited page being the APA Citation Examples.

- UMGC Europe implemented a "light-touch" student kiosk that allows students to access and receive program and course information quickly and easily (automatically opens key UMGC web pages when the system recognizes that a person is standing in front of it).

- UMGC Europe held two drive-in-theater-style commencement ceremonies in November 2020 and May 2021. Graduates had the opportunity to physically walk across the stage to receive their diplomas while still observing masking and social-distancing regulations during COVID.

UMGC is responding to the following prompt regarding the ongoing effects of COVID-19 on the 2020-2021 report cycle:

What are three COVID-related initiatives/programs your institution implemented that your institution will be adopting permanently?

UMGC will be permanently adopting the following COVID-related initiatives based on their success in supporting students in their educational pursuits:

- The UMGC Student Emergency Fund was established in Spring 2020 in response to the COVID-19 crisis. For FY21, $94,000 in institutional funds were used to provide individual emergency grants to over 180 students who were financially impacted by the pandemic. Additionally, to help increase access for students experiencing temporary financial hardships during their time at UMGC, the institution brought together stakeholders from across the institution and developed the UMGC Student Aid Fund for Emergency Relief (SAFER). This fund became active and available to students in July 2020, and 300+ students have received emergency grants from SAFER for FY21 for a total of over $150,000 in grants. UMGC continues to maintain fundraising campaigns and has established an endowed fund to ensure that this important resource remains available to students in perpetuity.
- In response to the COVID pandemic, UMGC's Community College Education Coordinators began offering virtual advising appointments and virtual office hours in the Spring 2020 term to support students who are interested in transferring to UMGC after completing their associate degree at a Maryland community college. The objectives of these virtual meetings include providing information on maximizing transfer credits and prior learning to reduce the time and cost of completing a bachelor's degree at UMGC, discussing program options, creating degree maps, and explaining how the Maryland Completion Scholarship works. The Community College Education Coordinators plan to continue this initiative even after face to face meetings are possible as it is an additional opportunity to service adult learners who need additional flexibility in their meeting times and locations.
- In response to the COVID pandemic, UMGC's Asian and European divisions implemented virtual office hours for students, virtual training days for staff, and virtual forums for faculty to discuss best pedagogical practices in the classroom. These options for online communication, training, and discussion continue to be an option for individuals who need the flexibility and convenience that this modality provides.

USM - University of Maryland Global Campus

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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Total undergraduate enrollment	44,219	45,604	47,253	46,162	47,080	44,773	44,773
Total bachelor's degree recipients	5,883	6,205	6,345	6,663	7,637	7,713	7,713
[1] Employment rate of graduates (triennial measure)	88%	N/A	N/A	N/A	N/A	N/A	N/A
[1] Number of graduates employed in Maryland (triennial measure)	2,412	N/A	N/A	N/A	N/A	N/A	N/A
Number of undergraduates enrolled in STEM programs	12,116	13,055	13,351	12,910	13,496	12,835	12,835
Number of baccalaureate graduates of STEM programs	1,873	2,258	2,444	2,571	2,855	2,884	2,884
Number of worldwide off-campus and distance education enrollments/registrations	317,094	329,337	336,886	327,359	347,050	330,045	330,045
[1] Percent of students satisfied with education for employment (triennial measure)	96%	N/A	N/A	N/A	N/A	N/A	N/A
[1] Percent of students satisfied with education received for graduate school (triennial measure)	97%	N/A	N/A	N/A	N/A	N/A	N/A

USM - University of Maryland Global Campus

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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
[1] Median salary of graduates (triennial measure)	$60,545	N/A	N/A	N/A	N/A	N/A	N/A
[1] Ratio of median salary of UMGC graduates to U.S. civilian workforce with bachelor's degree (triennial measure)	1.12: 1	N/A	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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Percent minority of all undergraduates	44%	50%	50%	51%	52%	52%	52%
Percent African-American of all undergraduates	26%	26%	26%	26%	26%	26%	26%
Percent economically disadvantaged students	44%	46%	45%	46%	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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Number of worldwide online enrollments	274,581	288,336	294,635	286,376	312,123	296,829	296,829
African-American students enrolled in online courses	22,827	23,514	23,905	23,480	23,584	22,428	22,428
Percentage of courses taught online	76%	76%	76%	75%	78%	78%	78%
Undergraduate resident tuition rate per credit hour	$284	$289	$294	$300	$300	$306	$306
Percent increase from previous year	2%	2%	2%	2%	0%	2%	2%

NOTES

[1] The survey is no longer conducted.

<p style="text-align:center">**Performance Accountability Report**</p>

<p style="text-align:center">**August 2021**</p>

<p style="text-align:center">**Morgan State University**</p>

<p style="text-align:center">**Mission**</p>

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.

<p style="text-align:center">**Institutional Assessment Results**</p>

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.

For the fall 2014 cohort, the most recent year that MHEC has data, 48% of those students graduated from Morgan State University or other institutions in Maryland within six years. For African American freshmen, the six-year graduation rate also 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 74% for all students. Second-year retention rates for African American students have averaged around 74%.

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 continued with a 3rd year of EAB Metrics Mapping. EAB Metrics Mapping utilizes the Advanced Search Filter, Saved Searches, Watch Lists, and Messaging in EAB Navigate to identify, contact, and monitor students in specific subgroups. EAB Metrics Mapping reports and nudges are now a standard component of the Morgan workflow every semester. EAB Advanced Filter saved searches and draft email communications have been created for 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. Dozens of EAB campaigns are sent to students to encourage them to register for the upcoming semester, especially to students who had stopped-out for one or more semesters. 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.

Another best practice is that all first-year freshman students at Morgan are advised by professional staff from the Center for Academic Success and Achievement (CASA) and the Office of Student Success and Retention (OSSR). Holds are placed on every first-year student's account preventing them from making changes to their course schedule without consulting with an academic advisor first. Once first-year students have earned at least 24 credits with a 2.0 minimum cumulative GPA and a declared major, they are reassigned to their departmental/faculty advisor for the balance of their matriculation. All of the notes from first-year advising meetings are saved in Starfish for faculty advisors to refer back to in subsequent advising meetings. Every student has an online advising folder through Starfish.

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 2018 to 42% in 2021. 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.

Beginning last year, out of concern for the unknown consequences of the COVID-19 pandemic on enrollment, several rounds of emails to students were added to the withdrawal process for students who request to withdraw from their classes. The emails offer financial support and explain various academic support options for their matriculation. Many students responded to the emails with detailed reasons for their decision to withdraw including mental health challenges such as depression and anxiety, medical conditions such as COVID, death and/or sickness of family members, financial hardship, housing insecurity, conflicts with work schedules, and problems with remote learning. Morgan was able to help a good number of students to stay enrolled as a result of the changes to the withdrawal process; the new process will continue indefinitely.

