2023 Performance Accountability Report Maryland Public Colleges and Universities

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MSAR #709 2023 Performance Accountability Report

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Executive Summary

The annual Performance Accountability Report (PAR) serves as an important mechanism by which public colleges and universities in Maryland are held accountable. Through a performance accountability plan, institutions are required to establish and maintain performance standards, and use metrics to assess their effectiveness in tackling institutional and statewide higher education goals. Every year, the governing board of each public institution of higher education is required to submit a written report to the Maryland Higher Education Commission (MHEC) on the institution's progress in attaining the objectives in the performance accountability plan. This summative statewide report includes highlights from Maryland's public institutions' submissions for the 2022-2023 academic year reporting cycle.

The 2022-2023 Performance Accountability Report summarizes institution's progress toward the three key goals of the 2022 State Plan for Higher Education. Last year the PAR raised some concerns about inequities in student success and how institutions hold themselves accountable to equitably achieve the objectives of the Maryland State Plan for Higher Education. Therefore, the Commission provided reporting prompts seeking responses to: 1) how institutions identify long-term equity gaps; and 2) how institutions measure their long-term equity gaps.

In short, the PAR metrics reflect that the institutions still face challenges in recovering from the negative impact that the COVID-19 pandemic has had on enrollment and student success, which may slow down the institution's progress to meet some established benchmarks. Academic achievement gaps still exist for underrepresented students; the gaps in graduation rates among minority groups widened for some institutions after the pandemic. There is some evidence that institutional efforts may be shrinking these gaps, but more needs to be done to ensure all students have equitable opportunities to meet their academic goals. The full institutional reports in the later part of this volume provide a more detailed summary of the efforts that the institutions made to meet the goals, objectives, and priorities of the State Plan.

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 28th Performance Accountability Report published by the Commission.[1] In addition to the annual reporting requirement in which institutions report on their progress toward stated goals and benchmarks, the Commission requested that institutions respond to the following two prompts for the institutional response:

- Identifying Long-term Equity Gaps:
    1. What are the largest long-term equity gaps that exist in student access, success, and innovation in your institution? Please note the long-term equity gaps refers to the inequities that existed long before the COVID-19 pandemic and persisted over the years.
    2. How are these equity gaps uncovered/discovered/identified at your institution and how are they shared with your community?
    3. What interventions have been implemented to eliminate these gaps?
- Measuring Equity Gaps:
    1. How has your institution used disaggregated data to identify equity gaps in students' educational opportunities and outcomes?
    2. What stakeholder engagement (students, faculty, staff, etc.) is used to collect and review this data?
    3. Does your institution set goals/benchmarks in regard to the elimination of equity gaps? If so, what steps does your institution take to ensure accountability in meeting the established goals/benchmarks of equity?

This statewide report includes a summary of highlights from institutional submissions for the 2022-2023 academic year reporting cycle[2]. In addition, this volume contains the full, unedited accountability reports for all of the public two- and four-year institutions in Maryland.

In 2000, the Commission approved major revisions to the accountability process. As a result, the accountability reporting requirements differ for the community colleges and public four-year institutions, although the general indicator-and-benchmark system has been maintained for both segments.

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[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] Institutional submissions for the 2023 Performance Accountability Report are based on analysis of data collected in the 2022-2023 academic year. The measures used to evaluate the institution's performance may have a lag, depending on the frequency and period of data collection.

Community colleges developed and refined the common set of indicators across all 16 community colleges. Each community college may also choose to include additional campus-specific measures.

The community colleges'[3] reports include:
- An update regarding their performance on the indicators in each "mission/mandate" area;
- Their progress toward meeting the goals of the 2022 Maryland State Plan for Postsecondary Education most applicable to the community colleges;
- A discussion of how well the campuses are serving their communities;
- Degree Progress Analysis;
- Benchmarks for each indicator and performance on these benchmarks; and
- Four years of trend data for each measure.

Four-year colleges and universities created a single document framework that incorporated the elements of both the Commission's PAR and Department of Budget and Management (DBM)'s Managing for Results process (MFR). The MFR process accounts for goals established in institutional strategic plans and connects institutional performance to the budgeting process overseen by DBM. The task of merging the two reports was undertaken in conjunction with DBM, Department of Legislative Services, and representatives from the public four-year institutions and their governing boards.

The reports from the public four-year institutions[4] include:
- An update regarding their performance on the indicators in each "mission/mandate" area;
- Their progress toward meeting the goals of the 2022 Maryland State Plan for Postsecondary Education;
- 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 *Managing for Results* (MFR); and,
- Five years of trend data for each measure.

This report contains two distinct sections: the Overview of the Key Indicators provides the essential contexts of post-secondary education in Maryland. These include enrollment, retention, transfer and graduation trends as well as a discussion of the indicators by demographic groups. The Institutional Assessment section summarizes institutions' performance on their institutional goals, measures and benchmarks as well as their responses to the two prompts tied to diversity, equity and inclusion.

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[3] The community colleges 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.

[4] The public 4-year institutions 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 Global Campus.

Institutional Assessment by the Maryland Higher Education Commission

The 2023 Performance Accountability Report (PAR) highlights institutions' performance on their progress toward meeting their established goals, metrics and performance standards, with a focus on those aligned with the three goals of the 2022 State Plan for Postsecondary Education[5] (access, success, and innovation). To begin, this report provides an overview of key indicators that provide necessary context through a discussion of enrollment trends, retention, and graduation rates.

Briefly, enrollment trends appear to be recovering from the COVID-19 pandemic and the composition of races, the percentage of students receiving the Pell grant, and tuition and fees have remained stable. The graduation rate for both public four-year institutions and community colleges has shown some persisting racial gaps. More detailed discussion is provided below.

Overview of the Key Indicators: Enrollment Trends, Retention, and Completion Outcomes

Enrollment

Data from the 2022-2023 academic year show that the impact of the COVID-19 pandemic on enrollment at Maryland postsecondary institutions may be lessening. In Fall 2022, the total undergraduate credit enrollment of Maryland public colleges and universities decreased by 1.4% as compared to Fall 2021, the smallest decline since the COVID-19 pandemic started. Specifically, undergraduate enrollment in public four-year institutions is flat compared to last year. The decline of statewide undergraduate enrollment is primarily attributed to community colleges, with a 2.7% decrease in undergraduate enrollment from Fall 2021 to Fall 2022. The statewide undergraduate enrollment rebounded after Fall 2022. MHEC preliminary data demonstrate an overall increase in Fall 2023 undergraduate enrollment by 4.1 percent[6]. While undergraduate credit enrollment in Maryland public institutions still faced challenges, the proportion of minority enrollment remained stable, with slight increases in the proportions of Hispanic, Asian, and students of other races[7] (Figure 2).

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[5] 2022 Maryland State Plan for Higher Education: https://mhec.maryland.gov/Documents/2022-Maryland-State-Plan-for-Higher-Education.pdf

[6] Maryland Higher Education Commission. 2023. Opening Fall Enrollment. Baltimore, MD: Maryland Higher Education Commission.

[7] Other races include American Indian or Alaskan Native, Native Hawaiian or Other Pacific Islander, students with two or more races, students whose race is unknown, and non-resident aliens.

Figure 1: Undergraduate Fall Headcount Credit Enrollment in Maryland Public Colleges and Universities, Fall 2013- Fall 2022
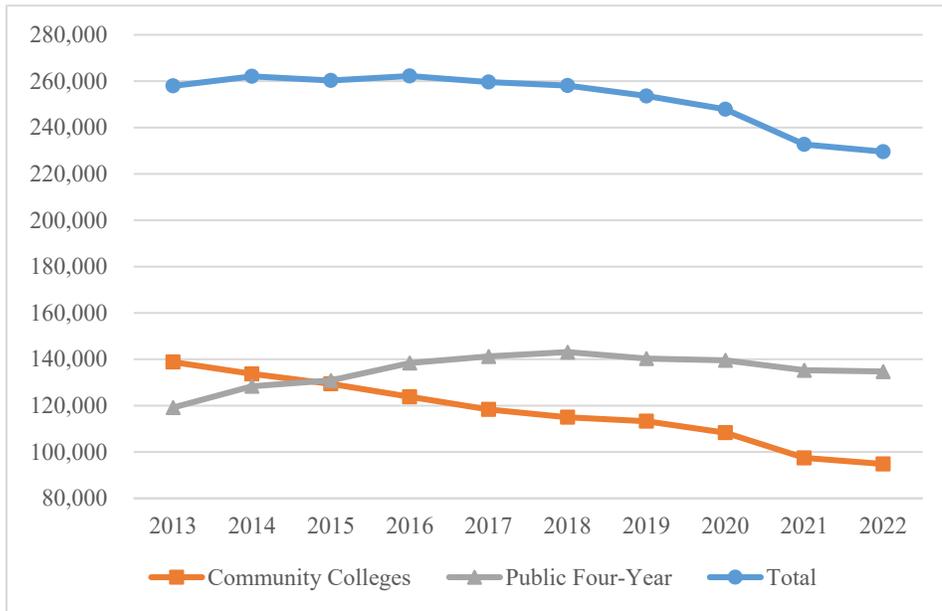
Source: MHEC Enrollment Information System

Figure 2: Undergraduate Fall Enrollment in Maryland Public Colleges and Universities, by Race/Ethnicity - Fall 2013- Fall 2022
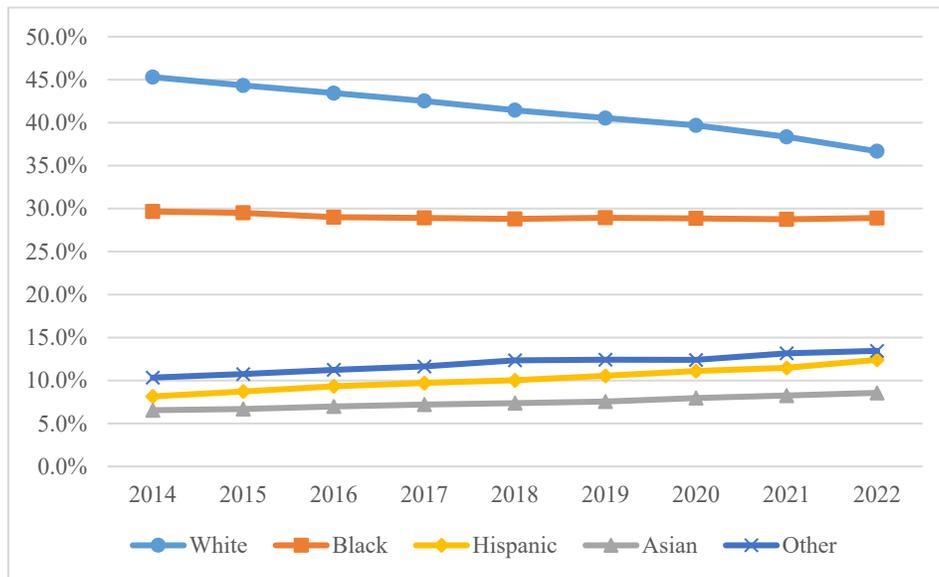
Source: MHEC Enrollment Information System

The Federal Pell Grant Program is designed to help low-income undergraduate students. Around 30.1% of Maryland undergraduate students enrolled in public colleges and universities received

Pell grants in Fall 2021[8], which is comparable to the national average of 30.4%[9]. In Maryland, community colleges enrolled a slightly higher proportion of Pell grant recipients (31.6%) when compared to public four-year institutions (29.2%). This difference was larger in Fall 2013. However, the percentage of undergraduate students receiving a Pell grant continued decreasing for community colleges, while the percentage remained stable for public four-year institutions.

Figure 3: Percent of undergraduate students receiving Pell grants: Fall 2013 - Fall 2021
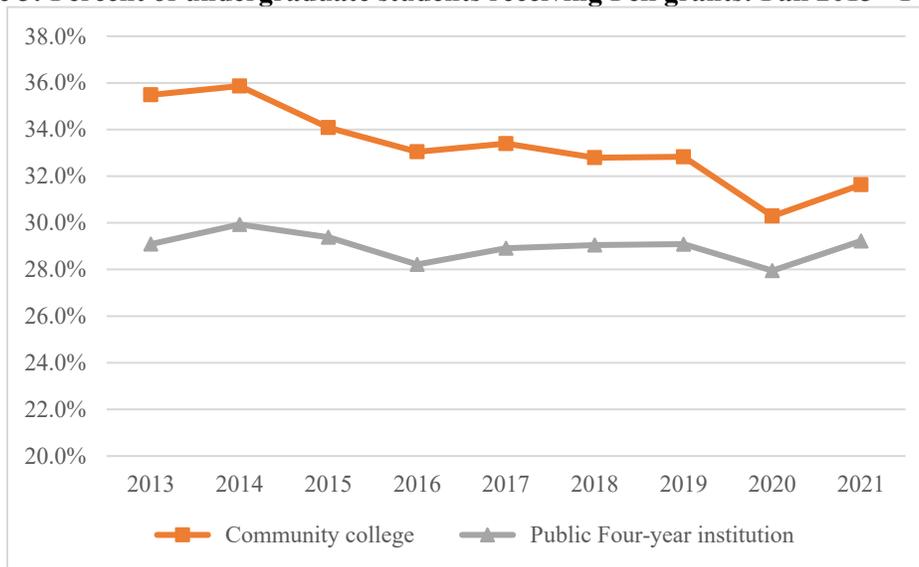
Source: MHEC Pell Grant Dashboard

In an effort to maintain affordability for Marylanders, tuition and fees remained stable in academic year 2022-2023, with a 2.5% overall decrease for community colleges[10] and a 2.0% increase for public four-year institutions[11]. On average, an in-state community college student paid $161 per credit, $4 more than what they paid in 2012-2022. An in-state public four-year full-time student paid $10,057 per year, $196 more than the average tuition and fees amount in 2021-2022.

<u>Retention and Graduation – Public Four-year Colleges and Universities</u>

Trends in student success outcomes have continued decreasing since the 2021 reporting year. The overall second-year retention rate for first-time, full-time students of the Fall 2021 cohort was 80.4%, 2.6 percentage points lower than that of the Fall 2020 cohort for the public four-year institutions (see Figure 4). Though the decline is universal among most race subgroups, the size is disproportionately larger for Hispanic students and white students, with a 3.0 and 3.5

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[8] Maryland Higher Education Commission. January 2024. Pell Grant Dashboard. Baltimore, MD: Maryland Higher Education Commission.

[9] See the national data on the website of National Center for Education Statistics (NCES) https://nces.ed.gov/ipeds/TrendGenerator/app/answer/8/35. The most current year of the national data is 2020-21 as of the report publication.

[10] Tuition and fees for full-time in-state students of service area.

[11] Maryland Higher Education Commission. November 2023. Tuition and Fees. Baltimore, MD: Maryland Higher Education Commission.

percentage-point decrease, respectively (Figure 4) [12]. The six-year graduation rate for first-time, full-time students for the Fall 2016 cohort (Figure 5) dropped by 1.4 percentage points, marking the third consecutive year of decline. And Black/African American students experienced a larger decrease of 1.9 percentage points. However, the graduation rates have improved largely compared to 10 years ago. The six-year graduation rate of the Fall 2016 cohort still exceeds that of the Fall 2007 cohort by 4.1 percentage points.

Figure 4: Second-year Retention Rate of Public Four-year Colleges and Universities: 2012 Cohort – 2021 Cohort
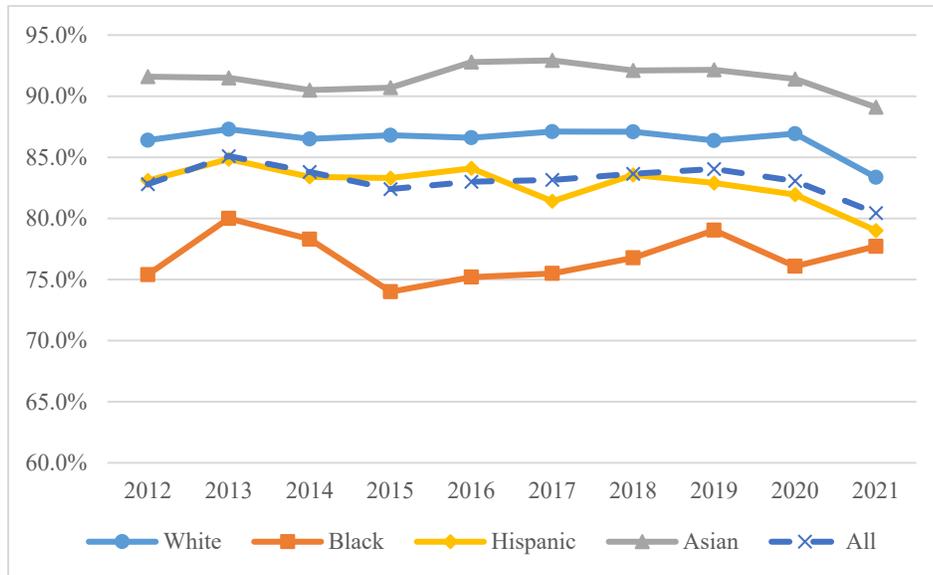
Source: MHEC Four-Year Colleges and Universities Retention and Graduation Dashboard[13]

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[12] This figure represents data for the four race/ethnicity categories representing the largest student groups in the State: Asian, Black/African American, White and Hispanic. Data on smaller race and ethnic categories are excluded in alignment with the suppression policy of the agency.

[13] Maryland Higher Education Commission. November 2023. Retention and Graduation in Maryland Four-Year Institutions. Baltimore, MD: Maryland Higher Education Commission.

Figure 5: Six-year Graduation Rate of Public Four-year Colleges and Universities: 2007 Cohort - 2016 Cohort
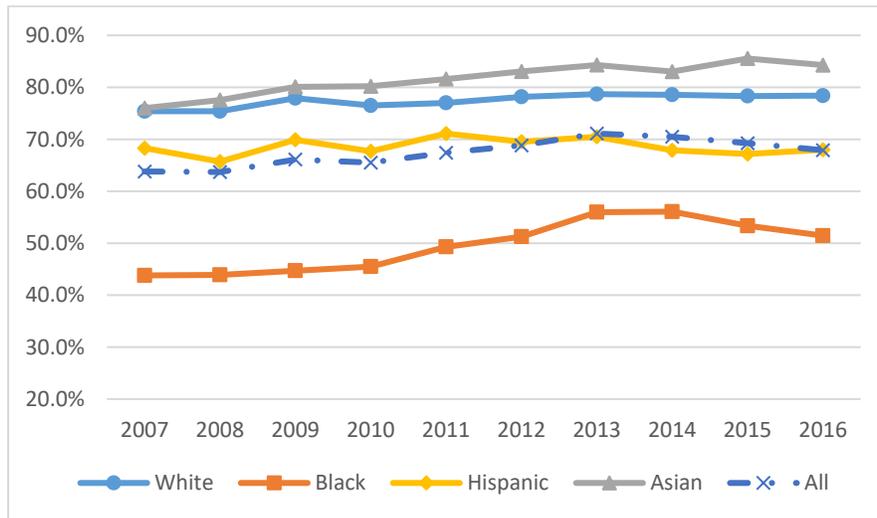
Source: MHEC Four-Year Colleges and Universities Retention and Graduation Dashboard

Transfer and Graduation – Community Colleges

For the community colleges, measures related to students' three-year completion and transfer provide a similar framework to the second-year and six-year outcomes reported for the public four-year institutions. This section involves analysis of three important, three-year outcomes for first-time, full-time students: (a) students who graduate from a community college and do not transfer to a four-year institution, (b) students who graduate from a community college and do transfer to a public-four year institution, and (c) students who transfer to the four-year institution but do not earn their associate degree first. Data for these three-year outcomes show that the proportion of students who transferred from a community college to a four-year institution without earning an associate degree first decreased by 0.5 percentage points for the 2019 first-time full-time cohort, and the proportion of students who graduated and transferred was unchanged compared to the 2018 cohort. This indicates that fewer community college students transferred to Maryland four-year institutions within three years overall (Figure 6). In contrast, the graduation without transfer rate maintained an upward trend.

Figure 7 presents the combined graduation and transfer rate (a summation of the three trends in Figure 6) by racial/ethnical subgroup. Compared to the last cohort (first-time full-time entering class of 2018), the combined graduation and transfer rate of the 2019 cohort increased for White and Asian students, while Black students experienced a reduction of 1.8 percentage points. In addition, White and Asian students' rates continue to trend above all students, whereas Back and Hispanic students trend below.

Figure 6: Three-Year Graduation and Transfer Rate of Community Colleges: 2010 Cohort – 2019 Cohort
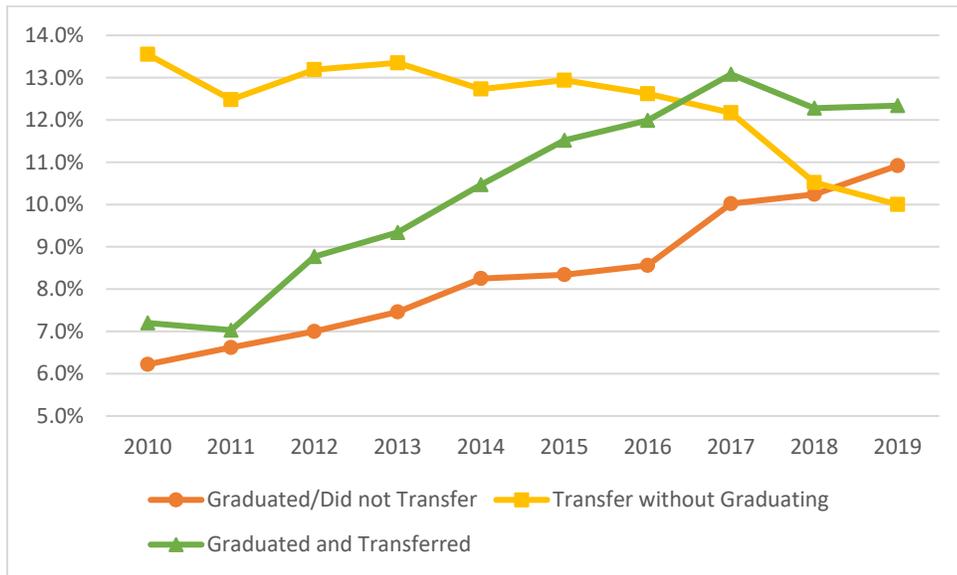
Source: MHEC Community College Retention, Graduation, and Transfer Dashboard[14]

Figure 7: Combined Three-Year Graduation and Transfer Rate of Community Colleges by Race/Ethnicity: 2010 Cohort – 2019 Cohort
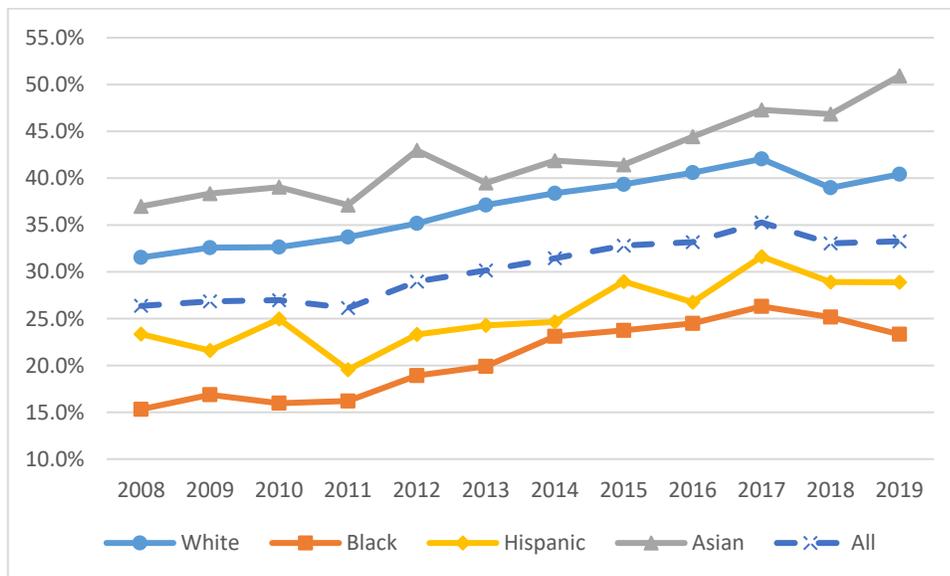
Source: MHEC Community College Retention, Graduation, and Transfer Dashboard

[14] Maryland Higher Education Commission. November 2023. Retention, Graduation, and Transfer in Community Colleges. Baltimore, MD: Maryland Higher Education Commission.

The retention and graduation outcomes of public four-year institutions (Figures 4 and 5) and graduation and transfer outcomes for the community colleges (Figures 6 and 7) show that disparities persist for some measures such as the six-year graduation rate of public four-year institutions during and after the pandemic era. The racial gap even widened for measures like three-year transfer and graduation rates of community colleges. These outcomes in Maryland mirror national findings showing that the initial and ongoing effects of the pandemic may have exacerbated equity gaps in higher education.

Therefore, MHEC has chosen to deepen the investigation of this year's Performance Accountability Report on educational equity/inequity in Maryland public universities and colleges. Both this statewide analysis and the institutions' reports aim to address this topic. The next section will summarize the institutional assessment on Maryland public colleges and universities' performance over the last year, discussing institutional performance tied to their selected PAR indicators, benchmarks and goals.[15]

Institutional Assessment

MHEC staff has conducted a review of the institutions' data submissions as well as their annual narrative reports. What follows contains highlights of that review with a focus on the goals of the 2022 Maryland State Plan for Higher Education and the responses to reporting prompts tied to equity and diversity. Since 2000, the accountability reporting requirements have differed for the community colleges and public four-year institutions. Therefore, the following institutional assessment will be discussed for two segments, respectively.

Maryland Public Four-Year Colleges and Universities

It is challenging to assess, at the statewide level, the success of Maryland's public four-year institutions in meeting their individual and unique performance metrics and goals. This is due, in part to, the fact that none of the 13 public four-year institutions' performance indicators, goals, and benchmarks are the same due to the institutions' varied missions and strategic priorities. Moreover, Maryland's public four-year institutions have different cycles for their Performance Accountability/MFR metric setting (e.g. cycle length and year of updating). Thus, the institutions are at different points of progress toward their established benchmarks.

For example, most of the 11 University System of Maryland (USM) institutions established benchmarks that will end in 2024, while Morgan State University (Morgan) updated their Performance Accountability/ MFR metrics this year and reset the benchmarks to 2027. Therefore, it is most valuable to assess institutional performance by reviewing each report individually.

Despite these differences and the wide range of measures used by the public four-year institutions, there are several measures that are shared by a subset of institutions and can be

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[15] These indicators, benchmarks and goals are established by the institutions; community colleges establish these on a five-year cycle and align them with the State Plan for Higher Education and the public four-year institutions' metrics, benchmarks, and goals are established through their Managing for Results process. The 2017 Performance Accountability Report Volume 1 and the 2016 Performance Accountability Report introduced more detailed history of the accountability process in Maryland.

summarized to reflect their progress toward the three central goals of the 2022 Maryland State Plan for Higher Education – Access, Success, and Innovation.

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

Enrollment is one of the key measures to reflect access to higher education. Nine[16] of the 13 public four-year institutions saw decreases in undergraduate enrollment in this reporting year (Fall 2022), one more than that of the last reporting year. However, compared to the last reporting cycle, the size of the decline is smaller. In total, undergraduate enrollment of public four-year institutions dropped by a mere 0.4 percent, smaller than the reduction of 2.7 percent of the last cycle. The undergraduate population remained diversified racially in Fall 2022.

Eleven public four-year institutions[17] set benchmarks for minority students, economically disadvantaged students, or enrollment of Pell Grant recipients. Of the 11 public four-year institutions, 10 exceeded or are on track to meet their goals for minority, economically disadvantaged students, or enrollment of Pell Grant recipients[18].

Six institutions (Bowie State University [Bowie], Coppin State University [Coppin], Frostburg State University [FSU], Salisbury University [Salisbury], University of Maryland, Baltimore County [UMBC], and University of Maryland Global Campus [UMGC]) chose to report enrollment in undergraduate STEM programs in their MFR. Among them, four institutions experienced increases in STEM enrollment. Only two institutions (Coppin and UMGC) specified the benchmarks for STEM enrollment and both either exceeded or appear to be on track to meet the goal by the end of the cycle.

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

An analysis of the institutional PAR submissions from the public four-year institutions shows that some institutions faced challenges in meeting their established goals for their student success measures in this reporting year. Eleven institutions[19] reported and benchmarked the second-year retention and six-year graduation rate for the first-time, full-time students or minority subgroups. University of Baltimore (UB) and St. Mary College of Maryland (SMCM) were behind on their stated benchmarks[20] for second-year undergraduate student retention as of FY 2022. Coppin State University met the benchmark in retention, in general, but their retention rate for non-

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[16] These nine are: Bowie State University (Bowie), Coppin State University (Coppin), Frostburg State University (FSU), Salisbury University (Salisbury), Towson University (Towson), University of Baltimore (UB), University of Maryland, Baltimore County (UMBC), University of Maryland, College Park (UMCP), and St. Mary College of Maryland (SMCM).

[17] Bowie State University (Bowie) and St. Mary College of Maryland (SMCM) do not report similar measures in their MFR.

[18] Frostburg State University (FSU) missed the goal for the percentage of African American undergraduate enrollment.

[19] University of Maryland, Baltimore (UMB) and UMGC did not include retention/graduation in their MFRs.

[20] Institutions missing the benchmark by more than 5 percentage points and experienced decline from the last year are considered as falling behind the benchmarks in retention.

African American students dropped by 16 percentage points and missed the benchmark by a sizeable amount.

In comparison, the challenge is more predominant for the institutions in their overall six-year graduation rates. Bowie, Coppin, UB, University of Maryland Eastern Shore (UMES), and SMCM failed to reach their targeted graduation rates and experienced a decline from the previous year. FSU and UMBC met their goals in overall graduation rates, but inequities are seen when disaggregating by race.

Most institutions interpreted these challenges to student success as the lingering effect of the COVID-19 pandemic. In addition, having a more diverse student population poses challenges in reducing achievement gaps within the institutions. Institutions reported they are committed to leveraging more resources to improve learning outcomes for disadvantaged students through more intensive advising, counseling, financial support, and technology support.

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

This year, MHEC selected the professional licensure pass rate to reflect the institution's performance on innovation. Eight institutions[21] report the pass rate in various licensure examinations. The primary licensure exams that the students in public four-year institutions complete are Praxis (teaching) and NCLEX (nursing). University of Maryland, Baltimore also reported pass rates for law, medicine, pharmacy, physical therapy, and social work licensure. In general, the licensure exam pass rates remained consistent this year for most institutions. Salisbury University (Salisbury) had a six percentage point decrease in both nursing and teaching exams and missed their benchmarks.

Community Colleges

The 16 community colleges in Maryland share common PAR metrics and reporting cycles, and the indicators are tightly aligned with the State plan. Therefore, the following summary is based on the indicators of all 16 colleges, unless stated otherwise.

Mirroring the national trend, Maryland community colleges saw credit enrollment declines in Fall 2022, which continues a downward trend that traces back to a decade ago. Optimistically, the reduction has been shrunk from 10.0% in 2021 to 2.7% 2022. Moreover, seven community colleges[22] started to witness an increase in this reporting cycle, compared to only one college in the previous reporting cycle. Unlike public four-year institutions with over 60 percent full-time enrollment, the majority of community college enrollment is part-time students (70%). Besides credit enrollment, community colleges enroll a larger number of students enrolled in non-credit academic programs. In academic year 2021-22, over 126,000 students enrolled in non-credit courses in Maryland community colleges.

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[21] These eight are: Bowie, Coppin, FSU, Salisbury, Towson, UMB, UMBC, and UMES.
[22] These seven are: Allegany College of Maryland (ACM), Carroll Community College (Carroll), Cecil Community College (Cecil), Chesapeake College (Chesapeake), Frederick Community College (FCC), Howard Community College (Howard), and Wor-Wic Community College (Wor-Wic).

In addition, community colleges enroll a large proportion of students who are assessed as not ready for college-level courses (e.g., students requiring developmental or remedial education in math and English). In Fall 2022, 12 community colleges reported a higher proportion of first-time credit students with developmental education needs. Chesapeake College explained this is partially attributed to the learning disruption in high school during the COVID-19 pandemic. From the perspective of enrollment modalities, community college students resumed in-person enrollment but leveraged flexibility in a variety of course delivery methods. In fall 2022, 14 community colleges reported an increasing proportion of students not enrolling in any distance education.

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

Though the decline in Fall credit enrollment slowed in 2022, the annual unduplicated headcount in FY 2022 (academic year 2021-22) was still stagnant, as the figures reflected earlier in this report (see Figure 1). Except for Howard Community College and Montgomery College, all other colleges were significantly behind their stated PAR benchmarks in credit enrollment. Despite the non-credit enrollment reviving moderately, all colleges were still remediating the negative impact of the COVID-19 pandemic on enrollment.

Community colleges faced challenges in maintaining their market shares of first-time full-time students[23] and recent college-bound high school graduates[24]. Eleven community colleges noted a decline in the market share of first-time full-time students and 13 colleges noted a decline in the market share of recent high school graduates. Since the market shares reflect the proportion of enrollment contributed by respective in-state colleges and universities (both independent and public), depressing market shares for community colleges imply increasing market shares for four-year institutions[25].

One notable indicator of access is high school student enrollment in the community colleges, namely through dual enrollment courses and early/middle college programs. Thirteen community colleges either exceeded or were close to the benchmark for Fall 2025 [26]. In their narrative reports, the community colleges underscored the importance of high school student enrollment amidst the challenges faced in maintaining overall enrollment. Community colleges summarized their efforts on partnering with local school systems in the section "Community Outreach and Impact" of their reports. With the implementation of the Blueprint legislation, dual enrollment opportunities are likely to increase over the next 10 years.

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[23] Market share of first-time full-time students refers to the percentage of service area residents enrolled as first-time, full-time freshmen at any Maryland college or university who are attending the community college.
[24] Market share of recent college-bound high school graduates refers to the percentage of recent service area public high school graduates enrolled at any Maryland college or university the following fall who are attending the community college.
[25] This calculation relies on high quality data from the institutions; missing or inaccurate data could also depress or alter an institution's market share calculations.
[26] Anne Arundel Community College (AACC), Baltimore City Community College (BCCC), and Montgomery College (MC) fell behind the benchmark for high school enrollment.

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

Most community colleges were able to maintain their progress on retention goals. Thirteen colleges [27] reported that they met or progressed toward their established accountability benchmarks in fall-to-fall retention. The retention indicators are also disaggregated by college readiness and Pell grant recipients. Though most colleges met their overall retention goals, almost half of the colleges experienced declines in retention rates for developmental students and Pell Grant recipients.

Community colleges selected graduation-transfer rates after four years as an additional success benchmark. For this reporting cycle, the colleges' performance tied to graduation-transfer is more worrisome. Most institutions faced challenges in meeting the goals they set for graduation and transfer. Nine of the 16 colleges were unable to progress towards the benchmarks they set for graduation and transfer rates[28]. The gap between goals and actual performance is larger for the developmental students – 13 colleges did not meet the goals[29].

To eliminate the barriers, facilitate completion, and smooth transfer to four-year institutions, the community colleges summarized various initiatives implemented on campuses. Examples include but are not limited to: redesigning developmental education, adopting a student-centered advising model, providing financial support, and forming partnerships with public four-year institutions on transfer student success.

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

Community colleges documented various indicators regarding their performance tied to the innovation goal, including workforce outcomes for the graduates, licensure pass rates, and non-credit enrollment in continuing education.

Using data obtained from the Maryland Longitudinal Data System (MLDS) to report on post-graduation workforce outcomes, the community colleges report that employment for community college graduates improved in this reporting year. Those students who graduated in FY 2021 saw a recovery from the depressed job market from FY2020; 15 of the 16 community colleges[30] saw a rebound in FY2021 with increases in the employment rate within one year of graduation. Moreover, community colleges in Maryland serve an instrumental role in social mobility. According to the MLDS report[31], three years after graduation, community college graduates earned 2.9 times higher wages than they did before enrollment.

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[27] Community College of Baltimore County (CCBC), College of Southern Maryland (CSM), and Prince George Community College (PGCC) did not meet or progress toward the benchmarks.
[28] BCCC, CCBC, Cecil, Chesapeake, FCC, Garrett College (Garrett), Hagerstown Community College (Hegerstown), PGCC, and Wor-Wic.
[29] The exceptions are ACM, Carroll, Cecil, and Harford Community College (Harford).
[30] The employment rate of FCC's graduates remained the same in FY 2021.
[31] See "Community College Workforce Participation Metrics" here
https://mldscenter.maryland.gov/CenterReports.html

Community colleges play an important role in providing education and training for employment that requires licensure/certification. The major licensure exams covered in the report include nursing, physical therapy, dental hygiene, medical technician, and other miscellaneous professions. Four community colleges (Carroll Community College, Cecil Community College, Frederick Community College, and Montgomery College) reported either meeting or exceeding the pass rate benchmarks. Eleven community colleges experienced a decline in the pass rate in FY 2022 and were behind the goals; these community colleges indicated in their reports that they are working with professional organizations and studying the preparation strategy for the examination.[32]

Last but not least, community colleges created goals and tracked continuing education enrollment in workforce development, professional education leading to government or industry-required certificate or licensure, and contract training courses. Although the total enrollment numbers increased in FY2022, 13 colleges did not meet the benchmarks they created for FY 2025.

Responses to MHEC Prompts

The 2022 Maryland State Plan for Higher Education emphasizes the central role of equity in higher education and urges all higher education institutions to create initiatives around the goals, priorities, and action items outlined in the 2022 State Plan using an "equity lens." For the 2021-22 reporting cycle, the Performance Accountability Report guidelines required institutions to identify the equity issues public institutions may be facing. The Commission requested that institutions deepen the discussion on issues of equity and respond to the following prompts for the institutional response in the report. The prompts MHEC included in the 2023 reporting guidelines to institutions are noted below and institutional responses are summarized in the bulleted section that follows.

MHEC Prompts[33]:

- Identifying Long-term Equity Gaps:
    1. What are the largest long-term equity gaps that exist in student access, success, and innovation in your institution? Please note the long-term equity gaps refers to the inequities that existed long before the COVID-19 pandemic and persisted over the years.
    2. How are these equity gaps uncovered/discovered/identified at your institution and how are they shared with your community?
    3. What interventions have been implemented to eliminate these gaps?
- Measuring Equity Gaps:
    4. How has your institution used disaggregated data to identify equity gaps in students' educational opportunities and outcomes?

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[32] Garrett's PAR indicators do not include licensure exam pass rate.
[33] Both of these sets of prompts were included in the 2023 Performance Accountability Report guidelines distributed to institutions in spring 2023. Institutions were required to provide responses to all.

5. What stakeholder engagement (students, faculty, staff, etc.) is used to collect and review this data?
6. Does your institution set goals/benchmarks in regard to the elimination of equity gaps? If so, what steps does your institution take to ensure accountability in meeting the established goals/benchmarks of equity?