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 2020. Another component of our goal of Student Success is to add to the racial and ethnic diversity of the student body. Currently, 10.9% 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 1.8% in 2021. Transfer Student Programming (TSP) at Morgan assists transfer students with orientation, transition, and onboarding once they have been evaluated by Transfer Evaluation and Articulation (TEA) in the Registrar's Office. TSP continues to build transfer student pipeline programs such as the CONNECT program. Since last year, TSP has completed revamped transfer student orientation with a new more detailed orientation experience known as *Bear Notes*. TSP also has been working with the transfer coordinators in each college/school at Morgan to make sure that all transfer students receive early and accurate advisement and access to registration through the technology tools Degree Works and Schedule Planner. TSP partners with the Registrar's Office and TEA to provide the best possible experience for new transfer students. Additionally, 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 six 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 319 in 2021. Two initiatives with Google and Intel 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 2021 period, survey results indicate that on average 60% 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 37% 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 71 doctoral degrees during Academic Year 2019-2020, 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.

MSU's research enterprise had a record-breaking year, with a substantial increase in the number of grant submissions. Thus far, in Fiscal Year 2021, we have submitted 241 grant applications for over $140 million, and received 102 new awards for over $29 million. We expect to reach 250 submissions worth $142 million by the end of the fiscal year. This is substantially higher than our previous numbers. The number of submissions has increased by approximately 2.5-fold (150% increase) from 104 in 2017 to 250 in 2021 in only four years.

MSU has several major prestigious grants funded by the National Institutes of Health (NIH). ASCEND (A Student-Centered Entrepreneurship Development Training Model to Enhance the Diversity of Biomedical Research Workforce) is an NIH-funded cooperative agreement that brings approximately $4 million to the campus every year (cumulatively $40 million over 10 years), resulting in enhanced research infrastructure, preparedness of faculty members, and training of the students in biomedical research. Another major NIH-funded cooperative agreement is the Research Centers in Minority Institutions (RCMI), which bring over $3 million to the campus every year (cumulatively $15 million over 5 years). The funds are spent for enhancing the research infrastructure of the university, as well as conducting research on health disparities in Baltimore. We have several other research and training grants from the NIH, all contributing to Morgan's move toward R1.

National Science Foundation (NSF) is another major source of funding for MSU researchers. In the Fiscal Year 2021, we have thus far submitted 82 grants to the NSF and received 21 new awards from the agency. This year, we have applied for several major grants from the NSF, including the CREST Center, which if funded, will substantially boost MSU's research.

The GESTAR cooperative agreement is a NASA award to the University Space Research Association (USRA), Morgan State University (MSU) and other partners. GESTAR primarily supports NASA's Earth Science Division within the Science Mission Directorate. The GESTAR MSU program is comprised of 17 Goddard-based scientists and a 2-person program office. GESTAR continues to receive top marks from NASA for research. The program is in the 10th year of funding. The current value of GESTAR MSU is $21,042,171.

The School of Social Work has been awarded over six million dollars in grant funds which cover a wide range of projects which support services for the community as well as training for Social Work Students.   Brief descriptions of the grants that provide stipends to Morgan's students follow.   The Title IV-E Education for Public Child Welfare Program, funded by the Department of Human Services and The University of Maryland Baltimore, annually supports Morgan State University's recruitment and training of 12 MSW students who are DHS employees for participation in the Title IV-E Education in Public Child Welfare Work-Study Program. The Substance Use Disorder & Health Initiative for Education and Leadership Development (SHIELD), funded by the Maryland State Department of Health Behavioral Health Administration, provides training to students on opioid use disorders/substance use disorders (OUD/SUD) topics and Screening, Brief Intervention, and Referral to Treatment (SBIRT). The Substance Use Disorder Training, Education, and Practice with Urban Populations (STEP-UP) Fellowship Program (STEP-UP) is a collaborative workforce development program with the University of Maryland and Salisbury University MSW Programs. It provides a one-year fellowship to advanced standing and/or ASP MSW students at Morgan who are ineligible for the other behavioral health fellowships. The STEP-UP fellowship program provides each fellow with specialized substance use related training to better engage and equip them to participate in the workforce. The Child Support Research Project, funded by the Maryland State Department of Human Services and the Child Support Administration ("DHS/CSA"), the Child Support Research Project recruits and trains four undergraduate students, Community Research Scholars, to develop qualitative and quantitative research instruments per year. The project explores low-income African American experiences and service needs of fathers. The Maryland Behavioral Health Integration in Pediatric Primary Care (B-HIPP) project at Morgan State University works to develop behavioral health support services to pediatric and primary care providers through the placement of MSW interns.

MSU faculty members have been remarkably successful in publishing the results of their research. Stanford University listed 6 of MSU's faculty members among the top 2% researchers in the world. Several faculty members have over 5,000 citations to their research, and one has even over 20,000 citations. We hope that funds allocated to create endowed professorships will bring more such faculty members to Morgan, elevating the research status of the university.

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 has made progress in reducing energy consumption. The average decrease of electrical usage for the past five years is 2%. The average increase in gas usage for the past five years is 7%. A plan has been developed for fall 2021 to curtail gas usage and to continue to reduce the use of electricity campus-wide.

The Division of Information Technology (DIT) successfully completed a nimble development and expansion of the **VDI** (Virtual Desktop Infrastructure) (branded as *BearAccess*) to facilitate employee teleworking and provided **VCL** (Virtual Computer Labs) to students in summer 2020. In order to protect Morgan's business assets, we integrated secure, encrypted email transmission and identity management capabilities with **Virtru** and **Duo Security**. To date, there are universities still strategizing ways in which to develop and deploy an innovative environment comparable to the one now available at Morgan State University.

Additionally, the university's vision for a flexible instruction model was brought to life via a 3-phase campus-wide classroom AV upgrade project. This accelerated project has empowered Morgan State University with a competitive advantage in state-of-the-art instructional delivery technology against other higher education institutions. Phase 1 of the project was completed by the start of the fall 2020 semester and phase 2 was completed in spring 2021. To date, approximately 100 rooms have been upgraded. The third and final phase of this project, which includes over 140 additional classrooms, is currently underway with an anticipated completion of January 2022.

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 30,000 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 young alumni portfolio of 6,000 recent graduates. At this writing, we are still finalizing fundraising results and going through the FY' 21 audit process but, estimate that cumulative private and philanthropic support during the period FY'11 to FY'21 has increased to $147.7M. FY'21 was a phenomenal year for fundraising at Morgan with the $40M gift from philanthropist, MacKenize Scott as well as several new six and seven figure institutional gifts from corporations and foundations.