Summary of Institutional Responses:

This section highlights key takeaways from the 29 public institutions' narrative reports. Unlike earlier in the report, where discussion is divided by the segments of public four-year institutions and community colleges, this section combines responses across segments.

1. What are the largest long-term equity gaps that exist in student access, success, and innovation in your institution?

Gaps in student success, such as retention and graduation, are the most mentioned equity gaps that exist at the institutions. The inequity mostly occurs for racially or socioeconomically underrepresented students such as African American students, Pell grant recipients, students needing developmental or remedial interventions, and international students. Notably, many institutions highlighted that African-American male students are the subgroup who experienced the largest achievement gaps.

2. How are these equity gaps uncovered/discovered/identified at your institution and how are they shared with your community?

The equity gaps are usually identified by disaggregated data and campus climate surveys. Strategic planning (and the work to develop a strategic plan), the institutions' Cultural Diversity Plans[34], and the annual Performance Accountability Report provided important mechanisms for institutions to monitor and report the disaggregated data periodically.

The findings on equity gap analyses are usually shared within an institution's community, which includes administration, staff, faculty, and students. Data dashboard/visualization tools are often employed to demonstrate the inequities to the stakeholders.

3. What interventions have been implemented to eliminate these gaps?

To address the achievement gaps in race, gender, adult students, students in poverty, and students with language barriers, institutions implemented the various interventions. The following were listed by the majority of institutions:

    a. Hiring specialists (e.g. multilingual staff, pedagogical expertise, Diversity, Equity, and Inclusion (DEI) staff, and retention specialists) to identify and remove gaps,

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[34] The Maryland Education Article §11-406 requires that all public colleges and universities institute submit and maintain cultural diversity plans. Maryland statute further requires that all public colleges and universities submit an annual progress report detailing the implementation of the plan to MHEC. 2023 Cultural Diversity Plan can be found here
https://mhec.maryland.gov/publications/Documents/Dashboards/MSAR_8751_2023_%20Report%20on%20Institutional%20Programs%20of%20Cultural%20Diversity.pdf .

b. Forming workgroups to resolve the inequities experienced by the focus students
c. Providing child care, clothing, school supplies, and food to the students,
d. Offering DEI training to all students, faculty, and staff,
e. Conducting reforms in development education and college readiness assessment,
f. Prioritizing low-income students when awarding institutional grants,
g. Monitoring students' outcomes and creating early warning systems, and
h. Implementing flexible and various technologies in student advising

4. **How has your institution used disaggregated data to identify equity gaps in students' educational opportunities and outcomes?**

   a. Measures frequently mentioned by institutions include data on admission, enrollment, course outcomes, and other student success measures (e.g. retention, graduation, and transfer).
   b. Dimensions of the disaggregation include race, gender, socioeconomic status, and other demographic or financial characteristics.
   c. For the community colleges, the Degree Progress Analysis, submitted as a part of Performance Accountability Report, serves as an important data tool to discover the inequities in student success across races/ethnicities and levels of college preparedness.
   d. Data dashboards are increasingly employed to present and share disaggregated data.
   e. One community college raised that their data is hard to disaggregate due to the small enrollment population.

5. **What stakeholder engagement (students, faculty, staff, etc.) is used to collect and review this data?**

   a. Offices of institutional research usually play a central role in collecting and disseminating the data.
   b. Faculty and academic departments provide feedback and routinely examine disaggregated data to identify/address equity gaps in class[35].
   c. Institutional leadership (governing boards, college presidents, and provosts) periodically reviews the data when making strategic decisions.
   d. Some institutions held town hall meetings and shared the data with all students, staff and faculty.

6. **Does your institution set goals/benchmarks in regard to the elimination of equity gaps? If so, what steps does your institution take to ensure accountability in meeting the established goals/benchmarks of equity?**

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[35] Bowie indicated their academic departments recently have taken the lead in addressing black male student success within programs. The report does not reflect how other institutions hold faculty/academic departments to reduce the equity gaps.

a. All but four institutions [36] have established goals in eliminating equity gaps.
b. The PAR metrics that community colleges submit annually have incorporated benchmarks that reflect the equity gaps.
c. Institutions also include equity goals in their mission, institutional strategic plan and cultural diversity plan.

Conclusion

The impact of the COVID-19 pandemic on Maryland higher education has diminished. Universities and colleges remain committed to the goals of the State Plan and the vision established through their institutional missions. However, many of them face various challenges to remediate the negative effects accumulated over the past three years. In summary, undergraduate credit enrollment, student retention from year to year, and labor market outcomes have recovered slowly and show promise of meeting institutional-specific benchmarks.

However, some concerning patterns of non-credit enrollment, graduation, and inequity in student success outcomes are observed. Although public institutions have made a meaningful contribution to Maryland's degree attainment goal of having at least 55% of all Marylanders hold at least an associate degree by 2025,[37] it is estimated that the 55% goal will not be accomplished by 2025.

In the coming year, the Commission will continue to partner with institutions to make sure students in Maryland receive high-quality postsecondary education consistently. The Commission will be evaluating important workforce trends and developing new completion goals to replace the 55% by 2025 goal. These conversations and initiatives will be developed with an explicit eye towards inequities specific to access and success in higher education. Institutions will need to be far more strategic in supporting students who enroll to fulfill their commitment to student success.

RECOMMENDATION: It is recommended that the Maryland Higher Education Commission approve the 2023 Performance Accountability Report and ask the Acting Secretary to forward it to the Governor and the General Assembly as required by law.

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[36] University of Maryland Global Campus, Community College of Baltimore County, Chesapeake College, and Harford Community College stated they have not set goals/benchmarks at this time.

[37] Though institutions will likely meet their degree goals, it is possible the State may not meet its overall 55% goal. More detailed analysis can be found in the most recent Report on Best Practices and Annual Progress Towards 55% Completion Goal at https://mhec.maryland.gov/publications/Pages/research/index.aspx

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 many strategies in the Maryland Higher Education Commission's *2022 Maryland State Plan for Postsecondary Education* as illustrated below.

Bowie State University *Strategic Plan Goals*	Maryland Higher Education Commission *2022 State Plan Priorities*
Goal 1 : Achieve academic excellence supported by curricular as well as co-curricular experiences	Priority 5: Maintain the commitment to high-quality postsecondary education in Maryland
Goal 2: Promote a holistic and coordinated approach to student success	Priority 2: Examine and improve financial literacy programs for students and families to encourage financial planning to pay for postsecondary education. Priority 3: Analyze and improve systems that inform and evaluate a student's academic readiness for postsecondary education Priority 4: Analyze systems that impact how specific student populations access affordable and quality postsecondary education Priority 6: Improve systems that prevent timely completion of an academic program
Goal 3: Encourage academic and administrative innovation to meet student needs	Priority 8: Promote culture of risk-taking.

Bowie State University *Strategic Plan Goals*	Maryland Higher Education Commission *2022 State Plan Priorities*
Goal 4: Enhance our campus culture of diversity, inclusion and civic engagement	Priority 7: Enhance the ways postsecondary education is a platform for ongoing lifelong learning.
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 its founding purpose to offer educational opportunities to African-Americans as well as other students who benefit from a culture that empowers students to reach their full potential. The University has enrolled over 5,300 undergraduate students on average each fall term since 2018. Of the 6,275 students enrolled in fall 2022, 19 percent were a race or ethnicity other than African-American. Since fall 2020, Bowie State freshmen admissions requirements have been test-optional. The average freshmen class high school GPA was 3.01 (fall 2020), 3.10 (fall 2021), and 3.16 (fall 2022). Since the pandemic, all first-time freshmen are placed directly into the first English credit course – ENGL 101. This course was revised to include additional writing supports and undergoes an assessment each semester to determine if improvements are needed to support academic success. Assessment for mathematic readiness also changed since the pandemic. New students are placed into a first credit math course based upon high school GPA and Bowie State major. Students below the threshold have the option of taking an 8-week or 16-week developmental math course. The 8-week option allows the student to enroll in a first credit math course in the second 8-week session. All students enrolled in Math courses are supported by the Math Tutoring Center. Developmental math courses also undergo an assessment each semester to determine if improvements are needed to support academic success. These improved academic placement systems are examples of how Bowie State University supports *State Plan* Priority 3 and Priority 6.

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 to 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 2023, Bowie State received Maryland Higher Education Commission (MHEC) approval for eight new programs: upper division certificates (UDC) in Cloud Computing, Cybersecurity and in the Internet of Things, bachelor's degrees in Health Services Administration and in Public Health Informatics and Technology and post-baccalaureate certificates (PBC) in Public Health Informatics and Clinical Pastoral Counseling. The University also received approval for its <u>first</u> PhD program in Counselor Education and Supervision. These programs were developed to train underrepresented populations in fields critical for Maryland's workforce and to expand Bowie State's STEM programming. These new academic programs also align with *State Plan* Priority 5 and Priority 7.

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 2023. The College of Business successfully completed its ACBSP Quality Assurance Report. The Computer Technology program began the recertification by National Security Agency and the Department of Homeland Security for continued designation as a National Center of Academic Excellence in Cyber Defense. The following academic programs are in the early stages of specialized accreditation: Visual Communication and Digital Media Arts, Communications, and Sports Management. Specialized program accreditation supports *State Plan* Priority 5.

Graduate satisfaction levels with academic preparation for employment and lifelong learning (**MFR Objective 1.3**) are indirect measures of quality. The University will be collecting and reporting these data on a three-year cycle similar to that previously required by MHEC.

MFR indicators 1.5 – 1.7 demonstrate Bowie State's commitment to support Maryland workforce development and workforce readiness through its focus on preparing under-represented populations to work in STEM, education, and health care. These programs are consistent with *State Plan* Priority 5: Maintain the commitment to high-quality postsecondary education in Maryland

Bowie State University continues to see increased STEM enrollment and STEM degree production (**MFR Objective 1.5**). Undergraduate STEM enrollment has grown 20% over the past five years to over 1,000 majors. One hundred and sixty (160) undergraduates received a STEM degree in FY 2023. Bowie State has undergraduate STEM programs in biology, bioinformatics, chemistry, computer science, computer technology, and mathematics. New STEM programs in Cyber Operations Engineering, Data Science, and Software Engineering are expected to contribute to the growth rate within five years.

Enrollment in the undergraduate and graduate initial teacher certification programs (**MFR Objective 1.6**) has averaged 355 students over the past three fall semesters. Partnerships with several public school systems to offer initial certification training to teacher aides are critical to initial certification program enrollment. Thirty-nine initial teacher certification degrees were awarded in FY 2023.

The Nursing Department has made significant progress on its 2020 Maryland Board of Nursing (MBON) approved improvement plan **(MFR Objective 1.7)**. Examples of actions to improve the NCLEX-RN required MBON pass-rate include: revised undergraduate curriculum, targeted faculty development opportunities; preceptorship clinical experiences for graduating seniors; requirements for students to do mandatory remediation in areas of weakness monitored by faculty and the Nursing Student Success Center (NSSC); requirements for students to pass the exit exam, which is included in nursing course NURS 499; and, incentives for the students to pass NCLEX-RN on first attempt by reimbursing the $200 cost to register for the exam. Licensure pass rates for FY 2022 were 82%. The preliminary pass rate for FY 2023 was 83%.

Goal 2: Promote a holistic and coordinated approach to student success.
Bowie State has a multipronged approach to training students in financial literacy (*State Plan* Priority 2). All new freshmen enroll in the Freshmen Seminar course their first semester. This course introduces students to various strategies for academic and social success in college as well as effectively managing your time, finances, and health. Financial literacy is a specific module in the curriculum. Students learn the importance of living on a budget, different types of financial aid and how to qualify for and keep them, how to achieve a balance between working and borrowing, strategies for using and managing credit wisely, and the importance of having a financial plan for the future. In addition to this course, the Office of Financial Aid offers financial literacy counseling, workshops, and online resources to support students. The College of Business also offers a Personal Finance course as part of the institution's general education program.

Core performance indicators for student success are improvements in retention and graduation rates. The second year retention rate (**MFR Objective 2.1**) for fall 2021 cohort was 73%. This rate is slightly higher than pre-pandemic second year retention rates. The six-year graduation rate from BSU or another public university in Maryland (**MFR Objective 2.2**) was 44 percent for the 2016 MHEC cohort. The 2016 cohort was directly impacted by the pandemic that resulted in a graduation rate below prior levels. The six-year graduation rate of Pell Grant recipients (**MFR Objective 2.4**) was equal to that of the entire 2016 cohort graduating from BSU (40%). Affordability is another component that is monitored. Bowie's undergraduate in-state tuition and fees remain at 10 percent of the Prince George's County median income (**MFR Objective 2.3**).

Goal 3: Encourage academic and administrative innovation to meet student needs.
Bowie State is committed to student-centered learning experiences using innovative delivery methods from technology-enhanced traditional courses through fully on-line courses and programs. This commitment aligns with *State Plan* Priority 8: Promote culture of risk-taking.

During FY 2023, Bowie State faculty offered nine online programs for the fall 2022 semester - three undergraduate programs (Computer Science, Computer Technology, and Criminal Justice) and four master's programs (Computer Science, Culturally Responsive Teacher Leadership, Information Systems & Sciences, Internet of Things & Internet Technologies, and Reading Education), and the doctoral program in Educational Leadership (**MFR Objective 3.1**). In FY 2023, the number of online and hybrid courses reflects the return to traditional instruction while offering students the flexibility of online programs (**MFR Objective 3.2**).

In addition to offering distance education, Bowie State has expanded program offerings at the Eastern Shore Higher Education Center, Universities at Shady Grove, and the University System of Maryland at Southern Maryland. The undergraduate business administration program is offered in a 2+2 format at the Laurel College Center.

MFR Goal 4 / BSU Strategic Plan Goal 5: 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 FY 2022 alumni giving was $366,255 a slight decline from 2021 levels but well above the amount in 2020. Total gift dollars exceeded $5.64M in FY 2022 topping the FY 2021 $4.8M raised from other contributors after excluding the MacKenzie Scott gift (**MFR Objective 4.1**). In both FY 2021 and FY 2022, Bowie State received over $16M in external grant and contract revenue reflecting increased faculty grant activity (**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 for fall 2022 was 58% reflecting the shift from the predominately-online instruction during the pandemic to a balance of in-person and online instruction post pandemic.

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 1.0% to a high of 2.7%. There are two factors impacting performance on this indicator – the significant increase in replacement values due to escalating construction costs and the completion of the Center for Natural Sciences, Mathematics, and Nursing building. These factors have added $85M in replacement cost value of BSU buildings.

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 is steadfast in its commitment to instructional support. However, greater proportions of the federal HEERF funding received during the pandemic supported other expenditure categories. The result is a temporary drop in this indicator. It is anticipated that HEERF funds will be fully expended in FY 2023 and that the levels will normalize beginning in FY 2024.

MHEC Additional Prompts

Identifying Long-term Equity Gaps

Understanding why students succeed or fail at attaining the bachelor's degree is a crucial step in improving graduation rates. In FY 2014, Bowie State's Office of Planning, Analysis, and Accountability (OPAA) completed a logistic regression analysis to determine the importance of various factors in first-time student graduation success. Many factors are fairly well recognized to affect student success. Using the binary response variable "graduated in six years," the model assessed the following candidate independent variables: academic year admitted (to account for year-to-year intrinsic variation), gender, Pell Grant status, first-generation status, part-time attendance during ANY semester in the first four years, on-campus living status the first semester, initial placement into remedial math (based on placement test scores), credits accumulated in the first semester (<12, 12-14, 15 or more), high school GPA (<.0; 2.0-2.24; 2.25-2.49; 2.50-2.74; 2.75-2.99; 3.0 and above), first-semester GPA (categorized as above), and

combined SAT scores. The analysis highlighted patterns of success common among many institutions of higher education including the finding that females are more likely to graduate in six years or less than males. Over this time period, 43% of females completed a degree, compared to just 28% of males.

After this initial analysis, OPAA includes six-year graduation rates by gender in its standard reporting to the campus community. Retention and graduation rates of undergraduate and graduate new student cohorts are collected and shared internally with academic departments on an annual basis. Bowie State's "Bulldog Datahouse" includes enrollment and student success data visualizations that can be filtered on specific student demographics. The Bulldog Datahouse will be available to the campus community in FY 2024.

The African-American Male Initiative was initiated under then President Burnim in direct response to the FY 2014 OPAA study. This 2015-2018 activity focused on creating a learning community for new male freshmen supported through faculty/staff and peer mentors. The study also led to an intensified strategy for retention and graduation of student-athletes. The activities supporting student-athlete academic success have had a significant impact on increasing athlete graduation rates. More recently, academic departments have taken the lead in addressing student success within programs. One example is the College of Education's Center for Research & Mentoring of Black Male Students & Teachers. Created in 2021, the center provides expertise on matters about Black male students and teachers in Maryland and throughout the nation by disseminating information, providing innovative programming, securing funding, and working with partners and stakeholders. One of the key activities is to create a space for Black boys and men to feel safe, supported, connected and have a community committed to ensuring their academic, social, and professional success.

Measuring Equity Gap

Bowie State University collects a variety of student, faculty, and staff data to inform diversity, equity, and inclusion (DEI) initiatives. Student level data includes demographic characteristics, academic success indicators, and completion rates. Indirect feedback is collected primarily by two student surveys. Below are examples of the different strategies the Office of Planning, Analysis, and Accountability (OPAA) uses to support academic success initiatives.

New and Continuing Student Registration
Applied, accepted, and enrolled rates of undergraduate first-time freshmen – Each fall, admissions data for first-time freshmen are disaggregated by race/ethnicity and gender. The Enrollment Management and Student Affairs (EMSA) division monitors new student applications throughout the admissions cycle to identify possible changes in recruitment strategies and business practices.

Continuing student re-enrollment activity – Each fall and spring term, re-enrollment rates of continuing students are monitored by student characteristics, academic success indicators, and by college and academic program. Academic Advising Center staff, college retention coordinators, department chairs, and deans analyze the information to develop intervention strategies and to track intervention impact. During the fall 2023 re-enrollment period, the university piloted a strategy to encourage graduate students to register earlier. The pilot program included summer

stipends to graduate program coordinators to advise and support new and current students through the enrollment process. This pilot program led to increased graduate enrollment for the fall 2023 semester.

Enrolled Students

Enrolled student profiles – After the fall and spring term enrollment reporting snapshot, student profiles by academic level, gender, enrollment status, race/ethnicity, residency, and age are analyzed. Bowie State's "Bulldog Datahouse" will be available to the campus community in FY 2024. In addition to "snap-shot" data, the Bulldog Datahouse includes real-time enrollment and student success data visualizations that can be filtered on specific student demographics.

Undergraduate mid-term grade analysis – Bowie State faculty are required to enter mid-term grades for undergraduate courses. OPAA compiles course and student data and disseminates it to academic departments and academic support units to inform instructional and student interventions. Beginning this fall, the data reports and visualizations will be available in the Bulldog Datahouse.

End-of-term academic profiles – Historically, end-of-term academic information has been available by request and has been coupled with re-enrollment activity. Inquiries from the Diversity, Equity, and Inclusion Taskforce workgroups have pointed out a need for student academic success information broken down by student characteristics at the institution, college, and program levels. OPAA is in the planning stages of developing a data visualization to support DEI analyses.

Retention, Graduation and Completion

Retention and graduation rates of undergraduate and graduate new student cohorts are collected and shared internally with academic departments on an annual basis. Data are disaggregated by student demographics and academic success indicators by request. Trends in degrees by race and gender are available at the institution and program levels.

Student Perception of Campus Climate

The NSSE and Ruffalo Noel Levitz Student Satisfaction Inventory (SSI) surveys have been administered every three years since 2009. Analysis is undertaken to determine if student subgroup perceptions differ on key items.

Student Learning Outcomes Assessment

OPAA collaborates with faculty on large-scale student learning outcomes assessment initiatives. Student demographic and academic success indicators are incorporated into assignment data collection to determine if student subgroups are performing at similar levels.

The Center for Academic Programs Assessment (CAPA) and the Faculty Senate Committee for the Assessment of the Student Learning Experience (CAStLE) are collaborating on developing guidelines to address Middle States Commission on Higher Education Standard V criterion for disaggregating assessment results for various student populations for the improvement of student learning outcomes, student achievement, and institutional and program-level educational effectiveness.

Both MHEC additional prompts will be considered as part of Bowie State's next strategic planning process that is currently underway. Bowie State's Strategic Planning Committee charge includes establishing numeric key performance indicators and targets for each strategic plan goal/objective including specific student success measures and targets. Additionally, it is anticipated that Bowie State's next strategic plan will include objectives that will strengthen the institution's commitment to student success through data-informed strategies to address the long-term gender gaps as well as other sub-population challenges. The new strategic plan will be aligned with Bowie State's mission and aspirations, the University System of Maryland's Vision 2030 Strategic Plan, and the Maryland Higher Education Commission's *2022 Maryland State Plan for Postsecondary Education.*

USM - Bowie State University

MISSION

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

VISION

Bowie State University will be widely recognized as one of the nation's best public comprehensive universities that is a model for academic excellence, innovation, and student success.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. **Achieve academic excellence supported by curricular as well as co-curricular experiences**

Obj. 1.1 Maintain the percentage of new tenure-track faculty with terminal degrees.

Obj. 1.2 Increase the number of professionally-accredited programs from six in 2019.

Obj. 1.3 Maintain the satisfaction level of bachelor's degree graduates with academic preparation for employment and lifelong learning.

Obj. 1.4 Maintain Bowie State University's institution goal of seven to eight course units taught by full-time equivalent (FTE) core faculty.

Obj. 1.5 Increase the number of science, technology, engineering and math (STEM) program students from 894 in 2019 and graduates from 116 in 2019.

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 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	7
Course units taught by FTE core faculty (per academic year)	7.5	7.7	7.7	7.6	7.8	7.8	7.5
Students satisfied with education received for employment (triennial measure)	N/A	N/A	88%	N/A	N/A	90%	N/A
Students satisfied with education for graduate/professional school (triennial measure)	N/A	N/A	85%	N/A	N/A	90%	N/A
Number of undergraduates in STEM programs	894	935	1,002	1,045	1,079	1,169	1,200
Number of degrees awarded in undergraduate STEM programs	116	114	144	177	160	175	190

USM - Bowie State University

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	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Number of undergraduates and Masters of Arts in Teaching (MAT) post-baccalaureate in teacher education	235	248	339	369	357	312	330
Number of undergraduates and MAT post-baccalaureate completing teacher training	25	36	43	32	39	40	40
Number of undergraduates enrolled in nursing	610	488	536	543	514	480	490
Number of qualified applicants admitted into nursing program	40	24	28	19	30	27	30
Number of qualified applicants not admitted into nursing program	8	6	0	0	0	0	0
Number of BSN graduates	55	47	35	25	30	35	40
Percent of nursing graduates passing the licensure exam	68%	75%	57%	39%	82%	83%	85%

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	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Second-year undergraduate retention rate at BSU or another public university in Maryland	68%	71%	76%	72%	73%	73%	74%
Six-year undergraduate graduation rate from BSU or another public university in Maryland	48%	47%	46%	48%	44%	48%	49%
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	56%	44%	38%	43%	40%	43%	45%

USM - Bowie State University

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	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Number of online programs	0	0	0	0	9	10	11
Number of online and hybrid courses running in academic year	368	397	1,029	475	596	610	620

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	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Dollars of alumni giving	$251,184	$234,377	$275,988	$387,870	$366,255	$410,836	$420,000
Number of alumni donors	1,199	1,098	1,516	1,250	825	900	950
Total gift dollars received ($ millions)	$1.26	$1.21	$1.63	$27.75	$5.64	$12.23	$10.00
Total external grant and contract revenue ($ millions)	$8.80	$8.90	$12.20	$16.60	$16.20	$16.60	$17.20
Classroom utilization rate	65%	65% N/A		59%	58%	62%	65%
Facilities renewal funding as a percentage of replacement value	2.7%	1.3%	1.3%	1.1%	1.0%	1.9%	1.5%
Percentage of education and general (E&G) funds spent on instruction	46%	51%	42%	36%	30%	35%	38%

COPPIN STATE UNIVERSITY

**PERFORMANCE ACCOUNTABILITY REPORT
AND MANAGING FOR RESULTS**

October 2023

Office of Institutional Effectiveness and Research
2500 West North Avenue
Baltimore, Maryland 21216

2022-2023 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 64 academic programs: 34 baccalaureate, 14 masters, and 15 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 $8,900 annually, which includes the optional cost of student health insurance.
- Increased diversity also remains a goal of the University. The University currently has a population of 80 percent African American and 20 percent, which comprises Caucasian, Hispanic, and international students.
- In FY 2023, 375 degrees were conferred, which is an increase over last year's total of 369. On average, 385 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. Within the past academic year, the university hired a coordinator for dual enrollment and articulation agreements.

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Goal 2: Promote economic development in Maryland's areas of critical need in particular and in the inner city in general.

STEM and Related Programs
The number of undergraduates enrolled in STEM programs increased from 198 in FY 2022 to 215 in FY 2023. The actual number of baccalaureate degrees decreased from 35 to 28. 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. Three years ago, implemented two new master's degree programs in Microbiology and Biochemistry, and Polymer and Material Sciences. Certificate programs within these program areas were also introduced. Since their approval in fall 2021, the university has experienced enrollment growth within the STEM disciplines.
- 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. The Center for Nanotechnology and the Center for Organic Synthesis provide cutting edge research experiences to student and lead to the creation of intellectual property.
- 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 65%, a decrease from the previous year of 85 percent. The Nursing program is reviewing test-taking strategies for its students and intermittent assessment of learning outcomes during a student's academic career.
- The total number of bachelor's degrees awarded in Nursing increased in FY 2023 to 66 from the previous year's total. 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. The College now comprises undergraduate and graduate-level programs. CHP programs recently underwent and achieved reaffirmation by CCNE.
- The College of Health Professions offers the Doctor of Nursing Practice (DNP) program, which is also adding to the State's total workforce of health sciences and healthcare industry professionals. Existing programs within the health professions are planned for online delivery.

Goal 3: Improve retention and graduation rates of undergraduate students.

The University maintains its level of commitment to its mission and the State's goal by continuously improving retention and graduation rates. Efforts have been aggressive since the university opened its doors to the new Eagle Achievement Center (EAC), which does intrusive advisement and routinely monitors student progression. The challenge has been to balance the

appropriate number of best practice intervention programs and funding them at levels that sustain certain programs consistently over the years. In spite of those challenges, the commitment of the University's faculty, staff, and administrators have led to an increase in the six-year graduation rate to 25 percent for all students in FY 2023, which is an increase from 24 percent in FY 2022 (Objective 3.1). The six-year graduation rate for all minority students decreased from 27% percent to 24%. 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 or higher 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. However, enrollment growth is starting to occur. 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 decreased from 25 percent in FY 2022 to 23 percent in FY 2023.
- The 2nd-year retention rate increased from 57 percent in FY 2022 to 62% in FY 2023. 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 ongoing COVID-19 pandemic. Furthermore, the university has adopted a new retention plan with comprehensive strategies aimed at supporting student success primarily conducted through the recent additional of the Eagle Achievement Center, which opened in spring 2023.

Partnering with Community Colleges to Increase Graduation Rates
Annually, CSU welcomes approximately 200 new transfer students from Maryland's Community Colleges annually, 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 finalize 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.

- Implementation of the Eagle Achievement Center (EAC) – The center combined new and existing services into one unit and became fully operational during spring semester 2023. The purpose of the center was to positively impact enrollment and boost retention by housing major programs to support students' experiences as they progress through the

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university in a one-stop-shop model. So far, the EAC has proven its indicated purpose. Services rendered provide a wholistic approach that include academic coaching through mentoring services, math and writing labs, and tutorial services. Also, services to support students in the military and international students and all students with career guidance are available. The center is located on the fourth floor of the Parlett L. Moore Library in a central location for ease of student access.

- **Reenergizing Individual Student Excellence (RISE)** – This newly established program supports academic coaching and advising that will enable students to develop the academic skills and study habits necessary to graduate from Coppin. The three targeted subpopulations of students include those who a) have been either on academic alert and/or probation, b) first full-time freshmen whose Cum GPA falls below 2.0, and c) those students who are suspended and dismissed but eligible to return.

- **Project Hope 2.0** – 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 2023 implementation.

- **Anthology Student Engagement System** – The ongoing implementation of Anthology 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.

- **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 Childcare Center, contributing to their academic preparation.

INSTITUTIONAL RESPONSE:

Identifying Long-term Equity Gaps:
   a. What are the largest long-term equity gaps that exist in student access, success, and innovation in your institution? Please note the long-term equity gaps refers to the inequities that existed long before the COVID-19 pandemic and persisted over the years.

   Coppin serves students who are predominantly differently prepared and who are multigenerational students deriving from a variety of cultural and racial backgrounds. The students have a large financial need throughout their stay for a college education making it challenging to provide aid and scholarship support when nearly all incoming students require some type of assistance. The financial need is an equity gap among citizens and continues to impact retention, persistence, and graduation rates at the university.

   The average age of the Coppin student is 26. Approximately 34 percent of the student population are between the ages of 30 and 59 and 75 percent are female. Sixty-six percent of the total student population are Pell grant recipients. On the other end of the spectrum, 61 percent of Coppin's students are working adults with young children, while 60 percent are first-generation college students receiving a combination of Pell and need-based aid. Moreover, 66 percent are from Baltimore City where median income is $54,000 annually.

   b. How are these equity gaps uncovered/discovered/identified at your institution and how are they shared with your community?

   The equity gaps have been widely known by the campus community for more than a decade. However, recent innovations in software and student achievement literature are being applied across campus. Packages that include Anthology and Student Financial Planning have provided additional data insights to guide decision making and resource allocation for targeted programs and strategies.

   c. What interventions have been implemented to eliminate these gaps?

   The data provided to the administration at Coppin informed the need to combine critical student service functions into one unit, such as the Eagle Achievement Center. As indicated in this report, the impact of the center has been successful, leading to an increase in retention and graduation, and furthermore, enrollment, which increase by approximately 100 students from 2,006 students in fall 2022 to 2,101 in fall 2023 (unofficial).

Measuring Equity Gaps:
   a. How has your institution used disaggregated data to identify equity gaps in students' educational opportunities and outcomes?

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The disaggregated data has facilitated a more equitable allocation of resources to positively impact enrollment, retention, persistence, and graduation. Resources include scholarships, financial aid, but also, human capital. Student support services has received additional positions to support student success.

b. What stakeholder engagement (students, faculty, staff, etc.) is used to collect and review this data?

Data are collected and disseminated in-house by the Office of Institutional Research. They are shared monthly through communications from the Office of the President to internal and external stakeholders.

c. Does your institution set goals/benchmarks in regard to the elimination of equity gaps?

The institution set goals and benchmarks to impact equity gaps, especially with special initiatives such as recruitment of students who stopped out due financial difficulty.

d. If so, what steps does your institution take to ensure accountability in meeting the established goals/benchmarks of equity?

The measures are reviewed weekly at Cabinet-level meetings with the university's vice presidents and president.

USM - Coppin State University

MISSION

Coppin State University (CSU) is an urban, comprehensive, and Historically Black Institution. Building on a legacy of excellence in teacher preparation in the metropolitan community, the university offers quality undergraduate and graduate programs in teacher education, liberal arts, health professions, technology and STEM (science, technology, engineering and mathematics) disciplines. Coppin, as an anchor institution, is committed to providing educational access and diverse opportunities for all students while emphasizing its unique role in educating residents of Metropolitan Baltimore and first-generation college students. Coppin is committed to community engagement and partnering with businesses, governmental and non-governmental agencies to meet workforce demands; preparing globally competent students; strengthening the economic development of Baltimore, Maryland and developing stronger strategic partnerships.

VISION

Coppin State University's goal, over the next decade, is to apply the highest levels of academic excellence and creativity for its students. While serving all students in the state of Maryland, Coppin State University will continue to enhance its special connections to first generation college students and to the City of Baltimore. Coppin State University will embody excellence in urban education, in the use of technology to make learning more effective and its administration more productive, and in liberal arts teaching that contributes models for inner city academic achievement to the city, the State and the nation.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. Provide access to higher education for diverse citizens of Maryland.

Obj. 1.1 Increase the percentage of non-African-American students to 24 percent.

Obj. 1.2 Increase the number of students enrolled in programs delivered off-campus or through distance education to 1,219.

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Percentage of non-African-American students enrolled	21%	17%	19%	18%	20%	20%	21%
Number of students enrolled in off-campus or distance education courses	1,178	1,230	1,253	1,201	1,140	1,125	1,094

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	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Undergraduates who intend to get a teacher education degree	180	148	136	134	135	138	142
Number of undergraduate students completing teacher training program and eligible for state licenses	20	22	28	13	9	12	15
Percent of undergraduate students who completed teacher training program and passed Praxis II exam	100%	100%	100%	100%	100%	100%	100%

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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	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Number of undergraduates enrolled in STEM programs	200	248	248	198	215	228	237
Number of baccalaureate degrees awarded in STEM programs	27	40	22	35	28	32	36
Number of baccalaureate degrees awarded in nursing	67	70	66	62	66	70	75
NCLEX (Nursing licensure) exam passing rate	79%	86%	N/A	85%	65%	80%	82%

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	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Six-year graduation rate of all students from CSU	24.2%	25.5%	29.6%	26.4%	23.8%	25.2%	26.3%
Six-year graduation rate of all minority students from CSU	25.9%	25.9%	30.0%	26.6%	23.8%	25.2%	26.3%
Six-year graduation rate of African-American students from CSU	25.0%	25.0%	29.7%	25.1%	22.9%	23.4%	24.2%
Second-year retention rate at CSU of all students	70%	70%	65%	57%	62%	63%	64%
Second-year retention rate at CSU of all minority students	71%	70%	65%	57%	62%	65%	65%
Second-year retention rate at CSU of African-American students	70%	69%	65%	56%	65%	66%	67%
Six-year graduation rate for all non-African-American students	N/A	N/A	29%	30%	26%	27%	28%
Six-year graduation rate for all transfer students	N/A	N/A	57%	50%	57%	56%	57%
Second-year retention rate for non-African American undergraduate students	N/A	N/A	61%	63%	47%	52%	52%
Second-year retention rate for transfer students	N/A	N/A	76%	78%	75%	76%	77%

USM - Coppin State University

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 programs by 2 percent annually.

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
[1] Percent of alumni satisfied with education received for graduate or professional school one year after graduation (triennial survey)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
[1] Percent of graduates employed in Maryland (triennial survey)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
[1] Employment rate of graduates in Maryland (triennial survey)	N/A	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)	N/A	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	1,582	1,553	1,381	1,181	1,082	1,050	1,023

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	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Percent of alumni giving	9%	9%	9%	9%	9%	9%	9%
Percentage of operational budget savings achieved	3%	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	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Percentage of replacement cost expended on facility renewal and renovation	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%
Total philanthropic funding (millions)	$1.7	$1.7	$1.7	$1.7	$1.7	$1.7	$1.7

NOTES

[1] The triennial survey was not conducted in FY 2020.

FROSTBURG STATE UNIVERSITY
2023 Institutional Performance Accountability Report
September 2023

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 *2022 Maryland State Plan for Higher 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 Priority 4**). The university's initiatives and programs in the STEM disciplines and teacher education, as well as regional engagement activities, continue to reinforce statewide strategies.

STEM Initiatives and Programs

The number of undergraduates enrolled in STEM programs decreased over the reporting period (from 535 in 2022 to 472 in 2023), as did the number of STEM-program graduates (from 131 in 2022 to 111 in 2023). This decline continues to be in line with the overall enrollment trend experienced in part because of the pandemic. Frostburg expects these performance measures to increase significantly in the future as several new STEM programs attract more students.

Frostburg State University and the University of Maryland Center for Environmental Science (UMCES) began to offer an innovative joint Master in Environmental Management in Sustainability in the fall of 2023. This degree leverages the environmental studies expertise of UMCES and FSU's diverse student body to prepare leaders who can address 21st century sustainability challenges in the academic, government, non-profit, and private sectors. The program was developed to meet an increased need for professionals working in environmental management and sustainability by developing a cadre of diverse environmental professionals with teamwork skills, practical experience, and training in environmental management and environmental justice.

In August 2023, FSU's departments of Biology and Geography established an interdisciplinary Bachelor of Science in Environmental Science program to replace the environmental science concentrations previously offered within the Biology and Earth Sciences majors. The

Environmental Science major provides students an academic degree program that addresses several current challenges facing society, while also producing graduates with the environmental skills and knowledge to meet workforce demands.

Although the RN to BSN program experienced a decrease in enrollment (from 384 students in 2022 to 325 in 2023) and a decline in the number of nursing program graduates (from 139 in 2022 to 107 in 2023 - **MFR Objective 1.3**), enrollments in the Master of Science in Nursing program continued to grow over the reporting period (from 93 in 2022 to 96 in 2023).

In June 2023, FSU's Department of Nursing was awarded a grant of $1.5 million by the Maryland Higher Education Commission's Nurse Support Program II. These funds will be utilized to expand the capacity of pre-licensure nursing programs within the state, specifically in Western Maryland, where there is a lack of traditional four-year Bachelor of Science in Nursing programs.

In the fall 2023 semester, FSU began offering a traditional pre-licensure BSN in addition to an online LPN to BSN program. The on-campus BSN degree, which enrolled an initial cohort of 22 students, reduces the distance regional students need to travel to receive a BSN degree at a residential four-year campus setting. Additionally, the LPN to BSN program, which enrolled an initial cohort of 25 students, complements FSU's successful RN to BSN program for working adults. The implementation of this comprehensive four-year BSN program at Frostburg was made possible by the delayed opening of the Education and Health Sciences Center, allowing students to pursue their nursing degree locally.

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 Priority 4**). Over the reporting period, the number of students enrolled in undergraduate teacher education and Master of Arts in Teaching (MAT) post-baccalaureate programs increased slightly, from 229 in 2022 to 242 in 2023. There was also a significant increase in the number of candidates who successfully complete teacher training (from 73 in 2022 to 110 in 2023, **MFR Objective 1.2**). The pass rates for undergraduate and MAT post-baccalaureate students on the PRAXIS II remained steady at 66% in 2023.

Frostburg State University will offer a Post-Master's Certificate in Advanced School Counseling beginning in January 2024. The coursework, which is designed for professionals working in school districts and social service agencies, is flexible in nature and can be taken virtually using both synchronous and asynchronous learning platforms during the winter and summer terms.

Targeted to current M.Ed. School Counseling students or previous graduates who earned a degree with fewer than 60 credits, this certificate will supply the knowledge and skills necessary to serve children and young adults as a certified school counselor at the elementary and secondary levels. The degree also offers flexibility for employees in other careers, including admissions counselors, behavioral specialists, and others in social service and education. Additionally, upon successful completion of this program, graduates will be eligible to apply for the National Certified School Counselor credential, giving school counselors the opportunity to

complete elective requirements for the Maryland State Department of Education's recertification as a school counselor and the National Board for Certified Counselors' renewal requirements.