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. This past academic year approximately 900 students participated in University sponsored internship and field experience classes. A recent economic impact study found that Morgan students provide over 20,000 hours of community service annually.

Institutional Response

This year, the Commission requests that you respond to **one** of the following three prompts for the institutional response:
 • Please specify how your institution utilized CARES funding over the past year. What are some ways your institution was able to leverage those funds for student access and success?
 • What are three of the biggest challenges your institution faced due to the COVID pandemic?
 • What are three COVID-related initiatives/programs your institution implemented that your institution will be adopting permanently?

Response:

Our institution, as institutions across the nation, faced multiple challenges due to the COVID pandemic. One challenge was moving classes from face-to-face modality to online modality within a few weeks. Academic Affairs Directives for continued instruction was developed for fall 2020 and spring 2021. Resources for Remote Instruction include and are not limited to: (1) Canvas - the Learning Management System; (2) Zoom, Google Meet and Microsoft Teams; and (3) suggested best practices for supporting the quality of remote instruction. In addition, the transition to virtual learning, in response to COVID-19, offered the opportunity for the academic and non-academic leaders campus-wide to innovate and collaborate. Faculty members were very resourceful in ensuring the continuation of high-quality instruction, advising, and student engagement. The academic calendar for Spring 2020 was modified. Students at the undergraduate and graduate levels did not return to campus after Spring Break in March 2020. Final examinations and course evaluations schedules were extended by two weeks than the normal timelines.

A second challenge was moving staff from working on campus to teleworking. Guidelines in accordance with state protocol were developed and implemented. Since mid-March 2020, most employees of the University have been teleworking in accordance with the guidelines provided by Governor Larry Hogan's various Executive Orders and at the direction of President, David K. Wilson, and the Board of Regents. The Campus Reopening & Readiness/Preparedness Committee (CRRPC) developed a comprehensive campus re-opening plan for fall 2021. The developed plan is in alignment with State and local orders, and in adherence to the guidance provided by the Centers for Disease Control (CDC).

A third challenge was setting up a COVID-19 testing protocol for those students and employees who were required to be on campus. Students and employees required to be on campus participated in a weekly COVID-19 testing. Students and employees will be required to be fully vaccinated before returning to campus in August 2021. Students and employees who are granted exemptions for medical or religious reasons will be required to participate in a weekly testing protocol. The University has established the Morgan Campus Health Monitoring and Response Team (MCHMRT) to manage outcomes in the event positive cases emerge on campus. The University Health Center (UHC) is working with local and state health officials for all matters pertaining to testing, temperature checks, contact tracing, case reporting and mitigation management (quarantine plans). The UHC, along with the University Counseling Center, is incorporating telehealth, online appointments, and rapid triage into its operational plans.

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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Six-year graduation rate	35%	39%	42%	46%	48%	46%	47%
Six-year graduation rate of African-Americans	34%	39%	42%	48%	48%	46%	47%
Six-year graduation rate of PELL recipients	32%	32%	36%	38%	42%	40%	42%
FTE student-authorized faculty ratio	22.4:1	18.4:1	18.1:1	17.9:1	18.8:1	18.5:1	18.5:1
Average class size of first year course offering	31	25	25	26	28	25	25
Percent of first-year courses taught by full-time faculty	28%	32%	30%	34%	44%	32%	32%
Second-year retention rate	71%	74%	72%	75%	77%	71%	73%
Second-year retention rate of African-Americans	70%	71%	72%	76%	78%	71%	73%
Number of honor freshmen enrolled	217	188	228	282	246	440	460

Percent of honor freshmen enrolled	19.0%	16.0%	14.0%	21.0%	21.0%	22.0%	23.0%
Total percent of diverse students	18.0%	18.4%	15.4%	12.6%	10.9%	10.9%	12.6%
Percent of Asian or Native Hawaiian students enrolled	1.0%	1.0%	0.7%	0.9%	0.7%	0.7%	0.9%
Percent of Native American students enrolled	0.2%	0.1%	0.2%	0.1%	0.2%	0.2%	0.1%
Percent of Caucasian students enrolled	1.9%	1.9%	1.8%	1.7%	1.6%	1.6%	1.7%
Percent of Hispanic students enrolled	3.5%	3.3%	3.4%	3.9%	4.4%	4.4%	3.9%
Percent of International students enrolled	11.4%	12.1%	9.3%	6.0%	4.0%	4.0%	6.0%

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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Percent of Maryland community college transfer students	3.3%	2.2%	2.4%	2.1%	1.8%	1.8%	3.0%
Percent of freshman applicants from urban districts	29.6%	35.0%	36.0%	36.5%	32.0%	36.5%	38.0%
Percent of students accepted from urban districts	61.1%	65.0%	66.0%	69.6%	72.0%	69.6%	68.0%
Percent of students enrolled from urban districts	48.1%	38.0%	38.0%	33.9%	25.0%	33.9%	42.0%
Total number of STEM bachelor's recipients	210	230	327	361	319	320	313
Number of underrepresented minority STEM bachelor's recipients	170	172	191	195	231	222	249
Number of women STEM bachelor's recipients	85	74	88	112	106	114	130
Number of baccalaureates awarded in teacher education	90	87	75	51	71	75	75
Praxis pass rate	100%	100%	100%	100%	100%	100%	100%

Number of new hires teaching in Maryland schools	27	26	23	15	22	20	25
Percent of students who attend graduate/professional schools	48%	48%	44%	45%	25%	45%	45%
Percent of students rating preparation for graduate/professional school excellent, good, or fair	100%	87%	100%	95%	92%	100%	100%
Percent of bachelor's recipients employed one year after graduation	81%	81%	69%	74%	84%	85%	85%
Percent of bachelor's recipients employed in Maryland one year after graduation	76%	76%	50%	50%	68%	70%	75%
Percent of students rating preparation for jobs excellent, good, or fair	91%	76%	90%	84%	91%	100%	100%
Percent of employers satisfied with employees who are Morgan bachelor's recipients	89%	90%	95%	100%	98%	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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Number of faculty engaged as Principal Investigators in funded research or contracts	70	70	84	89	71	88	90
Value of grants and contracts (millions)	$31.0	$34.0	$31.3	$35.0	$34.0	$37.0	$38.0
Number of scholarly publications and activities per full-time tenured/tenure track faculty	3.1	3.2	3.4	3	3.2	3.3	3.5
Total doctoral degree recipients	53	54	71	78	71	70	75
Doctoral degree recipients in STEM	9	9	12	17	20	15	15

Doctoral degree recipients in non-STEM	44	45	59	61	51	55	60

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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Change in electricity usage	2.0%	-2.0%	-2.0%	-2.0%	-5.0%	-5.0%	-5.0%
Change in natural gas usage	2.0%	6.0%	6.0%	6.0%	8.0%	8.0%	7.0%

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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Cumulative private and philanthropic donations (millions)	$40.0	$51.0	$63.0	$73.5	$147.7	$160.0	$175.0
Calendar year alumni giving rate	17.0%	17.0%	17.0%	14.0%	14.0%	15.0%	16.0%

1

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 2023.