In March 2023, Frostburg was awarded a five-year, $3.5 million grant from the U.S. Department of Education for Rural Educators for Appalachian Children (REACH), a teacher quality partnership project. Under REACH, FSU will implement a dual certification special education and elementary teacher preparation program. Partnering with schools in Allegany, Mineral, Morgan, and Pendleton Counties and Turkeyfoot Valley Area School District, REACH will utilize focused strategies to increase the number of highly effective and culturally responsive educators for special education in rural America, specifically in Appalachia.

In addition to the dual certification offering at FSU, the REACH program will also feature a two-year induction period to focus on targeted professional learning for graduates teaching in partner schools; a teacher-leader pathway for those educators interested in pursuing National Board Certification; and will leverage the expertise and resources of more than 20 organizations dedicated to improving student achievement and long-term outcomes.

Regional Engagement

In January 2023, FSU received $750,000 through direct federal funding for the FSU Regional Science Center, which will provide hands-on space exploration simulations through the Challenger Learning Center, as well as robotics and coding programs for primarily middle-school-aged children in Allegany County and other regional school systems. The center will provide a unique opportunity for students to experience STEM learning and provide an early look at STEM careers.

Through additional direct federal funding, Frostburg received $500,000 for its Maryland Accelerates Program, which allows future teachers to develop relationships in the community and encourages retention of teachers in the area, while supporting school staffing needs. Since its launch in 2019, 35 students have been enrolled in three cohorts, representing Garrett, Washington, and Frederick County Public Schools. The federal funds will help to expand the program for additional cohorts and allow FSU to engage with other school systems for teacher resident placement.

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: 23.6% of the total undergraduate population for African Americans (**MFR Objective 2.2**) and 36.1% for minorities (**MFR Objective 2.3**).

Retention and Graduation Rates

Frostburg's second-year retention rate for all three undergraduate performance measure groups increased significantly over the reporting period: from 73.6% to 77.5% for all students (**MFR Objective 2.1**), from 70.3% to 75.0% for African-American students (**MFR Objective 2.4**), and from 69.8% to 75.2% for all minorities (**MFR Objective 2.6**).

Over the same time period, the six-year graduation rate of undergraduates declined: from 60.7% to 59.9% (**MFR Objective 2.1**) for all students, from 58.9% to 55.1% for African-Americans (**MFR Objective 2.5**), and from 57.9% to 53.6% for all minorities (**MFR Objective 2.7**).

Student Persistence and Success Initiatives

Beginning in the fall of 2023, Frostburg partnered with Allegany County Public Schools to offer the Bobcat Academy - a dual enrollment pilot program to give motivated high school seniors an immersive college experience and an opportunity to earn college credits while simultaneously completing high school. All classes for the Bobcat Academy are offered on the FSU campus, which allows for a true college experience. These academically gifted students are also challenged with exposure to early higher education, and upon high school graduation, will gain acceptance into FSU where they can complete their pursuit of a bachelor's degree and beyond.

The Bobcat Academy provides students with the ability to be part of a university campus while still in high school and serves as a mutually beneficial partnership for ACPS students, parents, and the university. Students will be on track to complete college in just three years, or they may choose to take advantage of this extra time to pursue a double major. Additionally, they will be able to begin the transition to a more independent college life while still having support at home. Course selection for an appropriate educational pathway occurs in collaboration with high school counselors and dedicated FSU program advisors and includes four options for the 2023-2024 school year: Exercise and Sports Science, Psychology, Environmental Science, and Recreation and Parks Management.

In July 2023, Frostburg hired an Associate Provost for Student Success and Graduate Education. This individual assists the Provost in the implementation of student success initiatives to align educational experiences with purposeful academic programming work and career success. Additionally, the Associate Provost has been charged with ensuring that student success initiatives are free from any implicit or structural bias that contributes to racial and ethnic equity gaps in retention and graduation rates. Other duties include managing the curriculum review and approval process, supporting effective policy, securing and deploying appropriate instructional resources, assisting with faculty development, and furthering the institution's mission of providing high-quality academic and cultural experiences for all 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 Priority 5**). Over the reporting period, Frostburg's percentage of full-time female faculty (48.0%) and percentage of full-time African-American faculty (4.0%) both remained steady, the former meeting benchmarked goals and the latter slightly below the benchmark (**MFR Objective 3.1**). Additionally, the percentage of full-time Asian faculty (12.3%) continues to increase.

In an effort to promote more student involvement and engagement, FSU began piloting the Bobcat Passport Program in September 2023. This program provides support for co-curricular opportunities for students as a complement to FSU's strong traditional curriculum, which will help to introduce students to culturally diverse thoughts, ideas, and expressions in order to better prepare them to become engaged global citizens.

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 that promote an environment for high quality teaching, learning, scholarship, and co-curricular programming. The amount of funding spent on facilities increased significantly over the reporting period, from 1.3% in 2022 to 5.4% in 2023 (**MFR Objective 4.1**). While the university also expects to meet its goal in FY 2023 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 2023.

In August 2023, the Education and Health Sciences Center opened to faculty and students for the beginning of the fall semester. Frostburg's student health center and counseling center are located on the first floor, classrooms and labs occupy floors one through three, the Children's Literature Centre is located on the second floor, and faculty offices for Education, Nursing, and most of the Kinesiology and Recreation and Parks Management faculty are on the fourth floor. Over the reporting period, interior renovations for the Adams-Wyche Multicultural Center were completed and work continued on the new roof for the Pealer Performing Arts Center. Work on heating, ventilation, and air-conditioning in some older buildings, along with utility upgrades, also continued.

Goal 5: Promote economic development in Western Maryland and the region.

Expanding outreach and engagement with 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**) increased from 11 (2022) to 24 (2023). The Office of RDE integrates university resources

with regional partners to help communities and companies remain competitive and meet the challenges of economic and community development (**MSP Priority 4**).

Economic Development Initiatives

In April 2023, FSU's Office of RDE was awarded a grant for $250,000 from the Economic Development Administration and the Maryland Department of Commerce's Office of Tourism to support a regional approach to growing Western Maryland's outdoor recreation economy by funding initiatives in workforce development, training, and certification in Allegany and Garrett Counties. The projects will be a collaborative effort between Frostburg, Allegany College of Maryland, Garrett College, and local outdoor recreation businesses. Supporting partners include the Maryland Office of Outdoor Recreation, tourism teams in both Allegany and Garrett counties, and Allegany and Garrett County governments.

In August 2023, the Maryland Innovation Initiative (MII) invested $150,000 toward conducting a feasibility study for establishing a Regional Cyber Security Operations Center (RSOC), an entity that would provide continuous operational IT security by monitoring, assessing, preventing, and responding to threats to protected IT systems. In partnership with Deloitte, FSU seeks to study the feasibility of establishing a RSOC for Western Maryland, which will serve to protect the region's businesses, non-profit organizations, and local government entities from the threat of cyber breaches. The study will explore the resources needed for the launch and the potential educational workforce and economic impact of an RSOC, which will strengthen the university's role as an anchor institution for the region. Results will be used to further develop a pilot program for Western Maryland that could be replicated in other parts of the State.

Also in August 2023, Frostburg received additional funding from the MII to help establish the Bobcat Innovation Launch Pad. Managed by FSU in partnership with Deloitte, this entrepreneurial initiative encouraged student teams from multiple disciplines to develop commercially viable technology-based solutions to vexing societal challenges, with a focus on climate change and renewable energy. Structured as a three-day event that blends elements of a traditional hackathon with that of a business pitch competition, the program attracted approximately 50 students in September 2023 with a small cash prize to foster development of the winning ideas.

Goal 6: Promote activities that demonstrate FSU's educational distinction.

College and Department Realignment

Throughout the fall 2022 semester, the Provost undertook an extensive process of soliciting campus input through numerous open discussions regarding the realignment of departments within colleges. A December 2022 campus-wide session, which focused on the findings from 11 previous sessions, revealed strong consensus for the realignment of the majority of academic departments into three reconstituted colleges. The discussion then focused on the six remaining departments that were not frequently connected with other departments on the many models submitted.

Based on that feedback, the Provost and President met with chairs from those six departments in January 2023 to solicit further information and feedback. In February 2023, the Provost, President, and the three college deans met to review the penultimate draft of the realignment. The realigned colleges achieve several important outcomes:

- Based on fall 2019 (pre-pandemic) and fall 2022 (most recent) data, the distribution of student credit hours results in a more equal balance across the three colleges, ranging from 32% to 36%

- The distribution of departments also is more balanced with one college of ten departments and two colleges of eight departments each

- The realignment of colleges brings together departments with similar disciplinary interests and career outcomes

- Each college has the opportunity to contribute significantly to the general education program

- The realignment of colleges, while not preventing collaboration across colleges, provides the opportunity for new synergies within colleges to address student interests and workforce needs in Maryland

- The realignment of colleges provides for a more similar span of control for deans and more similar budgets and resourcing across colleges

- There is no disruption to the majority of departments' operations, except for the Physics faculty moving from Engineering and Physics to a newly constituted Chemistry and Physics department.

The administration is committed to reviewing this new structure on a regular basis in the future to make adjustments, if warranted. A campus-wide open discussion was held in February 2023 to answer campus community questions. The realigned colleges – 1) Business, Engineering, and Computational and Mathematical Sciences; 2) Education and Health and Natural Sciences; and 3) Arts, Humanities, and Social and Behavioral Sciences – assumed operations beginning in July 2023.

Other Educational Distinction Activities

Frostburg's Provost and Vice President for Academic Affairs was recently recognized for being among The Daily Record's 2023 Top 100 Women in Maryland for her outstanding achievements and accomplishments. Additionally, the FSU president was appointed in August 2023 to serve as a new commissioner on the Middle States Commission on Higher Education (MSCHE).

Frostburg is currently participating in a self-study in preparation for a 2025 visit from MSCHE. In preparation for this upcoming self-study and visit, FSU's MSCHE liaison was on campus in April 2023 to meet with the self-study co-chairs, the steering committee, and the executive team and to chair an open session for faculty, staff, and students. Based on the visit and the final report

on the self-study design, the liaison stated that Frostburg appears well organized for the upcoming self-study. The university is periodically required to complete this in-depth self-study in order to remain accredited. The self-study also demonstrates Frostburg's commitment to continuous improvement, strengthening and sustaining the institution, and striving to meet institutional priorities and create a welcoming campus culture.

In 2016, Frostburg began a comprehensive campaign with an initial goal of $25 million to support annual initiatives, increase scholarships available for students, support classroom and experiential student experiences, create regional partnerships to help drive economic and educational development, and help fund capital projects that improve the campus and enhance students' lives. The goal was to complete the campaign in 2023, in conjunction with the University's 125th anniversary. With the support of alumni, faculty and staff, parents of students, and members of the community who recognize the transformational opportunity FSU provides to students and the economic impact it has in the region, the campaign goal of $25 million was met.

In August 2023, Frostburg was selected as one of the top five colleges or universities in the Education category for Best Graduate Programs to advance to the voting round of the Daily Record's 2023 Reader Rankings. Reader Rankings is a unique event that celebrates and recognizes the best in the community through a nomination round, voting round, and ultimately the revelation of the winners.

In its annual College Guide and Rankings, *Washington Monthly* once again gave FSU high marks, specifically in the category of community engagement. Frostburg ranked 17th in the country for community service in its Master's Level Colleges and Universities category. The College Guide is included in the September/October 2023 issue of Washington Monthly, a bimonthly nonprofit magazine that covers U.S. politics and government.

Response to MHEC Questions

1) *Identifying Long-Term Equity Gaps:*

   a. *What are the largest long-term equity gaps that exist in student access, success, and innovation in your institution? Please note the long-term equity gaps refers to the inequities that existed long before the COVID-19 pandemic and persisted over the years.*

   The most persistent equity gap at FSU is black male student retention and subsequent graduation rates, when compared to overall and other cohort groups. However, the past seven cohorts of first-year students show an overall persistence gap for all black students compared to white students, reversing the trend from the prior decade where black student persistence was nearly equal to or exceeded white student second-year retention.

   b. *How are these equity gaps uncovered/discovered/identified at your institution and how are they shared with your community?*

   Equity gaps are identified from two primary sources, both of which are made available to campus stakeholders: 1) the Office of Assessment and Institutional Research, which produces yearly reports and 2) Frostburg's analytics platform (*HelioCampus*), which provides current student success trends at the course, program, and college levels. Campus stakeholders include college deans, academic department chairs, student support services staff members, and relevant committees (e.g., the Student Success Committee and the Strategic Enrollment Committee). Other sources are also employed when available, such as the National Survey of Student Engagement, NCADA's Advising Assessment Survey, and the Campus Climate Survey.

   c. *What interventions have been implemented to eliminate these gaps?*

   Frostburg has recognized and developed interventions for over a half century. One of the first formal programs, the TRIO-funded Student Support Services, celebrated their 50th anniversary at FSU in September 2023. Programs Advancing Student Success (recently renamed to the Office of Accessibility and Learning) was created in the late 1970s to engage students with an assortment of programs and services that enable them to graduate. Both of these programs were prompted by institutional and State efforts to reduce the achievement gap.

   In addition to the programs and services mentioned above, Frostburg has made curricular revisions that serve to improve student persistence and success. As an example, FSU's English department redesigned their introductory composition course in 2021 to, among other objectives, ensure the curriculum aligns with the department's anti-racism goals and objectives. In the fall of 2023, the mathematics department developed the ACHIEVE program to accommodate students admitted with lower mathematics proficiency skills. Distinctive ACHIEVE course sections serve cohorts of non-business, non-STEM students taking either Introduction to Mathematical Problem Solving or Elements of Applied Probability and Statistics courses, and mathematics level 1 business and STEM cohorts in

Applied Mathematics of Business and College Algebra courses. These course sections deliver identical learning outcomes to their counterparts, but through five contact hours per week instead of three. This design offers underprepared students more time with the instructor for concept comprehension and the same just-in-time review otherwise offered in the three-hour versions of the course, while shortening time to graduation compared to the previous developmental mathematics pathway. Mathematics level 0 students are placed into either Introduction to Mathematical Problem Solving or Elements of Applied Probability and Statistics ACHIEVE sections per their major, and likewise for mathematics level 1 students placed into either Applied Mathematics of Business or College Algebra. However, any student desiring the additional support of an ACHIEVE course may enroll with the instructor's permission. These course sections, which award four credits toward graduation upon successful completion to compensate for the five-hour in-class requirement and additional learning load on the student, serve to significantly support academic maturity and retention.

A recent non-academic initiative is the University Council on Diversity, Equity, and Inclusion's (UCDEI) development and implementation of a ten-goal plan. Approved by the President's Executive Cabinet in 2021, this plan builds upon previously existing initiatives and provides suggestions for additional initiatives to continue to improve cultural diversity on campus. The UCDEI has been tasked with selecting five action priorities to address each year to meet these annually reviewed and updated goals by AY 2024-2025.

Additionally, the Adams/Wyche Multicultural Center (AWMC) at Lincoln School opened in the fall of 2023. The AWMC will serve as a centrally located facility for the development and expansion of innovative and meaningful life experiences for all students at Frostburg State University. Its programs are intended to enhance cultural diversity on campus, in the community, and in the region.

2) *Measuring Equity Gaps:*

   a. *How has your institution used disaggregated data to identify equity gaps in students' educational opportunities and outcomes?*

      Principally, Frostburg has used the Predictive Analytics Report (PAR) and its *HelioCampus* analytics platform to explore course- and program-level student success matrixes using several variables including DFW, course retake, and program movement and completion rates.

   b. *What stakeholder engagement (students, faculty, staff, etc.) is used to collect and review this data?*

      Consisting of a membership of faculty, staff, and students, the Student Success Committee annually reviews disaggregated student success metrics. The committee makes recommendations to the Provost regarding policy, procedures, and curricular changes that have the highest probability of improving student achievement. A recent

initiative that evolved from the Committee's recommendations was joining the Excellence in Academic Advising project, co-sponsored and coordinated by the Gardner Institute and NACADA. This multi-year project involving over 100 campus stakeholders led to FSU's adoption of a new academic advising model, where all students have dual advisors – one professional staff and one faculty member. Implementation of EAB Navigate has centralized advising and student success information, as well as allowed for a more robust communication platform.

c. *Does your institution set goals/benchmarks in regard to the elimination of equity gaps?*

Benchmarks and goals are incorporated into metrics established in annual unit assessment reporting to the Assessment and Institutional Effectiveness Council (see 2d. below).

d. *If so, what steps does your institution take to ensure accountability in meeting the established goals/benchmarks of equity?*

Both academic and non-academic units are held accountable for contributing to the achievement of institutional goals as part of the review of annual reports submitted to the Assessment and Institutional Effectiveness Council. Each unit's submission must include their goals and action priorities (which connect to FSU's strategic plan), an analysis of the results of actions taken, and a statement of planning for the next assessment cycle. Through this process, campus stakeholders review and revise persistence and success initiatives to be more innovative, timely, and/or effective for the future.

USM - Frostburg State University

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. **Address Statewide and regional workforce needs by preparing a changing student population for an era of complexity and globalization.**

Obj. 1.1 Increase the number of STEM (science, technology, engineering, mathematics) program graduates from 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	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Number of undergraduates enrolled in STEM programs	759	716	631	535	472	502	530
Number of graduates of STEM programs (annually)	169	151	131	131	111	131	151
Number of undergraduates and Master of Arts (MAT) post-bachelors enrolled in teacher education	265	245	238	229	242	255	268
Number of undergraduates and MAT post-bachelors completing teacher training	105	83	78	73	110	110	110
Pass rates for undergraduates and MAT post-bachelors on Praxis II exam	98%	98%	87%	67%	66%	77%	88%
Number of undergraduates enrolled in Nursing (RN to BSN) program	483	438	424	384	325	386	447
Number of graduates of the Nursing (RN to BSN) program	160	142	139	139	107	139	171
Number of Nursing (RN to BSN) program graduates employed in Maryland	136	128	128	125	96	125	159
Number of annual off-campus course enrollments	10,157	11,799	22,335	14,291	13,641	13,641	13,641

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	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Second-year retention rate at FSU all students	76.7%	73.3%	73.6%	73.6%	77.5%	78.0%	78.0%
Six-year graduation rate from FSU (or another public university in Maryland) for all students	58.1%	59.2%	61.0%	60.7%	59.9%	60.0%	60.0%
Percent African-American (Fall undergraduate in fiscal year)	31.2%	29.6%	28.8%	27.0%	23.6%	27.8%	31.2%
Percent minority (Fall undergraduate in fiscal year)	42.5%	40.7%	40.2%	38.6%	36.1%	39.2%	42.5%
Second year retention rate at FSU for African-American students	76.4%	71.2%	69.6%	70.3%	75.0%	77.0%	80.0%
Six-year graduation rate from FSU (or another public university in Maryland) for African-American students	55.6%	58.8%	64.3%	58.9%	55.1%	55.5%	55.6%
Second-year retention rate at FSU for minority students	73.9%	71.3%	70.4%	69.8%	75.2%	75.0%	75.0%
Six-year graduation rate from FSU (or another public university in Maryland) for minority students	55.7%	57.6%	62.4%	57.9%	53.6%	56.4%	58.0%
Percent of economically disadvantaged students	61.2%	61.4%	60.0%	61.8%	58.0%	59.5%	61.0%

USM - Frostburg State University

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	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Faculty diversity: Women (full-time faculty)	42.4%	43.7%	45.6%	48.7%	48.0%	48.0%	48.0%
African-American (full-time faculty)	4.6%	4.2%	5.0%	4.3%	4.0%	4.5%	5.0%
Achievement of professional accreditation by program	11	11	11	11	11	11	11
Satisfaction with education for work (triennial survey)	N/A	88%	N/A	N/A	75%	N/A	N/A
Satisfaction with education for graduate or professional school (triennial survey)	N/A	93%	N/A	N/A	83%	N/A	N/A

Goal 4. **Enhance facilities and the campus environment in order to support and reinforce student learning.**

    Obj. 4.1 Maintain effective use of resources through 2024 by allocating at least two percent of replacement costs to facilities renewal and achieve at least two percent of the operating budget for reallocation to priorities.