Obj. 5.2 Increase the number of students participating in University-sponsored community service to 630 by 2023.

Performance Measures	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Number of partnerships with Baltimore City public schools	160	165	175	175	175	175	175
Number of partnerships with other State public schools	25	30	40	40	40	40	40
Number of partnerships with government agencies, businesses and industries, and non-profit and community organizations	375	377	378	378	378	375	375
[2] Number of students participating in University-sponsored community service	650	2000	2,000	2,000	900	630	630

NOTES

[1] Data for 2021 is estimated because the measure is reported on a calendar year basis.

[2] Starting in 2018, data accounts for more university-sponsored programs.

Metric	Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability
				DATA DEFINITIONS AND CONTROL PROCEDURES						
Six-year graduation rate	Output	The percentage of first-time, full-time degree seeking freshmen that graduated from any Maryland public four-year institution within six years of matriculation.	Maryland Higher Education Commission (MHEC) – Enrollment Information System (EIS), Degree Information System (DIS)	MHEC, Morgan- EIS, DIS	MSU Institutional Research	MSU Information system, data file submitted to MHEC	Twice a year file sent to MHEC	Academic Year	The percentage of first-time, full-time degree seeking freshmen that graduated from any Maryland public four-year institution within six years of matriculation	MSU editing process and MHEC editing process
Six-year graduation rate of African-Americans	Output	The percentage of first-time, full-time degree seeking African American freshmen who graduated from any Maryland public four-year institution within six years of matriculation.	Maryland Higher Education Commission (MHEC) – Enrollment Information System (EIS), Degree Information System (DIS)	MHEC, Morgan- EIS, DIS	MSU Institutional Research	MSU Information system, data file submitted to MHEC	Twice a year file sent to MHEC	Academic Year	The percentage of first-time, full-time degree seeking African American freshmen who graduated from any Maryland public four-year institution within six years of matriculation	MSU editing process and MHEC editing process
Six-year graduation rate of PELL recipients	Output	The percentage of Pell recipients who graduated from Morgan within six years of matriculation.	Maryland Higher Education Commission (MHEC) – Enrollment Information System (EIS), Degree Information System (DIS)	MHEC, Morgan- EIS, DIS	MSU Institutional Research	MSU Information system, data file submitted to MHEC	Twice a year file sent to MHEC	Academic Year	The percentage of Pell recipients who graduated from Morgan within six years of matriculation.	MSU editing process and MHEC editing process

FTE student-authorized faculty ratio	Input	FTE student divided by authorized faculty.	Morgan State University (MSU) Budget Office	MHEC, Morgan- EIS, EDS	MSU - Institutional Research, Budget Office	MSU Information system, data file submitted to MHEC	Once a Year	Academic Year	FTE student divided by authorized faculty.	MSU editing process and MHEC editing process
Average class size of first year course offering	Input	Enrollment of Fall 100 level courses.	MSU Banner Student Information/Human Resources	MHEC, Morgan- EIS, EDS	MSU - Institutional Research, Human Resource	MSU Information system, data file submitted to MHEC	Once a Year	Academic Year	Enrollment of Fall 100 level courses.	MSU editing process and MHEC editing process
Percent of first-year courses taught by full-time faculty	Input	Budgeted positions.	MSU Banner Student Information/Human Resources	MHEC, Morgan- EIS, EDS	MSU - Institutional Research, Human Resource	MSU Information system, data file submitted to MHEC	Once a Year	Academic Year	Budgeted positions.	MSU editing process and MHEC editing process
Second-year retention rate	Output	The percentage of first-time, full-time degree seeking freshmen that re-enrolled at any Maryland public four-year institution one year after matriculation.	Maryland Higher Education Commission (MHEC) – Enrollment Information System (EIS), Degree Information System (DIS)	MHEC, Morgan- EIS, DIS	MSU Institutional Research	MSU Information system, data file submitted to MHEC	Once a Year	Academic Year	The percentage of first-time, full-time degree seeking freshmen that re-enrolled at any Maryland public four-year institution one year after matriculation.	MSU editing process and MHEC editing process
Second-year retention rate of African-Americans	Output	The percentage of first-time, full-time degree seeking African freshmen that re-enrolled at any Maryland public four-year institution one year after matriculation.	Maryland Higher Education Commission (MHEC) – Enrollment Information System (EIS), Degree Information System (DIS)	MHEC, Morgan- EIS, DIS	MSU Institutional Research	MSU Information system, data file submitted to MHEC	Once a Year	Academic Year	The percentage of first-time, full-time degree seeking African freshmen that re-enrolled at any Maryland public four-year institution one year after matriculation.	MSU editing process and MHEC editing process

Number of honor freshmen enrolled	Output	Honor freshmen with a combined average math and verbal SAT score of 1,080 or higher or ACT score of 22 or higher.	Morgan State University (MSU) Banner Student	MHEC, Morgan- EIS	MSU Institutional Research	MSU Information system, data file submitted to MHEC	Once a Year	Academic Year	Honor freshmen with a combined average math and verbal SAT score of 1,080 or higher or ACT score of 22 or higher.	MSU editing process and MHEC editing process
Percent of honor freshmen enrolled	Output	Honor freshmen with a combined average math and verbal SAT score of 1,080 or higher or ACT score of 22 or higher.	Morgan State University (MSU) Banner Student	MHEC, Morgan- EIS	MSU Institutional Research	MSU Information system, data file submitted to MHEC	Once a Year	Academic Year	Honor freshmen with a combined average math and verbal SAT score of 1,080 or higher or ACT score of 22 or higher.	MSU editing process and MHEC editing process
Total percent of diverse students	Output	Diverse race includes Native American, Asian, Hispanic, White, Native Hawaiian, and foreign students.	Morgan State University (MSU) Banner Student	MHEC, Morgan- EIS	MSU Institutional Research	MSU Information system, data file submitted to MHEC	Once a Year	Academic Year	Diverse race includes Native American, Asian, Hispanic, White, Native Hawaiian, and foreign students.	MSU editing process and MHEC editing process
Percent of Asian or Native Hawaiian students enrolled	Output	Students of Asian or Native Hawaiian race	Morgan State University (MSU) Banner Student	MHEC, Morgan- EIS	MSU Institutional Research	MSU Information system, data file submitted to MHEC	Once a Year	Academic Year	Students of Asian or Native Hawaiian race	MSU editing process and MHEC editing process
Percent of Native American students enrolled	Output	Students of Native American race	Morgan State University (MSU) Banner Student	MHEC, Morgan- EIS	MSU Institutional Research	MSU Information system, data file submitted to MHEC	Once a Year	Academic Year	Students of Native American race	MSU editing process and MHEC editing process

Percent of Caucasian students enrolled	Output	Students of White race	Morgan State University (MSU) Banner Student	MHEC, Morgan- EIS	MSU Institutional Research	MSU Information system, data file submitted to MHEC	Once a Year	Academic Year	Students of White race	MSU editing process and MHEC editing process
Percent of Hispanic students enrolled	Output	Students of Hispanic race	Morgan State University (MSU) Banner Student	MHEC, Morgan- EIS	MSU Institutional Research	MSU Information system, data file submitted to MHEC	Once a Year	Academic Year	Students of Hispanic race	MSU editing process and MHEC editing process
Percent of International students enrolled	Output	Foreign students	Morgan State University (MSU) Banner Student	MHEC, Morgan- EIS	MSU Institutional Research	MSU Information system, data file submitted to MHEC	Once a Year	Academic Year	Foreign students	MSU editing process and MHEC editing process
Percent of Maryland community college transfer students	Output	Self-explanatory.	Morgan State University (MSU) Banner Student	MHEC, Morgan- EIS	MSU Institutional Research	MSU Information system, data file submitted to MHEC	Once a Year	Academic Year	Self-explanatory.	MSU editing process and MHEC editing process
Percent of freshman applicants from urban districts	Output	Maryland school districts with membership in the Council of Urban Boards of Education.	Morgan State University (MSU) Banner Student	MHEC, Morgan- EIS	MSU Institutional Research	MSU Information system, data file submitted to MHEC	Once a Year	Academic Year	Maryland school districts with membership in the Council of Urban Boards of Education.	MSU editing process and MHEC editing process
Percent of students accepted from urban districts	Output	Self-explanatory.	Morgan State University (MSU) Banner Student	MHEC, Morgan- EIS	MSU Institutional Research	MSU Information system, data file submitted to MHEC	Once a Year	Academic Year	Self-explanatory.	MSU editing process and MHEC editing process

Measure	Type	Definition	Data Source		Responsible	Collection	Frequency	Reporting Period	Definition	Editing
Percent of students enrolled from urban districts	Output	Self-explanatory.	Morgan State University (MSU) Banner Student	MHEC, Morgan- EIS	MSU Institutional Research	MSU Information system, data file submitted to MHEC	Once a Year	Academic Year	Self-explanatory.	MSU editing process and MHEC editing process
Total number of STEM bachelor's recipients	Output	STEM fields include Actuarial Science; Biology; Computer Science; Information Systems; Civil, Electrical, and Industrial Engineering; Transportation; Mathematics; Physics and Engineering Physics, and Chemistry.	Maryland Higher Education Commission (MHEC) – Degree Information System (DIS)	MHEC, Morgan-DIS	MSU Institutional Research	MSU Information system, data file submitted to MHEC	Twice a year file sent to MHEC	Academic Year	STEM fields include Actuarial Science; Biology; Computer Science; Information Systems; Civil, Electrical, and Industrial Engineering; Transportation; Mathematics; Physics and Engineering Physics, and Chemistry.	MSU editing process and MHEC editing process
Number of underrepresented minority STEM bachelor's recipients	Output	Self-explanatory.	Maryland Higher Education Commission (MHEC) – Degree Information System (DIS)	MHEC, Morgan-DIS	MSU Institutional Research	MSU Information system, data file submitted to MHEC	Twice a year file sent to MHEC	Academic Year	Self-explanatory.	MSU editing process and MHEC editing process
Number of women STEM bachelor's recipients	Output	Self-explanatory.	Maryland Higher Education Commission (MHEC) – Degree Information System (DIS)	MHEC, Morgan-DIS	MHEC, Morgan-DIS	MSU Information system, data file submitted to MHEC	Twice a year file sent to MHEC	Academic Year	Self-explanatory.	MSU editing process and MHEC editing process

Number of baccalaureates awarded in teacher education	Output	Self-explanatory.	Maryland Higher Education Commission (MHEC) – Degree Information System (DIS)	MHEC, Morgan-DIS	MHEC, Morgan-DIS	MSU Information system, data file submitted to MHEC	Twice a year file sent to MHEC	Academic Year	Self-explanatory.	MSU editing process and MHEC editing process
Praxis pass rate	Output	Self-explanatory.	Morgan State University (MSU) Academic Affairs/Deans' Office	Morgan State University (MSU) Academic Affairs/Deans' Office	MSU Academic Affairs/Deans' Office	MSU Information system, data file submitted to MHEC		Academic Year	Self-explanatory.	MSU editing process and MHEC editing process
Number of new hires teaching in Maryland schools	Output	Self-explanatory.	Maryland State Department of Education (MSDE)	New Hires Table	MSU Academic Affairs/Deans' Office	Data Exchange with MSDE	Once a Year	Academic Year	Self-explanatory.	MSDE process
Percent of students who attend graduate/professional schools	Input	The percentage of survey respondents who enrolled in graduate or professional school within one year of graduation and who rated their preparation for advanced education as excellent, good, or adequate (fair) preparation for their job.	Morgan/MHEC follow-up survey of graduates – 2017 bachelor's degree recipients.	Follow-up Survey	MSU Institutional Research	Web Survey	Once a Year	Calendar Year	The percentage of survey respondents who enrolled in graduate or professional school within one year of graduation and who rated their preparation for advanced education as excellent, good, or adequate (fair) preparation for their job.	Respondent self-reported data
Percent of students rating preparation for graduate/professional school excellent, good, or fair	Input	The percentage of survey respondents who indicate that they work out of all respondents.	Morgan/MHEC follow-up survey of graduates.	Follow-up Survey	MSU Institutional Research	Web Survey	Once a Year	Calendar Year	The percentage of survey respondents who indicate that they work out of all respondents.	Respondent self-reported data