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
[1] Percent of replacement cost expended on facility renewal	2.6%	1.8%	2.3%	1.3%	5.4%	0.2%	0.5%
[2] Rate of operating budget reallocation	4%	4%	2%	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	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Headcount enrollment (Fall total in fiscal year)	5,294	5,178	4,858	4,449	4,068	4,272	4,486
Number of graduates with a bachelor's degree	1,077	967	1,023	928	728	812	876
Number of graduates working in Maryland (triennial survey)	N/A	674	N/A	N/A	519	N/A	N/A
Percent of graduates employed one year out (triennial survey)	N/A	87%	N/A	N/A	90%	N/A	N/A
Median salary of graduates (triennial survey)	N/A	$40,750	N/A	N/A	$47,500	N/A	N/A
Number of initiatives	7	7	7	11	24	24	24

USM - Frostburg State University

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	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Funds raised in annual giving ($ millions)	$3.6	$1.8	$3.0	$3.8	$4.7	$3.8	$4.0
Number of students involved in community outreach	4,506	1,923	2,248	2,282	3,245	3,350	3,450
Number of faculty awards	19	16	17	14	14	17	20
Course units taught by FTE core faculty	7.1	7.4	7.3	7.4	7.3	7.7	8
Days of public service per FTE faculty	10.2	9.4	8.9	6.0	6.4	8.0	10.0

NOTES

[1] 2023 actual is based on new replacement values calculations starting in FY 2020.

[2] Data for FY 2023, FY 2024, and FY 2025 unavailable until October 2023.

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

Salisbury University (SU) began academic year 2022-23 with a new President, Dr. Carolyn Ringer Lepre. Dr. Lepre began her tenure as SU's 10th President in July 2022 and it has been a eventful year filled with many significant accomplishments. During her State of the University address, President Lepre committed to move the institution forward with excellence. Her vision includes a pledge known as the Salisbury Seven:

- We will invest in the people who deliver on the promises we make to our students.
- We will consistently deliver a rigorous, student-focused academic program taught by world-class educators on a world-class campus.
- We will have a continual commitment to inclusion, diversity, opportunity and equity, and the cultivation of a sense of belonging.
- We will strategically grow to serve the needs of the Eastern Shore, the State of Maryland and the nation while holding fast to our identity as a student-focused institution that doesn't just say it cares about its people; it shows it with every decision.
- We will be known for our innovative, high-impact practices and our belief that we are educating the whole person for a lifetime of civic leadership and community service.
- We will raise the resources needed to support SU's programs, its students and its culture.
- We will strengthen our institutional identity and reputation.

The Salisbury Seven goals are closely aligned with the *2022 Maryland State Plan for Higher Education* and University System of Maryland's (USM) *Vision 2030: From Excellence to Preeminence.* This alignment provides unification between institutional, systemwide, and State-level goals for higher education. The first goal of the *2022 Maryland State Plan for Higher Education* focuses on student access and ensuring equitable access to affordable and high-quality postsecondary education for all Maryland residents. During the 2022-23 academic year, SU received many accolades from external publications demonstrating the University's academic quality and affordability.

SU's positive student outcomes earned it a spot again in 2023 among the nation's "Best Colleges" published by *U.S. News & World Report*. In the northern region, SU ranked 63rd in the top tier among 181 publics and privates, 40th among the north's "Best Value Schools" and 14th among the region's "Top Public Schools." Additionally, SU also once again made the publication's list of "Best Colleges for Veterans" and was ranked one of the "Top Performers on Social Mobility."

For the sixth year, *U.S. News & World Report* rated SU's online M.B.A. Program one of the top in the U.S. (No. 142 out of 344). SU's online M.S. in Nursing Program also was ranked among the country's best (No. 92 out of 185).

SU was also recognized by The Princeton Review in its 2024 edition of *The Best 389 Colleges*. The University is among the nation's top 15 percent of four-year colleges. In addition, The Princeton Review again named SU one of its "Best Northeastern Colleges" and among the nation's "Green Colleges." The sustainable accolade is an honor SU has earned each year since The Princeton Review first offered it in 2010. For the third time, the publication also ranked SU's Patricia R. Guerrieri Academic Commons as a "Best College Library." This year's ranking places the facility among the top 10 in the nation.

In addition to offering high-quality education for students, SU was also recognized by several publications for its affordability. *Money* magazine again named SU among "The Best Colleges in America." SU received a four-star rating on a five-star scale on their 2023 list of campuses highlighted for excellence. For its rankings, *Money* examines educational quality, affordability and alumni success. Also, for the tenth consecutive year, *Washington Monthly* ranked SU among "America's Best Bang for the Buck Colleges." SU was ranked at No. 59 in the U.S. among master's-level universities, and No. 106 for value among all universities in the Northeast.

While the SU is proud of its progress towards the access and affordability goals of the State, the University is especially honored that it has been recognized for its exceptional student outcomes. Goal 2 of the *2022 Maryland State Plan for Higher Education* focuses on student success and SU students and graduates continue to be recognized for their positive outcomes. As previously mentioned, SU has been ranked for its positive social mobility outcomes for low income students. In addition, the impact that our rigorous academic programming and world-class faculty have on student success extends beyond our graduation rates. In 2022, nine SU students were selected for the prestigious U.S. Fulbright Student award. More than 100 SU students have won national and international fellowships, scholarships and awards in the past decade, including 37 Fulbright students. In 2023, *The Chronicle of Higher Education* and the U.S. Department of State celebrated SU as the nation's top master's-level producer of Fulbright Students (sixth consecutive year as a Top Producer).

Finally, 2022-23 was a year of imagination and creativity for SU. Goal 3 of the *2022 Maryland State Plan for Higher Education* emphasizes innovation in higher education. In spring 2022, President Lepre announced the creation of a three-year innovation initiative. The Strategic Innovation Fund, provides seed money for innovative projects from faculty, staff, and students that will have an impact and advance SU's Strategic Plan and Salisbury Seven Goals. The President has committed $500,000 annually for three years to fund innovative proposals. During the inaugural year of the fund, 42 proposals were submitted. The fund will give SU's faculty, staff, and students the opportunity to help shape the University's future.

In reviewing our significant accomplishments this year, it was important to align them with SU's *2020-2025 Strategic Plan*. Additionally, the *2020-2025 Strategic Plan* is closely aligned with the *2022 Maryland State Plan for Higher Education* and the PAR/MFR goals.

2022 Maryland State Plan for Higher Education	SU Strategic Plan: 2020-2025	PAR/MFR
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 2: Utilize strategic collaborations and targeted community outreach to benefit the University, Maryland, and the region.
	Goal 3: Educate students for success in academics, Support Access, Affordability and Academic Excellence	Goal 3: The University will foster inclusiveness as well as cultural and intellectual pluralism.
	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 1: Provide a quality undergraduate and graduate academic and learning environment that promotes intellectual growth and success.
	Goal 2: Inspire a Campus Culture of Inclusive Excellence, Support and Collaboration	Goal 4: Improve retention and graduation rates while advancing a student-centered environment.
	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 2: Utilize strategic collaborations and targeted community outreach to benefit the University, Maryland, and the region.
	Goal 3: Support Access, Affordability and Academic Excellence	Goal 1: Provide a quality undergraduate and graduate academic and learning environment that promotes intellectual growth and success.
	Goal 4: Deepen Engagement with Our Community	Goal 4: Improve retention and graduation rates while advancing a student-centered environment.
	Goal 5: Enhance Environmental, Social and Economic Sustainability	

Goal 1: Access
PAR/MFR Goals and Objectives:
Goal 1: Provide a quality undergraduate and graduate academic and learning environment that promotes intellectual growth and success. (Objectives 1.1-1.4)

Goal 2: Utilize strategic collaborations and targeted community outreach to benefit the University, Maryland, and the region. (Objective 2.2)

Goal 3: The University will foster inclusiveness as well as cultural and intellectual pluralism. (Objectives 3.1-3.3)

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),
- employment status of recent graduates (Objective 2.2)

Diversity
MFR Objectives: 3.1- 3.3
In fall 2022, the University enrolled 1,384 first-time degree-seeking students, 30% were from racially and/or ethnically diverse backgrounds. Approximately, 89.5% of SU's enrollment, 6,378 students, was at the undergraduate level. Like many other institutions, SU's undergraduate enrollment declined over the past three years as a result of COVID. Most of these declines are due to declines in our incoming classes for 2020 and 2021. This has since led to smaller sophomore and junior classes. Undergraduate enrollment declined 4.7% in fall 2022 and graduate enrollment declined 14.8%. Overall, graduate enrollment for fall 2022 was 745. SU has attempted to mitigate some of the effect of these enrollment declines by enrolling larger incoming first-time student classes for fall 2021, 2022, and 2023. However, like most USM schools, it will take several years to recover to our pre-COVID enrollment levels. We anticipate enrollment growth in 2024-2025.

The University has increasingly emphasized its desire to maintain a diverse campus which is readily affirmed in the University's trends and benchmarks. In fall 2022, African American students made up 14.1% of SU's undergraduate students, up from 13.2% last year (Objective 3.1). Even more significant were the increases in our overall undergraduate minority student enrollment. During fall 2022, 28.6% (Objective 3.2) of SU's undergraduate students were from underrepresented minority groups. This represents the highest percentage of minority students in SU's history.

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 2022, 45.9% of SU's students were economically-disadvantaged (Objective 3.3).

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 89%, SU remains well above the average Maryland NCLEX pass rate (77%) 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 relevant licensure exams as required by MSDE for licensure in their certification area as a graduation requirement. For the 2023 MFR, 77% of students graduating in 2021-22 who took the PRAXIS II passed the exam (Objective 1.2).

Alumni Satisfaction and Employment
MFR Objectives: 1.3 & 1.4; 2.1
Two additional measures of success used by SU are alumni satisfaction and employment status. Data are collected annually using an alumni survey to address Objectives 1.3, 1.4, and 2.1. The most recent survey results are based on students that graduated between July 1, 2020 and June 30, 2021 and had a 10% response rate. Results revealed that 100% and 99% of SU graduates are satisfied with their level of preparation for graduate school (Objective 1.3) and employment (Objective 1.4), respectively. Of those graduates seeking employment, 98% were employed within one year of graduation (Objective 2.1). SU provides a quality education, making graduates readily employable and prepared to be successful in their future careers and life.

Goal 2: Success
PAR/MFR Goals/Objectives:
Goal 4: Improve Retention and graduation rates while advancing a student-centered environment. (Objectives 4.1-4.6)

Retention and Graduation
This year, the second-year retention rate for the 2021 entering cohort of first-year students decreased to 78.4% from 80.3% (Objective 4.1). The 2021 cohort included students that started at SU in fall 2021 and returned to SU or transferred to another Maryland school for the fall 2022 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 second-year retention rate decreased slightly to 73.9% for African American students and 74.0% for minority students. While retention rates decreased slightly for the 2021 cohort, we have seen a positive increase in rates for the 2022 cohort.

Currently, SU's overall six-year graduation rate is 73.2% (Objective 4.4) which is the 2nd highest among the USM Master's colleges and universities and is 3.8 percentage points above the USM average. While this is a decrease from last year's rate, we are still near our five-year average (73.7%) for six-year graduation rates. In addition, the 2015 cohort had historically high six-year graduation rates, making it more likely that we would see some declines this year.

SU has the 2nd highest African American and minority student six-year graduation rates among the USM Master's colleges and universities. In fact, at 69.6%, SU's African American student rate is 16.8 percentage points higher than the USM average for this demographic group. The six-year graduation rate for minority students was 68.2% (Objective 4.6). This is 4.9 percentage points higher than the USM average for this demographic group. SU's high graduation rates, in combination with a 98% employment rate for alumni one-year after graduation, provides clear evidence of the positive outcomes SU graduates achieve.

Goal 3: Innovation
PAR/MFR Goals/Objectives:
Goal 2: Utilize strategic collaborations and targeted community outreach to benefit the University, Maryland, and the region. (Objectives 2.2-2.4)

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. Unfortunately, COVID's impact on enrollment was felt for the third consecutive year. With an institutional enrollment decline of approximately 6%, many of our most in-demand academic programs experienced even greater enrollment declines.

Nursing
MFR Objective: 2.4
Given the overall decrease in SU's headcount during the pandemic, it is not surprising that the number of undergraduate and graduate nursing majors enrolled for fall 2022 was also down. A total of 463 undergraduate students pursued a nursing degree in fall 2022. An additional 29 students were pursuing a graduate nursing degree during the same time period. Despite the decline in nursing enrollment, the number of baccalaureate and graduate degree recipients increased from 89 to 113 this year (Objective 2.4).

Teacher Education
MFR Objective: 2.2
Following COVID, there has been a nationwide shortage of teachers. Like many other institutions, SU also saw decreases in the number of students pursuing a teaching degree. The overall number of teacher education enrollments in fall 2022 decreased by 47 students to a total of 1,008 this year. The number of teacher education graduates from SU (Objective 2.2) also decreased this year to 274.

STEM
MFR Objective: 2.3
After several years of declines, STEM enrollments increased this year to 1,094. However, due to

two prior years of enrollment declines, STEM graduates decreased to 265 degrees granted during 2021-22 (Objective 2.3). In addition to several other scholarships used to attract students, the Henson School of Science and Technology offers 16 renewable $5,000 merit scholarships for entering first year STEM students. A high-performance computer lab and new robotics lab also support students in several STEM majors. Several initiatives including a Chemistry Support Center and Math Readiness Assessment have been implemented to support STEM and other students.

RESPONSE TO THE COMMISSION'S PROMPTS

What are the largest long-term equity gaps that exist in student access, success, and innovation in your institution? How are these equity gaps uncovered/discovered/identified at your institution and how are they shared with your community? What interventions have been implemented to eliminate these gaps?

For many years, SU has assessed perceptions of inclusion and satisfaction among our entire campus community and explored what equity gaps exist. The University has a longstanding commitment to creating a diverse and inclusive campus community. We believe this brings considerable value to our educational experiences and work environment, and strengthens all of SU. In spring 2020, the University conducted a campus climate study with the assistance of Rankin and Associates, a consulting firm with more than two decades of experience in campus climate research.

The 2020 climate study was a campus-wide assessment that gathered valuable data on the institutional climate, inclusion, and work-life issues as they relate to the learning, living and working environments for students, faculty, and staff. The objective of the study was to identify and address institutional climate strengths and challenges that exist at SU. The study allowed the University to examine which community members feel most/least comfortable on campus, and ways in which the SU can improve the comfort of others and to determine if gaps existed based on gender identity, racial/ethnic identity, sexual identity, or ability status. Approximately 21 percent of SU students, faculty, and staff responded to the survey. Data was disaggregated to look at results separately for faculty, staff, and students as well as based on race/ethnicity and gender. Results of this survey were distributed in an institution-wide presentation and summary report in fall 2020. Annual progress updates are disseminated campus wide and on the SU website to keep campus informed about progress towards accomplishing the Campus Climate study recommendations.

Based on the results, a Campus Climate Implementation Committee was created to provide recommendations to address the study's findings. One recommendation that has been addressed was to create a requirement for all new students and employees to complete diversity and inclusion training. In addition, SU's new General Education curriculum, being implemented in fall 2024, will include a requirement that all students complete at least three credits related to SU's Signature Diversity and Inclusion student learning outcomes. Additionally, as a result of the findings, the University developed and hosted an Anti-Racism Summit, opened a Center for Equity, Justice and Inclusion, and reestablished its Office of Diversity and Inclusion.

How has your institution used disaggregated data to identify equity gaps in students' educational opportunities and outcomes? What stakeholder engagement (students, faculty, staff, etc.) is used to collect and review this data? Does your institution set goals/benchmarks in regard to the elimination of equity gaps? If so, what steps does your institution take to ensure accountability in meeting the established goals/benchmarks of equity?

To determine where equity gaps exist at SU, the University annually examines retention and graduation rate data for various subgroups of students. When examining historic (2016-18 cohorts) second-year retention rate data for minority, white, and all students, the gaps in rates for these different groups were minor. Typically, second-year rates for these three groups were within two to four percentage points of one another. However, more recently, the gap between these rates has grown. For the 2021 cohort, second-year retention rates for minority student (71%) were seven percentage points lower than white students at SU and five percentage points below the institutional average. Second-year retention rates for Pell student (2021 cohort) were 69%, seven percentage points lower than the institutional average.

Similar gaps were also found with our six-year graduation rates. Six-year graduation rates for minority students (65%; 2015 cohort) were 10 percentage points lower than white students (75%) and seven percentage points lower than the institutional average (72%). Six-year graduation rates for Pell students (66%; 2015 cohort) were nine percentage points lower than a student who did not receive a Pell grant (75%) and six percentage points lower than the institutional average (72%). The University has set a goal to equalize retention and graduation rate gaps over the next five years. Progress is tracked annually and reported in annual updates to campus.

Moreover, SU regularly uses disaggregated data to examine student outcomes and the impact of initiatives created to improve student success. For more than a decade, SU's TRIO Student Support Services Program has helped low-income, first-generation students thrive as undergraduates. Multicultural Student Services continues to operate the Powerful Connections pre-orientation and transition program for multicultural students to assist with recruitment, retention, and creating a sense of belonging for students participating in the program. The program matches upper-class students with first-time freshmen from diverse backgrounds to assist in the transition to college. Efficacy has been based on first-year retention data along with annual surveys of the program. The program has recently expanded to include collaborations with TRIO and the Disability Resource Center. In addition, SU's Samuel W. and Marilyn C. Seidel School of Education offers a College Assistance Migrant Program (CAMP) to assist first-year undergraduate students who are migrant or seasonal/temporary farmworkers (or children of such workers). The program provides academic, financial, and social/health supports to ensure success. In addition to receiving financial support, scholars of the program engage in 16 high-impact practices to enhance their academic success at SU. The University is committed to providing a variety of support services designed to increase the academic success of our diverse student body. To further this effort, SU has placed a greater emphasis on identifying additional demographic data as part of the admissions application process and uploading this data into the student information system, PeopleSoft. This data can then be further integrated into Navigate, SU's retention platform, to better identify higher-risk students and apply early intervention efforts aimed at increasing student success and persistence.

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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 or above 97 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 percent in FY 2017 to 95 percent in FY 2024.

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Nursing National Council Licensure Exam (NCLEX) pass rate	99%	92%	95%	95%	89%	94%	95%
Teaching (Praxis II) pass rate	100%	95%	92%	85%	77%	97%	97%
Satisfaction with preparation for graduate school	N/A	100%	95%	100%	100%	99%	99%
Satisfaction with preparation for employment	N/A	97%	94%	92%	99%	94%	95%

Goal 2. **Utilize strategic collaborations and targeted community outreach to benefit the University, Maryland, and the region.**

Obj. 2.1 Maintain the percentage of graduates employed one-year after graduation at the FY 2017 rate of 94 percent into FY 2024.

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Percentage of bachelor's degree graduates employed one year after graduation	N/A	97.0%	94.0%	97.7%	98.0%	98.0%	98.0%

USM - Salisbury University

Obj. 2.2 Increase the number of teacher education graduates from 254 in FY 2019 to 260 in FY 2024.

Obj. 2.3 Maintain at least 285 graduates in science, technology, engineering and math (STEM) related fields in FY 2024.