Percent of bachelor's recipients employed one year after graduation	Input	The percentage of survey respondents who indicate that they work in Maryland out of all respondents.	Morgan/MHEC follow-up survey of graduates.	Follow-up Survey	MSU Institutional Research	Web Survey	Once a Year	Calendar Year	The percentage of survey respondents who indicate that they work in Maryland out of all respondents.	Respondent self-reported data
Percent of bachelor's recipients employed in Maryland one year after graduation	Input	The percentage of survey respondents who indicate that they work in Maryland out of all respondents.	Morgan/MHEC follow-up survey of graduates.	Follow-up Survey	MSU Institutional Research	Web Survey	Once a Year	Calendar Year	The percentage of survey respondents who indicate that they work in Maryland out of all respondents.	Respondent self-reported data
Percent of students rating preparation for jobs excellent, good, or fair	Input	The percentage of survey respondents employed full-time within one year of graduation and who rated their education as excellent, good, or adequate (fair) preparation for their job.	Morgan/MHEC follow-up survey of graduates – 2017 bachelor's degree recipients.	Follow-up Survey	MSU Institutional Research	Web Survey	Once a Year	Calendar Year	The percentage of survey respondents employed full-time within one year of graduation and who rated their education as excellent, good, or adequate (fair) preparation for their job.	Respondent self-reported data
Percent of employers satisfied with employees who are Morgan bachelor's recipients	Output	Employers' rating of satisfaction with Morgan alumni.	Morgan Employer Survey Analysis – Summer 2018	Employer Survey	MSU Institutional Research	Web Survey	Once a Year	Calendar Year	Employers' rating of satisfaction with Morgan alumni.	Respondent self-reported data

Number of faculty engaged as Principal Investigators in funded research or contracts	Input	Number of faculty listed as Principal Investigators on funded grants.	Office of Sponsored Research	University Enterprise System	Office of Sponsored Research	Data entry	Continuous	Fiscal Year	Number of faculty listed as Principal Investigators on funded grants.	Internal data review
Value of grants and contracts (millions)	Output	Self-explanatory	Morgan State University (MSU) Budget Office	University Enterprise System	Office of Finance and Management	Data entry	Continuous	Fiscal Year	Self-explanatory	Internal data review
Number of scholarly publications and activities per full-time tenured/tenure track faculty	Output	Self-explanatory	MSU Academic Affairs	SearchLight Data Base	Academic Affairs	Data entry	Continuous	Academic Year	Self-explanatory	Internal data review
Total doctoral degree recipients	Output	Self-explanatory	Morgan State University (MSU) Graduate Studies	University Enterprise System	Graduate Studies	Data entry	Continuous	Academic Year	Self-explanatory	MSU editing process and MHEC editing process
Doctoral degree recipients in STEM	Output	Self-explanatory	Morgan State University (MSU) Graduate Studies	University Enterprise System	Graduate Studies	Data entry	Continuous	Academic Year	Self-explanatory	MSU editing process and MHEC editing process
Doctoral degree recipients in non-STEM	Output	Self-explanatory	Morgan State University (MSU) Graduate Studies	University Enterprise System	Graduate Studies	Data entry	Continuous	Academic Year	Self-explanatory	MSU editing process and MHEC editing process
Change in electricity usage	Output	Self-explanatory	MSU - Physical Plant Department	University Enterprise System	Physical Plant	Data entry	Continuous	Fiscal Year	Self-explanatory	Internal data review
Change in natural gas usage	Output	Self-explanatory	MSU - Physical Plant Department	University Enterprise System	Physical Plant	Data entry	Continuous	Fiscal Year	Self-explanatory	Internal data review

Cumulative private and philanthropic donations (millions)	Output	Self-explanatory	Morgan State University (MSU) Institutional Advancement	Institutional Advancement Enterprise System	Institutional Advancement	Data entry	Continuous	Calendar Year	Self-explanatory	Internal data review
Calendar year alumni giving rate	Output	Self-explanatory	Morgan State University (MSU) Institutional Advancement	Institutional Advancement Enterprise System	Institutional Advancement	Data entry	Continuous	Calendar Year	Self-explanatory	Internal data review
Number of partnerships with Baltimore City public schools	Output	Self-explanatory	Morgan State University (MSU) Academic Affairs/Deans' Office	SearchLight	MSU Academic Affairs	Data entry	Continuous	Academic Year	Self-explanatory	Internal data review
Number of partnerships with other State public schools	Output	Self-explanatory	Morgan State University (MSU) Academic Affairs/Deans' Office	SearchLight	MSU Academic Affairs	Data entry	Continuous	Academic Year	Self-explanatory	Internal data review
Number of partnerships with government agencies, businesses and industries, and non-profit and community organizations	Output	Self-explanatory	Morgan State University (MSU) Academic Affairs/Deans' Office	SearchLight	MSU Academic Affairs	Data entry	Continuous	Academic Year	Self-explanatory	Internal data review
Number of students participating in University-sponsored community service	Output	Self-explanatory	Morgan State University enterprise enrollment system	Banner	MSU Institutional Research	Data entry	Continuous	Academic Year	Count of students	Internal data review

ST. MARY'S COLLEGE OF MARYLAND

1. MISSION

St. Mary's College of Maryland is Maryland's honors college, a selective, public liberal arts college—a vibrant community of scholars and learners. We foster a rigorous and innovative curriculum; experiential learning; scholarship and creativity; close mentoring relationships; and a community dedicated to honesty, civility, and integrity. We are committed to diversity, access, and affordability. Our students, faculty and staff serve local, national, and global communities and cultivate and promote social responsibility.

2. INSTITUTIONAL ASSESSMENT

A. Analysis of Goals and Objectives

Goal 1: Ensure a high quality and rigorous academic program.

Objective 1.1: For three of the past four years, SMCM has met the target of 100% of graduates completing at least two high-impact practices (HIP), and reached 99% last year. The goal of 80% completing at least three HIPs has been met for each of the past four year. This year, 95% of students completed at least two HIPs and 72% completed at least three. As noted in the 2020 report, many students were on track to complete additional experiences when the coronavirus pandemic forced the cancellation of their plans, and the hybrid teaching environment during the 2020-21 academic year limited the experiences that SMCM faculty were able to offer. We are confident that as the pandemic resolves, we will resume meeting these goals.