Obj. 2.4 Maintain the number of nursing degree recipients at the FY 2019 of 96 into FY 2024.

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Number of teacher education enrollments	1,197	1,203	1,180	1,055	1,008	946	880
Number of teacher education graduates	287	243	300	294	274	246	259
Number of STEM enrollments	1,468	1,417	1,314	1,083	1,094	1,126	1,149
Number of STEM graduates	326	322	319	294	265	248	253
Number of undergraduate nursing majors	542	561	513	502	463	475	463
Number of baccalaureate degree recipients in nursing	87	89	89	83	99	93	95
Number of graduate nursing majors	39	38	34	35	29	30	29
Number of graduate degree recipients in nursing	9	7	9	6	14	10	12
Total number of nursing degree recipients	96	96	98	89	113	103	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 Maintain the percentage of economically disadvantaged students attending SU at the FY 2019 rate of 52.1 percent into FY 2024.

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Percentage of African-American undergraduates	14.4%	14.7%	14.2%	13.2%	14.1%	15.4%	15.6%
Percentage of minority undergraduates	26.3%	26.8%	26.6%	27.0%	28.6%	28.8%	28.9%
Percentage of economically disadvantaged students	52.1%	54.1%	52.9%	50.9%	45.9%	52.1%	52.3%

Goal 4. Improve retention and graduation rates while advancing a student-centered environment.

Obj. 4.1 Maintain second-year retention rates of SU first-time, full-time freshmen of 80 percent in FY 2024.

Obj. 4.2 Maintain second-year retention rates of SU first-time, full-time African-American freshmen 78 percent in FY 2024.

Obj. 4.3 Maintain second-year retention rates of SU first-time, full-time minority freshmen 78 percent in FY 2024.

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Second-year first-time, full-time retention rate at SU (or another public university in Maryland): All students	84.2%	80.5%	79.3%	80.3%	78.4%	80.0%	80.6%
African-American students	84.4%	86.5%	76.4%	75.4%	73.9%	78.0%	78.0%
Minority students	83.7%	78.1%	75.2%	79.1%	74.0%	78.0%	78.0%

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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	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Six-year graduation rate of first-time, full-time freshmen from SU (or another public university in Maryland): All students	72.0%	75.4%	73.0%	74.9%	73.2%	73.5%	73.4%
African-American students	66.4%	69.1%	67.5%	71.5%	69.6%	69.8%	70.0%
Minority students	65.6%	71.5%	65.0%	72.6%	68.2%	68.5%	68.8%

Towson University
2023 Institutional Performance Accountability Report

Mission
Towson University fosters intellectual inquiry and critical thinking, preparing graduates who will serve as effective leaders for the public good. Through a foundation in the liberal arts and a commitment to academic excellence, interdisciplinary study, research and public service, Towson University prepares students for careers in high demand today and in the future. TU is recognized as a leader in community engagement, including entrepreneurial efforts that provide collaborative opportunities between the campus and the larger Maryland community. Our graduates leave with the vision, creativity and adaptability to craft solutions that enrich the culture, society, economy and environment of the state, 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 2022 Maryland State Plan for Postsecondary Education and to Vision 2030: From Excellence Preeminence, the strategic plan of the University System of Maryland.

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, and the 2022 Maryland State Plan for Postsecondary Education.

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 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.
TU's fall 2023 headcount enrollment was 19,527, a decrease of 266 students or 1.3% from the fall 2022 headcount of 19,793. Yet, the fall 2023 headcount came in ahead of the projected headcount of 19,315 students, primarily attributable to TU's largest ever incoming freshmen class of 3,014 students. TU's undergraduate headcount decreased by 2.0% or 344 students, and TU's graduate headcount increased to 3,010 students, up by 2.7% from 2,932 students in fall 2022.

Although TU enrolled more incoming first-time students in fall 2023, TU enrolled fewer returning students and fewer incoming transfer students. TU's incoming cohort of first-time students increased to 3,014, the largest freshmen class in TU's history and up by 13% from the fall 2022 cohort of 2,2671. Yet, the number of incoming transfer students decreased by 11%, from 1,747 transfer students in fall 2022 to 1,561 transfer students in fall 2023. TU's transfer students primarily originate at Maryland's Community Colleges, which have experienced significant enrollment challenges in recent years, and TU's decrease in incoming transfer students reflects these ongoing challenges. TU enrolled 11,936 continuing undergraduate students in fall 2023, about 4% lower than in fall 2022. The decrease in returning undergraduate students reflects the graduation of relatively large incoming cohorts (e.g., the incoming class of fall 2018), which were followed by relatively smaller incoming cohorts during the COVID-impacted cohorts of fall 2020 and fall 2021.

Increased graduate enrollments were largely attributable to a 77% increase in the number of students who are seeking graduate certificates, up from 280 in fall 2022 to 496 in fall 2023. The number of doctoral students remained essentially unchanged, at approximately 250, while the headcount of master's-level students declined by about 5%, from 2,340 in fall 2022 to 2,234 in fall 2023.

TU conferred 4,958 degrees during the 2022-2023 academic year. Although the number of degrees conferred in 2022-2023 was approximately 11% lower than TU's five-year average of 5,553, TU remains on track to exceed the institution's target for contributing to the state's 2025 completion goal. Since 2009-2010, TU has conferred a total 60,715 bachelor's degrees, outpacing the interim benchmark of 57,904 degrees by 4.9% or 2,811 degrees

TU conferred 4,064 bachelor's degrees in 2022-2023, approximately 12% lower than the preceding five-year average of 4,617 annual degrees. The number of graduate degrees conferred in 2022-2023 (894) was down by 4% from the prior five-year average of 935 annual graduate degrees. Although master's degree production (844 degrees conferred in 2022-2023) was 6% lower when compared to the preceding five-year average, doctoral degree production increased sharply. TU conferred 50 doctoral degrees during 2022-2023, which was 51% higher than preceding five-year average of 33 annual doctoral degrees. This increase demonstrates TU's progress toward the institutional aspiration of attaining the Carnegie classification of R2: Doctoral Universities – High research activity.

TU created a division of Enrollment Management (DEM) in 2022, led by TU's inaugural Vice President for DEM. The university's initial strategic enrollment plan was also completed in 2022, and TU's Strategic Enrollment Management Council oversees the plans implementation. In February 2023, DEM hosted the university's first enrollment management summit, which familiarized the campus community with the strategic plan and its implementation.

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, and TU persists as Maryland's largest producer of teacher candidates.

Enrollment in undergraduate teacher preparation/training programs at TU decreased by about 17%, from 1,260 enrolled students in fall 2022 to 1,050 enrolled students in fall 2023. In order to maintain enrollment levels, TU has established strong support systems to retain candidates who have entered our teacher preparation programs.

Notably, TU continues to enroll and graduate substantial numbers of special education teaching candidates, who help to fill the state's tremendous need for special educators. Certain programs, such as secondary and middle education have seen more significant drops than other programs, aligning with national trends. Another factor contributing to the decline in enrollment is the number of conditional teachers being hired currently. School districts are offering teaching positions to individuals who have a bachelor's degree, but no teacher training, and allowing them to complete their training during their first five years on-the-job. Several secondary education students have opted to drop the secondary education concentration and to pursue certification as a conditional teacher using this pathway.

The number of teacher-preparation completers decreased by about 4%, with 500 completers in 2022-2023, down from 520 in 2021-2022. The PRAXIS II passing rate increased to 90%, up from 87% in the prior year. TU's COE anticipates that pass rates will continue to rise as candidates have resumed traditional internship experiences, after earlier cohorts had experienced disruptions related to the COVID-19 pandemic.

TU's COE is working with Howard County and Montgomery County Public School Systems to implement district-based cohort programs to help staff who do not have bachelor's degrees complete education programs so they can be eligible for certification. This is accomplished by offering part-time, evening programs. The College is working closely with TU Marketing and Enrollment to specifically recruit undergraduate students into teacher education programs. In addition, we have strong supports in place to retain candidates who have entered our programs. Finally, in response to feedback from school systems and students, TU has launched an online MAT program beginning Fall 2023 which is anticipated to increase enrollment.

MLDS retention data show that of the 495 program completers from TU in 2017-2018, 86% were employed in the education sector of Maryland the first year after graduation. Of those students, 83% are still showing in the 2022 labor data, a 5-year retention rate that well exceeds the national average of approximately 50%.

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.

TU enrolled 3,776 undergraduate STEM majors in fall 2023. This enrollment level represents an increase of about 3% from fall 2022 (3,674), which is particularly noteworthy in the context of TU's overall 2% decrease in undergraduate enrollments.

TU conferred 716 STEM bachelor's degrees in 2022-2023, about 6% lower than the annual average of 765 degrees for the preceding five years. The largest five-year undergraduate degree growth occurred in Computer Science (increased by 45% from 2017-2018 degrees), followed by

Molecular Biology, Biochemistry & Bioinformatics (increased by 39% from 2017-2018 degrees).

Graduate STEM enrollments increased by about 4% from 540 in fall 2022 to 562 in fall 2023. Enrollment increased for a number of TU's graduate STEM programs, with TU's master's in Computer Science leading the way, increasing from 73 students in fall 2022 to 100 students in fall 2023. STEM graduate degrees and certificates awarded in 2022-2023 totaled 188, up by 5% from the 179 degrees and certificates conferred in 2021-2022.

TU's new Science Complex opened in fall 2021 and is now fully operational. The new Science Complex, which replaced the aging Smith Hall, has greatly expanded and improved the physical spaces for student learning within TU's Fisher College of Science and Mathematics. The 320,000 square-foot complex, TU's largest academic building, is centered around a multi-story atrium that offers ample seating and workspace for students to collaborate and study, as well as theater-style seating for presentations and events. The atrium connects to a Student Success Center that supports all TU students with resources and tools to succeed. The complex supports modern scientific research and instruction with:

- 50 teaching laboratories
- 30 research laboratories
- 50 classrooms
- 10 collaborative student spaces
- 8 lecture halls
- 1 outdoor classroom leading into the Glen Arboretum

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 strive to meet the state's need for nursing professionals. Yet, undergraduate enrollments and degree production both fell in the current year, likely due to continuing impacts of the COVID-19 pandemic. TU's graduate program transitioned to an entry-level nursing preparation program during fall 2022.

TU's undergraduate nursing enrollments declined to 596 in fall 2023, down by 53 students (8%) from the fall 2022 level of 649 undergraduate nursing students. Applications to TU's undergraduate nursing program held steady, with 277 qualified applicants for fall 2023 admission, just slightly below the fall 2022 level of 285 applicants. Concerted recruitment efforts have helped to keep these numbers steady in a challenging external climate.

TU conferred 233 bachelor's degrees in nursing during 2022-2023, down by about 19% from the 288 bachelor's degrees conferred during 2022-2023. TU nursing graduates achieved an 87% passing rate NCLEX-RN during the 2021-2022 administration period, up slightly from the 2020-2021 passing rate of 85% and in line with the preceding five-year average of 88%.

TU's Department of Nursing transitioned its primary graduate-level offering to an entry level master's in nursing program (ELMS), designed to train students who hold a bachelor's degree in

a non-nursing discipline. The program launched in fall 2022 with a cohort of 19 students, and enrollment held steady at 19 students for fall 2023.

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's commitment to economic development is exemplified by TU's commitment to accessible and equitable education. During 2022-2023, TU conferred 4,064 bachelor's degrees, and 46% of these degrees were earned by students from historically underserved racial and ethnic groups (i.e., Black or African American, American Indian or Alaska Native, Asian, Hispanic, Native Hawaiian or other Pacific Islander, or multiple races). Notable, one of every four bachelor's degrees were conferred to Black or African American students.

TU's increasing geographic pull also exemplifies the university's commitment to economic development. Although 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 2023, 33% of TU's incoming first-time students and 23% of incoming transfer students hailed from the Capital Region of MD.

A thriving and competitive economy is one of five impact areas of Baltimore Towson University (BTU), which leverages partnerships to support TU's commitment to positive impacts, making a difference, and transforming lives. Through BTU, TU is currently partnering with 525 organizations in Greater Baltimore and throughout Maryland to create positive impacts. As of fall 2023, TU faculty, staff, and students have 283 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)

Students from historically underserved minority groups accounted for 56% of TU's fall 2023 undergraduate student body, a 14% share increase from five years earlier. Similarly, the percentage of TU's entire undergraduate body who are African American or Black has continued to grow, from 23% in fall 2018 to 33% in fall 2023.

TU's commitment to provide accessible education is also demonstrated by the percentage of undergraduate students from lower-income families (i.e. the family's annual income is less than 150% of the federal poverty level). TU enrolled 3,651 (22.1% of undergraduates) low-income undergraduate students in fall 2023. This percentage has been steadily increasing over the past decade, up from 15.6% during fall 2023.

TU's students from historically underserved groups excel in their progression and degree completion, exceeding the university's overall retention rate of 83.4% and approaching the 87% target retention rate. TU's 2021 to 2022 retention rate was 84.6% for TU's students from historically underserved groups and 85.6% for TU's African American or Black students. Their six-year graduation rates were also notable, with the African American or Black graduation rate

reaching 71.9% for the fall 2016 cohort and the historically underserved graduation rate reaching 72.9%. The six-year graduation rate of TU's first-generation undergraduates was 67.2% for the fall 2016 cohort, very close to the preceding five-year average of 67.9%. Similarly, the six-year graduation rates of TU's low-income undergraduates was 70% for the fall 2016 cohort, rising steadily in recent years from 63.9% for the fall 2011 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)

TU continues to demonstrate excellent six-year undergraduate graduation rates, with a 74.4% six-year graduation rate in 2022-2023 (fall 2016 cohort), the second highest rate among USM institutions. Although dipping somewhat due to COVID-19 related disruptions to learning, TU's retention rate for first-time / full-time undergraduate students remained relatively high at 83.4% for the fall 2021 incoming cohort.

TU continues to receive numerous institutional rankings and recognitions, including:
- *U.S. News & World Report* ranked TU 21st among Regional Universities in the North, in their 2023-2024 Best Colleges publication.
- *Washington Monthly* ranked TU 19th in their 2023 Best Bang for the Buck Rankings in the Northeast and 17th in their Master's University Rankings.
- *Princeton Review* included TU in the 2023 Edition of Green Colleges.
- TU is one of only 20 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.
- TU ranked 26th out of 1,081 universities worldwide for SDG5: Gender Equality in THE Impact Rankings 2023.
- TU received a "Gold" award status from the 2023-2024 Military Friendly Schools listing for large public schools.
- TU received the Higher Education Excellence in Diversity (HEED) award for the third consecutive year in 2022.

Cost Containment Results
Towson continues to experience project delays due to supply chain issues while also managing our Energy & Efficiency Efforts which includes our continued efforts for energy conservation. It is important to note that while our FY23 actual is 1.43% we are projecting 3.10% in FY24 (as supplies come in) which would give us a two-year average of 2%, the standard requirement.

Responses to the Maryland Higher Education Commission's Questions.
1) **Identifying Long-term Equity Gaps:**
   - **What are the largest long-term equity gaps that exist in student access, success, and innovation in your institution? Please note the long-term equity gaps refers to the**

> **inequities that existed long before the COVID-19 pandemic and persisted over the years.**
> - **How are these equity gaps uncovered/discovered/identified at your institution and how are they shared with your community?**
> - **What interventions have been implemented to eliminate these gaps?**

TU's most persistent, long-term, equity gaps likely exist when considering the four-year graduation rates among historically underserved groups of students. Although historically underserved groups of students tend to do well at completing their TU degrees, when measured with the standard metric of a six-year graduation rate, an equity gap exists for students when graduation rates are measured at the four-year mark. In other words, TU's historically underserved students are completing their degrees, but it is taking them longer than other students.

TU's equity gaps are often uncovered through the university's strategic planning processes, periodic accreditation and assessment reviews, and internal and external data reports and dashboards. For example, TU's strategic enrollment management plan is administered by the Strategic Enrollment Management Council (SEMC), which is comprised by senior university leaders such as the provost and divisional vice presidents. The Student Success Council (SSC) reports to the SEMC and is comprised of AVP and director level employees. The SSC and its workgroups continually report on student outcomes, contributory impediments to success, and corresponding strategies to support students and their success.

The SSC's work has led to numerous interventions that are aimed at eliminating equity gaps. These efforts are targeted responses to the identification of critical need areas. For example, during the spring 2023 semester, TU enhanced our early intervention efforts by requesting academic progress reports for students who are statistically less likely to remain enrolled. TU also leveraged grant funding to enhance the Tutoring and Learning Center's ability to offer supplemental instruction for courses that serve as common impediments to student success. Additionally, TU is strategically using an AI chat bot, Nora, to reach out to eligible students who have not yet registered for their next semester of classes. Nora converses with these students to learn about what supports they might need to be successful. The university's staff use these data to connect students with the relevant supports.

In an example of a hyper-targeted approach, aimed at supporting incoming students from Baltimore City, TU partnered with a donor to launch the TU 4 Baltimore City Scholarship and Program Fund (TU4Balt). TU4Balt is an intensive first-year residential experience for students who may otherwise not have the opportunity to pursue their higher education goals. The 23 students moved into their living community before the start of the semester and spent time at an intensive math bootcamp. Students in this program will experience additional support services, including a dedicated academic adviser, who will meet with each student regularly to help with the transition from high school to university life.

2)   **Measuring Equity Gaps:**

- **How has your institution used disaggregated data to identify equity gaps in students' educational opportunities and outcomes?**
- **What stakeholder engagement (students, faculty, staff, etc.) is used to collect and review this data?**
- **Does your institution set goals/benchmarks in regard to the elimination of equity gaps?**
- **If so, what steps does your institution take to ensure accountability in meeting the established goals/benchmarks of equity?**

TU continually monitors equity issues related to students' educational opportunities and success via internal and external reports and analytics dashboards. TU's interactive dashboards empower users to examine student outcomes for single metrics (e.g., gender) and also for exploring intersectional outcomes (e.g., race/ethnicity and socioeconomic status). Analyses of these data sources have informed multiple institutional initiatives aimed at continually improving the accessibility and equity of TU's educational experiences.

One primary initiative is the taskforce that developed TU's inaugural diversity strategic plan, *A More Inclusive TU: Advancing Equity and Diversity (2020–25)*. This plan is firmly grounded in the premise that TU's ongoing success is dependent on our capacity to shift perspectives and approaches and strategically place diversity, equity, and inclusion at the core of our mission. Throughout the plan's development, the taskforce examined institutional data, with a particular focus on diversity and equity, and established institutional benchmarks. These quantitative data were bolstered with qualitative data that the taskforce collected from 278 individuals who participated in focus groups.

TU has identified and published numerous metrics to measure progress towards eliminating equity gaps, as part of the strategic planning process. These metrics include measures of TU's progress in making education inclusive, equitable, and accessible, along with measures of TU's support for students. As part of the university's strategic planning process, these metrics are published on a public facing dashboard, https://www.towson.edu/about/mission/strategic-plan/targets-2030.html, and are updated annually. Divisional vice presidents are responsible for monitoring the metrics and implementing the appropriate actions to achieve the targets.

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MISSION

Towson University fosters intellectual inquiry and critical thinking, preparing graduates who will serve as effective leaders for the public good. Through a foundation in the liberal arts and a commitment to academic excellence, interdisciplinary study, research and public service, Towson University prepares students for careers in high demand today and in the future. TU is recognized as a leader in community engagement, including entrepreneurial efforts that provide collaborative opportunities between the campus and the larger Maryland community. Our graduates leave with the vision, creativity and adaptability to craft solutions that enrich the culture, society, economy and environment of the state, the region and beyond.