> *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, the latest comparison data available, 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 five 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 has declined slightly over the past two years, 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 7:1) among COPLAC institutions, which average 14:1; and is on par with Maryland private institutions, peer institutions, and aspirant institutions, which range from 7:1 to 15:1

(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 FY21 (Fall 2020), SMCM recruited a first-year class that exceeded the targets for the percentages of students of color (for the eighth consecutive year), of first generation college students (for the fourth consecutive year), and of Pell grant recipients (for the third time in the past four years). High school academic performance of the entering class remains strong; the average GPA of incoming students has steadily improved to its current ten-year high. 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, the out-of-state student population is slowly rising after several years of below-target numbers, and is expected to continue to improve with the FY22 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 (FY21 average = 1073), and our students rank well against high school seniors both in Maryland (FY21 average = 1029) and nationwide (FY21 average = 1051). *(Source: MHEC 2021 Data Book)*

Objective 2.2: Both four-year graduation rates (Fall 2017 cohort graduating by Summer 2021) and six-year graduation rates (Fall 2015 cohort graduating by Summer 2021) were below targets for all groups, as they have been for the past few years. However, projections of four-year graduation rates over the next two years are promising. First-time students entering in Fall 2018 and Fall 2019 are projected, based on current enrollment statistics, to rebound to an overall 72% four-year graduation rate, and rates for all examined populations are also projected to rise to meet (or nearly meet) targets. Six-year rates are not yet projected to rebound to previous levels, but we expect that these numbers will improve as the Fall 2018 and 2019 cohorts advance. Projections show most rates rebounding over the next two years, although not to target levels and with greater fluctuations among estimated six-year rates.

While this year's graduation rates are disappointing, we are encouraged by the strong projected improvements over the next few years. We are optimistic that these predicted increases reflect a positive impact of our recent concerted efforts to improve retention and student persistence. For the past few years, we have been carefully analyzing 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. We have shared these findings widely with faculty and staff, and have begun a campaign to publicize the importance of meeting these milestones to students as well. SMCM also instituted its first ever Winter session to assist students in catching up on credits, and we plan to continue to offer online courses during both Summer and Winter sessions to provide students with a convenient means of earning additional credits in between traditional semesters. Overall, it appears that these strategies may be paying off over the next few years. 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 continue to explore how best to make Winter and Summer session offerings applicable and accessible, particularly to students who may have financial challenges paying for classes during an extra term.

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 continued development and implementation of targeted, program-specific articulation agreements with many Maryland community colleges is expected to facilitate such reverse transfer efforts.

Peer Benchmarks: Based on the most recent comparison data available (FY17), SMCM's overall four-year graduation rate (68% for the 2013 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 students of color combined were all at or above the corresponding rates at other COPLAC, Maryland public, and Maryland private institutions. Benchmark four-year graduation rates for Pell recipients are not available. *(Source: IPEDS Data Center)*

Four-Year Graduation Rates, FY17 (Fall 2013 cohort)					
Institution(s)	N	Overall	Students of Color	African American	Hispanic
SMCM	1	68%	55%	51%	55%
COPLAC	28	38%	31%	29%	35%
MD Public	11	29%	27%	26%	24%
MD Private	9	61%	54%	41%	55%
Peer	12	65%	61%	59%	60%
Aspirant	6	86%	84%	86%	81%

For six-year graduation rates, the most recent comparison data available (FY19) reveal that SMCM's overall rate (77%, for the 2013 cohort) exceeded that of all other comparison groups except private aspirant institutions at 90%. SMCM's six-year rate for all students of color exceeded those at other COPLAC, Maryland public, and Maryland private institutions, and nearly matched the rate at peer institutions. Notably, the six-year graduation rates for African American and Hispanic students at SMCM were well above that from all other groups except aspirant institutions. Finally, SMCM's six-year graduation rates for Pell recipients in FY19 were above or close to those of other COPLAC, Maryland public and private, and peer institutions. *(Source: IPEDS Data Center)*

Six-Year Graduation Rates, FY19 (Fall 2013 cohort)							
Institution(s)	N	Overall	Students of Color	African American	Hispanic	Pell	Need-Based Aid
SMCM	1	77%	69%	70%	70%	69%	78%
COPLAC	28	54%	48%	48%	49%	49%	51%
MD Public	11	51%	50%	50%	45%	47%	48%
MD Private	9	69%	63%	54%	65%	66%	67%
Peer	12	72%	70%	68%	68%	71%	72%
Aspirant	6	90%	90%	91%	88%	92%	92%

Objective 2.3: The second year retention rate continues to fluctuate, falling slightly to 83% in FY21. While still not meeting the target, this year's retention rate still exceeds many benchmarks. In addition, based on preliminary numbers, retention is expected to improve to 89% for both of the next two years.

> *Peer Benchmarks:* Based on the most recent data available (FY19), SMCM's first-to-second year retention rate in that year (85%) exceeded those of other public liberal arts colleges (COPLAC institutions, average = 73%), Maryland public four-year institutions (average = 76%), Maryland private institutions (average = 80%), and peer institutions (average = 83%), many of which are private. Retention rates at private aspirant institutions averaged 93% in FY19, 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 FY21, and the diversity of full-time staff (percent staff of color) missed the target by only one percentage point. Faculty diversity remains below the target which indicates a need for continued 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, but the percentage fell to 17% in FY21. This is 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, both the three-year graduation rate (68%, Fall 2018 entering students graduating by Summer 2021) and four-year graduation rate (75%, Fall 2017 entering students graduating by Summer 2021) well exceeded the targets of 60% and 70%, respectively. Moreover, analysis of students' degree progress for the Fall 2018 and Fall 2019 transfer cohorts suggests that these graduation rates will remain high 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. The four-year graduation rate is projected to improve over the next two years, but not quite as strongly as other four-year rates discussed above. Given the particularly sensitive financial situation of students receiving need-based aid, this gap warrants increased attention. Similarly, retention to the second year (79%) was again below the target and lower than the rate for the overall population, but is projected to rebound to 91%, a level even higher than the all-student level.

> *Peer Benchmarks:* Similar to findings for graduation rates among Pell recipients, SMCM's six-year graduation rate for students receiving need-based aid (78% in FY19, most recent comparison data available) was well above that of other COPLAC institutions (51%), Maryland public institutions (48%), and Maryland private institutions (67%). Notably, this rate also exceeded the FY19 rate at peer institutions (72%). The six-year graduation rate for recipients of need-based aid at aspirant institutions was 92%, above even their overall six-year graduation rate of 90%. *(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 FY21 did not meet the target for the second time in five years, perhaps due to ongoing effects of the pandemic during 2019-20 and 2020-21. Internship participation dipped slightly to just below the target of 45% of graduates, and is expected to grow over the next few years as students move through the LEAD curriculum. With regard to six-month post-degree outcomes, while the six-month employment rate (53%) was below the target for the Class of 2020, the six-month continuing education rate (34%) was substantially above the target, suggesting that 2020 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 91%.

> *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 2019, the most recent data available, SMCM's employment rate was 58% and the national rate was 69%, while SMCM's continuing education rate was 30% and the national rate was 18%. The total Career Outcome Rate for SMCM was 94% while the national rate was 92%. 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 2019 Report)*

B. Response to Commission Assessment

What are three COVID-related initiatives/programs your institution implemented that your institution will be adopting permanently?

Winterim and Online Courses. The pandemic-induced shift to remote instruction, while sudden, provided significant opportunities to increase access that have become a permanent part of the College's academic offerings. Online instruction, particularly between standard academic terms, allowed the College to aid students in making timely degree progression. For example, in a pilot Winterim term in 2020-21, students were able to return home, work if so desired, and still make academic progress toward their degrees. Entering the pilot, 57% of the students registered for Winterim were "on-track" for four-year graduation. As a result of credits earned during Winterim, 70% of students were on track heading into the spring semester. Winterim was also a net budget-positive endeavor. The College plans to continue offering online courses during off-session terms (Winterim and Summer), both increasing revenue and allowing more students to graduate in four years.

Implementation of eSOAR. In response to the pandemic, St. Mary's College transformed its on-site, in-person summer orientation, advising, and registration event (SOAR) into a remote experience that students could complete asynchronously (eSOAR) in Summer 2020. We offered information about curriculum and course selection via our LMS, hosted weekly webinars on topics of interest to new students and their families, and connected students to Orientation Leaders and other campus resources via ZeeMee. During our second version of eSOAR in Summer 2021, we improved upon our initial version by offering students one-on-one advising appointments via Zoom. While we hope to welcome students to campus next summer as part of our onboarding process, aspects of the virtual eSOAR experience will persist. We will continue to offer information on the curriculum via Blackboard as this has helped students to prepare better for registration. We will also continue to do remote advising appointments for all new students-- the flexibility of remote appointments has allowed us to give students a much more personalized advising experience. Finally, we will continue to offer a limited number of webinars for new students and their families to maximize access and convenience.

Revision of Telework Policy. The sudden onset of mandatory and continuous telework led to changes in the way College employees conduct processes and interact. Employees and processes were able to adapt and still conduct instruction and operations. The College's telework policy and procedures had last been updated in 2015 and were outdated and presented barriers to effective telework. Rather than edit the outdated policy, we developed a new policy. Highlights of the new policy include a list of job duties deemed acceptable for telework; inclusion of language that would permit ad hoc telework; a provision to ensure employees meet proactively with the Office of Information Technology in order to receive the hardware, software and remote access they need to telework; and acknowledgement of tax and other legal implications associated with long term out-of-state telework.

St. Mary's College of Maryland

MISSION

St. Mary's College of Maryland (SMCM) 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 the Association of American Colleges & Universities (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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Percent of the graduating class successfully completing at least two high-impact practices	100%	100%	100%	99%	95%	100%	100%
Percent of the graduating class successfully completing at least three high-impact practices	84%	86%	87%	82%	72%	82%	85%
Percent of all full-time faculty who have terminal degrees	98%	99%	98%	98%	98%	98%	98%
Percent of undergraduate credit hours taught by full-time faculty	91%	89%	88%	87%	82%	85%	85%
Undergraduate student to faculty ratio	10:1	10:1	10:1	9:1	9:1	10:1	10:1

St. Mary's College of Maryland

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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
[1] Median (verbal and mathematics combined) SAT scores of first year entering class	1130	1180	1185	1180	1180	1180	1180
Average high school GPA	3.34	3.33	3.38	3.38	3.44	3.40	3.40
Percent of entering first year class who are minorities	31%	27%	25%	33%	31%	32%	32%
Percent of entering first year class who originate from outside of Maryland	7%	9%	7%	6%	9%	11%	10%
Percent of entering first year class from first generation households	18%	25%	21%	23%	25%	21%	23%
Percent of entering first year class receiving Pell Grants disbursed during their first semester	19%	20%	17%	22%	24%	17%	20%
Four-year graduation rate for all students	68%	63%	64%	60%	58%	72%	72%
Four-year graduation rate for all minorities	52%	59%	52%	48%	44%	59%	65%
Four-year graduation rate for African-American students	49%	46%	51%	48%	38%	50%	54%
Four-year graduation rate for Hispanic students	52%	68%	53%	44%	44%	71%	76%
Four-year graduation rate for all first generation students	60%	59%	60%	51%	44%	70%	61%
Four-year graduation rate for students with a Pell Grant disbursed during their first semester	57%	55%	60%	57%	43%	72%	63%
Six-year graduation rate for all students	78%	80%	77%	72%	73%	72%	69%
Six-year graduation rate for all minorities	67%	72%	67%	67%	64%	63%	56%
Six-year graduation rate for African-American students	55%	56%	69%	51%	69%	63%	53%
Six-year graduation rate for Hispanic students	81%	81%	68%	74%	58%	53%	56%
Six-year graduation rate for all first generation students	74%	85%	69%	64%	71%	65%	60%
Six-year graduation rate for students with a Pell Grant disbursed during their first semester	68%	84%	69%	62%	76%	65%	54%

St. Mary's College of Maryland

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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
First to second-year retention rate	87%	87%	82%	85%	83%	85%	87%
Percent minority of all full-time tenured or tenure-track faculty	16%	17%	16%	14%	15%	16%	17%
Percent women of all full-time tenured or tenure-track faculty	46%	51%	51%	52%	51%	51%	51%
Percent minority of all full-time (non-faculty) staff	24%	27%	29%	27%	27%	28%	28%
Percent women of all full-time (non-faculty) staff	55%	52%	57%	57%	57%	57%	57%
Percentage of entering fall class who are transfer students	25%	20%	22%	21%	17%	17%	20%
3-year graduation rate for all transfer students	62%	56%	62%	69%	68%	73%	76%
4-year graduation rate for all transfer students	62%	71%	74%	69%	74%	79%	74%

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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Average percent of first-time full-time degree-seeking student need met by awarding need-based aid	72%	75%	73%	78%	84%	78%	78%
First-to-second year retention rate for students receiving need-based aid in the first semester	84%	80%	80%	81%	79%	88%	88%
Four-year graduation rate for students receiving need-based aid in the first semester	66%	61%	59%	55%	54%	67%	65%
Six-year graduation rate for students receiving need-based aid in the first semester	75%	81%	78%	68%	69%	66%	64%

St. Mary's College of Maryland

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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Percent of graduating seniors who will have performed community service while at SMCM	79%	71%	69%	63%	50%	60%	65%
Percent of graduating seniors who fulfilled a paid or unpaid internship	45%	41%	40%	45%	44%	47%	50%
Employment rate of graduates within six months of graduation	65%	67%	62%	58%	53%	58%	58%
Percent of graduates continuing their education (at any level) within six months of graduation	21%	23%	28%	30%	34%	32%	32%

NOTES

[1] Due to the SAT changing, beginning with 2018, scores are not comparable to previous years.