VISION

Towson University is a national leader in student-centered education, where students will develop the knowledge, skills and dispositions to become ethical leaders in a global society. Our faculty model the highest values of the scholar-educator, with a steadfast devotion to intellectual rigor and the pursuit of innovative scholarly and creative activities. We embrace our role and responsibilities as an anchor institution for the Greater Baltimore region and the state of Maryland.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. **Create and maintain a well-educated work force.**

Obj. 1.1 Maintain the annual number of bachelor's degree recipients at approximately 4,100 or higher through FY 2024.

Obj. 1.2 Increase the number of TU students receiving degrees or certificates in teacher training programs to 550 by FY 2024, from 522 in FY 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 FY 2024, from 993 in FY 2019.

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Total enrollment	22,923	22,709	21,917	20,856	19,793	19,527	19,415
Total degree recipients	5,529	5,558	5,647	5,486	4,958	4,710	4,710
Bachelor's degree recipients	4,619	4,701	4,628	4,529	4,064	3,900	3,900
Number of students in teacher training programs	1,189	1,117	1,190	1,163	1,260	1,050	1,160
Number of students receiving degrees or certificates in teacher training programs	522	509	520	520	500	420	434
Percent of students who completed a degree or certificate in a teacher training program and passed Praxis II	98%	98%	93%	87%	90%	93%	94%
Number of undergraduate students enrolled in STEM programs	3,955	4,015	3,906	3,759	3,674	3,776	3,780
Number of graduate students enrolled in STEM programs	786	730	666	564	540	562	565
Number of students graduating from STEM programs	993	1,057	1,071	977	904	910	900

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Obj. 1.4 Increase the number of degrees awarded in nursing to 292 by FY 2024, from 279 in FY 2019.

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Number of qualified applicants who applied to nursing programs	373	361	429	500	285	277	281
Number accepted into nursing programs	270	262	228	176	151	156	155
Number of undergraduates enrolled in nursing programs	779	796	818	763	649	596	586
Number of graduate students enrolled in nursing programs	19	16	11	4	19	19	17
Number of students graduating from nursing programs	279	316	333	288	233	258	240
Percent of nursing program graduates passing the licensing examination	90%	89%	85%	87%	TBA	89%	89%

Goal 2. Promote economic development.

Obj. 2.1 Increase the median earnings of TU graduates, two years after graduation, from $43,615 in FY 2020 to $47,890 in FY 2024.

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Median wages for TU graduates employed in all 4 quarters of a year, two years after graduation.	N/A	N/A	N/A	$44,054	$46,942	$48,427	$49,675

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 FY 2024, from 43 percent in FY 2019.

Obj. 3.2 Increase and maintain the percent of African-American undergraduate students to 27 percent or above by FY 2024, from 23 percent in FY 2019.

Obj. 3.3 Maintain the ethnic minority undergraduate second-year retention rate at 87 percent or above through FY 2024.

Obj. 3.4 Maintain the African-American undergraduate second-year retention rate at 87 percent or above through FY 2024.

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Percent of minority undergraduate students enrolled	42.7%	45.4%	47.9%	50.8%	53.1%	56.5%	57.5%
Percent of African-American undergraduate students enrolled	22.8%	24.4%	26.2%	28.7%	30.4%	32.7%	33.5%
Second-year retention rate of minority students at TU (or another public university in Maryland)	89.9%	89.3%	90.3%	87.1%	84.6%	86.6%	87.5%
Second-year retention rate of African-American students at TU (or another public university in Maryland)	91.8%	90.7%	90.3%	89.9%	85.6%	86.3%	87.5%

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Obj. 3.5 Maintain the ethnic minority undergraduate graduation rate at 75 percent or above by FY 2024.

Obj. 3.6 Maintain the African-American undergraduate graduation rate at 75 percent or above by FY 2024.

Obj. 3.7 Maintain the number of enrolled first-generation undergraduate students at 3,200 or above by FY 2024, compared with 3,344 in FY 2019.

Obj. 3.8 Increase the number of enrolled low-income undergraduate students to 3,700 or above by FY 2024, from 3,681 in FY 2019.

Obj. 3.9 Increase the number of incoming undergraduate veterans and service members to 76 by FY 2024, from 66 in FY 2019.

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Six-year graduation rate of minority students from TU (or another public university in Maryland)	77.8%	75.4%	75.7%	75.2%	72.9%	72.0%	73.0%
Six-year graduation rate of African-American students from TU (or another public university in Maryland)	79.4%	74.9%	78.2%	77.9%	71.9%	72.0%	73.0%
First-generation undergraduate students enrolled	3,344	3,173	3,010	2,843	2,682	2,621	2,630
Six-year graduation rate from TU of first-generation students	70.1%	66.7%	70.4%	69.4%	67.2%	59.0%	64.0%
Low-income undergraduate students enrolled	3,681	3,677	3,534	3,506	3,314	3,651	3,660
Six-year graduation rate from TU of low-income students	67.4%	64.6%	69.8%	66.5%	70.0%	62.5%	64.0%
Number of incoming undergraduate veterans and service members	66	72	60	69	44	31	35
Second-year retention rate at TU of veterans and service members	75.8%	70.8%	56.7%	59.4%	65.9%	70.0%	70.0%

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 FY 2024.

Obj. 4.2 Maintain the six-year graduation rate of TU undergraduates at 75 percent or above through FY 2024.

Obj. 4.3 Maintain/increase the level of student satisfaction with education received for employment at or above 90 percent through FY 2024, from 87 percent in FY 2022.

Obj. 4.4 Maintain the level of student satisfaction with education received for graduate/professional school at or above 90 percent through FY 2024, from 89 percent in FY 2022.

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Second-year retention rate of students at TU (or another public university in Maryland)	86.8%	87.7%	87.3%	86.4%	83.4%	85.3%	87.0%
Six-year graduation rate of students from TU (or another public university in Maryland)	77.2%	75.0%	77.3%	76.6%	74.4%	72.0%	73.0%
Percent of employed graduates satisfied with education received for employment (annual survey of graduating seniors)	N/A	N/A	86.9%	87.9%	94.4%	90.0%	90.0%
Percent of students satisfied with education received for graduate/professional school (annual survey of graduating seniors)	N/A	N/A	88.2%	86.5%	94.5%	90.0%	90.0%

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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 FY 2024, from 2 percent in FY 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 FY 2024, from 1,830 in FY 2019.

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Percent of replacement cost expended on facility renewal and renovation	2.18%	1.71%	3.10%	1.05%	1.43%	3.10%	3.76%
Full-time equivalent students enrolled in distance education and off-campus courses	1,830	2,105	18,109	2,821	2,759	2,641	2,700

UNIVERSITY OF BALTIMORE
Managing for Results
Academic Year 2023-24

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 the above mission and six strategic priorities below.
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 *2022 State Plan for Postsecondary Education: Student Success with Less Debt*, the 2022 Plan for Postsecondary Education, and the goals listed below. Specifically, Goals 2, 4, and 5 of Ubalt's Strategic Plan align with the Maryland State Plan. The University of Baltimore assesses 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., high school 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,

State Plan	UBALT Strategic Plan (SP) – Initiatives Aligned with State Plan
	early college admittance, dual high school enrollment and military credit; create a campus-wide structure and institute policies and procedures for awarding Prior Learning credit. **Goal 2:** Develop a strong and proactive approach to academic advising that focuses on academic pathways and timely student completion. **Goal 2:** Develop a University-wide initiative to assist students in making prudent financial decisions.
Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success.	**Goal 2:** Strengthen excellence in teaching and learning. **Goal 2:** Grow student participation in high-impact practices. **Goal 4:** Reorganize academic structures to better support academic excellence and student success. **Goal 5:** Expand Research, Scholarship, and Creative Activity (RSCA) partnerships and sponsored research with industry, government and community organizations, and other academic institutions.

Guided by our strategic plan and aligned with university and college retention plans, we carefully track retention, graduation, attrition, and student success rates. We use data to guide our initiatives and direct and indirect measures to chart our progress. And we implement best practices and enhance existing services based on student feedback. Over the past several years, UBalt has implemented many new initiatives, e.g., Embedded Peer-Support Programs, Enhanced Mental Health and Wellness Resources, while enhancing others in order to strengthen our focus on student success and the student experience. Additionally, the University engaged in the important work set out in the Board of Regents USM/Ubalt Task Force Report. In particular, the Student Experience Workgroup carefully reviewed the student experience at the University and made several suggestions to senior executive leadership that would positively impact recruitment, student success, retention, and degree completion. These suggestions and recommendations remain under primary consideration in the development of interceptive programs.

Performance Accountability Metrics Supporting Access, Success, Innovation, Financial Resources, and Institutional Capabilities

- FTFT (first-time full-time students) retention is 60%.
- FTFT (first-time full-time students) retention for African American students is 48%.
- The six-year graduation rate for undergraduate students is 33%.
- The six-year graduation rate for African American students is 35%.
- Law graduates who pass the bar exam on first attempt remains stable at 61%.
- Percentage of African American undergraduates has increased to 49%.
- Percentage of economically disadvantaged students enrolled continues to increase. Current gain is from 74% to 76%.

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: 60%-87%, but this difference is partially due to the

fluctuation of the small numbers of first-time freshmen. The pandemic has posed multiple challenges for our diverse student population and the institution continues to monitor student needs and preferences and implement changes based on this information. In particular, many students that have expressed strong preference for in-person classes have now shifted to an online preference.

The percentage of economically disadvantaged student continues to rise, and now exceeds ¾ of the undergraduate students (76%). Financial assistance and need remain the top issue for our student population. Ubalt continues to assess its need-based financial aid strategy to support recruitment and retention. We leverage the Bob Parsons Scholarship Fund for Pell Grant eligible transfer 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. Importantly, Ubalt has an extensive incarcerated student program (2nd Chance Pell) that is 41% as large as the regular freshmen class. Merit scholarships are incremental to need-based aid.

Prompts from the Commission

The Commission requested that institutions respond to two prompts. The prompts and responses are below.

1. **Identifying Long-term Equity Gaps:**

   a. What are the largest long-term equity gaps that exist in student access, success, and innovation in your institution?

The primary measure of our student equity gap is the *graduation rate* difference between African American students and all students[1]. The University recognizes that significant differences exist as evidenced by entering student demographics, including differing rates of Pell grant percipiency and college preparatory curricula. The University has been engaged in continuing efforts to narrow these gaps, and notable progress has been achieved in the most recent year. The University has done so by targeting programs specifically for change in the delivery of instruction coupled with identifying and meeting the academic needs of the student body. Graduation rates for African American students has nearly returned to pre-pandemic levels. This is not yet the case for all students, as these graduation rates remain at levels incurred during the pandemic. This has resulted in the graduation for African Americans (35%) exceeding that of all students (33%).

We expect, however, the graduation rates of all students to begin to return to pre-pandemic levels in the forthcoming year, and that a marginal gap of approximately 2 to 4 percentage points is

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[1] The comparison of group of African American students and all students follows the guidance provided by the University System of Maryland.

possible, but such small margins cannot be forecasted, and higher performance by the African-American student group remains a distinct possibility.

b. How are these equity gaps uncovered/discovered/identified at your institution and how are they shared with your community?

The University monitors via data reports and dashboards the equity gaps in regard to retention, DFW/CFW rates, academic probation, attrition, and graduation rates. These are disaggregated by time status, admission type, race, sex, Pell Status, Subsidized Stafford Loans, as well as by academic major. These are part of the University's regular reporting or specific, targeted analysis. In particular, the tracing of DFW/CFW grades is of primary importance for intervention, as many of these other metrics are backward looking. The DFW rates allow early identification of student academic difficulties and provide opportunity for forward-looking intervention. This may involve curriculum redesign or targeted resources to a particular curriculum of instruction. The distribution of the reports includes the academic deans, student success leadership, and the members of the Office of the Provost. This allows broad sharing and discussion across the academic disciplines. This is applicable at both the undergraduate and graduate level, and proceeds from the academic deans through the level of the individual program directors and faculty.

c. *What interventions have been implemented to eliminate these gaps?*

UBalt continues to use direct and indirect measures, including student feedback, to develop and enhance initiatives focused on student success. UBalt continuously assesses the impact of the pandemic as well as course and service modality. UBalt has operated in a hybrid fashion over the past year and continues to do so. Some initiatives and examples are below.

1. **Expanded Embedded Peer-Support Programs:** An additional $40K funding from the Department of Education PBI program has supported an increase in embedded tutoring services, UBalt's context-appropriate supplemental-instruction model of tutoring for traditionally challenging courses. Embedded programs include:
   a. Embedded tutoring with regular review sessions in quantitative courses including accounting, psychology research methods, and operations research
   b. Coaching in the First-Year Seminar
   c. Writing Fellows in writing-intensive courses.

2. **Enhanced Mental Health and Wellness Resources:** Our Student Assistance Program (SAP) is designed to provide students with an easily accessible, safe and confidential means to assist with issues that may interfere with school, work or family responsibilities 24/7 365 days a year. UBalt's Clinical Case Manager provides on-campus threat monitoring, assessment and response when needed and serves as the on-campus triage resource. Due to an increase in referrals and usage, in spring of 2023 the University approved an additional full-time Case Manager for Student Health position who focuses on supporting case management services as well as developing a more robust set of health-related programming and initiatives. The institution continued with its implementation of Mental Health First Aid. During AY22-23.the Office of Student Support partnered with the Office of Human Resources and the Center for Excellence in

Learning, Teaching and Technology to offer up to 60 staff and faculty the training annually in addition to the student focused trainings that had already been implemented.

3. **Expanded Mandatory Milestone Advising Initiative to Graduate Students:** This initiative requires students to see an advisor at distinct and critical times in their academic careers (45, 60, and 90 credits). Specific advising syllabi are used at each touch point and include topics such as academic progression, support services, career and internship opportunities, financial aid and graduate school preparation. In fall 2022, this initiative expanded from all undergraduates to include graduate students in specific programs.

4. **Expanded Use of Open Educational Resources (OER):** In 2023, The University received a $10,000 Hewlett Foundation grant through The Driving OER Sustainability for Student Success (DOERS3) Collaborative that focuses on supporting student success by promoting free, and customizable OER. The grant focuses on implementing OER to achieve equity and student success. Additionally, the university continues to utilize funds provided by the Predominately Black Institution (PBI) grant to decrease textbook costs for students by increasing the number of courses with free or low-cost text options.

5. **Continued to Implement the Grant for Primarily Black Institutions (PBI) and Student Success:** Secured $250,000 per year for five years to support undergraduate student success. Two positions were hired: one to recruit students and another to support them once on campus. In addition, grant dollars are also funding Open Educational Resources (OER), embedded tutors, and software to support students learning in the field of accounting. Implemented a series of transfer student success seminars and student gatherings to create a sense of belonging at the University.

6. **Enhanced Credit for Prior Learning Processes**: A course was developed to allow students to build a portfolio of work products and documented experiences to be reviewed by faculty to earn credit with the goal being to shorten the degree completion time (course proposal to be submitted in fall 2023 but groundwork completed last academic year).

7. **Planned Expansion of Salesforce Advisor Link (SAL) and 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 advising appointments, review and handle academic to-do items, and learn more about their Student Success Team. This is UBalt's primary student communication platform and system of engagement. Planning for other offices to be incorporated into the platform to improve engagement and communication has begun. Records, Bursar, Financial Aid, and Career and Internship Offices will be incorporated into the platform in AY23-24.

8. **Developed Additional Student Online Learning Preparedness Resources:** UBalt Ready was launched in August 2023 to replace the pandemic-generated Student Quickstart tool. UBalt Ready consists of modules including student preparedness for all modes of learning, information focused on first-gen student success such as Growth

Mindset and the 'hidden curriculum,' educational technology and campus resources, and engagement and belonging modules to integrate freshmen and transfer populations to UBalt campus culture.

9. **Engaged a Task Force to Assess Challenging Courses**: A new taskforce convened in 2023 with renewed focus on developing multi-year data analysis of D/F/W (C/F/W for grad courses). Longitudinal data pre- and post-pandemic with a focus on modality provides insight into changes in previously established patterns with grade distribution and what constitutes a challenging course. Task force goals include identifying appropriate interventions at the course and program level, whether through curriculum redesign, changes to pedagogy, faculty development, or increased academic support.

10. **Enhanced Curriculum Support in Challenging Topics**: Academic support units developed instructional offerings to address changes in course requirements. As several programs have adopted Python programming language requirements in courses, students have struggled to master this new material which has not traditionally been part of academic support. Workshop development and updating for Python, Excel stats, statistics (Lumen), SPSS, and other quantitative tools/platforms are all part of an ongoing effort to increase student success by monitoring student workload requirements, particularly in quantitative courses which introduce regularly new learning platforms.

11. **Enhanced Messaging Regarding the Basic Needs Virtual Resource Center:** The focus of the Basic Needs Virtual Resource Center is to provide students a one-stop virtual support for basic and emergency needs. Important resources such as the Campus Pantry, Career Closet, Student Emergency Assistance Fund, and the Student Assistance Program are featured. Additionally, a Basic Needs Advisory Council has been established to ensure greater communication and research sharing amongst the individual offices that play a role in supporting students basic needs. Amongst the topics currently being discussed by this group are cross training and a more streamlined intake process to better connect students with the web of resources available to them.

12. **Enhanced Opportunities for Students to Engage in Paid Internships:** New and/or enhanced programs provided by the Schaefer Center for Public Policy, the University's Career and Internship Center, and individual Schools/Colleges afforded more students the opportunity to engage in paid internships. These programs are expected to grow over the next year.

<center>*   *   *</center>

1. <u>**Measuring Equity Gaps:**</u>

   a. *How has your institution used disaggregated data to identify equity gaps in students' educational opportunities and outcomes?*

Following the identification of possible equity gaps as in Question 1 above, this information is used to drill down to individual student outcomes. This involves review of the original admission

record—of strength and weakness in college preparation. If a student has not returned to the University, submission of student record is made to the National Student Clearing House for identification of possible transfer to another higher education institution. Follow-up also occurs to see if the student was academically successful and graduated from the transfer institution. An examination of the student's coursework follows. How did the student's grades compare to the other grades in the class, were there Early Alerts submitted and addressed, and were these students on the radar of the CARE Team (students of concern)? Individual advising discussions that focus on interventions and connections to resources occur. In particular, the University looks to see the extent to which academic or financial holds may be addressed. The University regularly monitors each term for courses in which students are having exceptional difficulty and advises for remediation. Moreover, the student's record can be disaggregated down to the level of high school preparation, success or failure in specific academic disciplines, and use or non-use of academic resources.

b. What stakeholder engagement (students, faculty, staff, etc.) is used to collect and review this data?

The primary stakeholders are the faculty, the program directors, the assistant & associate deans, the College Dean, and the Office of the Provost. These are integrally related to the work in the Division of Student Success and Support Services which has primary responsibility in the provision of services as well as the Office of Institutional Research which provides analytical support. Moreover, the University utilized a retention and graduation dashboard to facilitate the availability of retention and graduation data. The Office of Provost provides the overarching review and direction on the engagement and intervention efforts.

c. Does your institution set goals/benchmarks in regard to the elimination of equity gaps?

The University's goal is to eliminate the equity gaps. As overviewed in question 1, this must be an integral and progressive goal. This is reflected in the University goals and objectives as provided in the MFR data templates. As highlighted above, the University has been successful in obtaining equitable outcomes in student graduation; however, this must be kept in context of working to raise both the African-American and the all student groups to higher benchmark levels. In this regard, we benchmark against USM institutions as well our competitor peer Instituions.

d. If so, what steps does your institution take to ensure accountability in meeting the established goals/benchmarks of equity?

Accountability in meeting the established goals/benchmarks of equity is an integral part of the academic and administrative performance review process. Individual staff members are to address performance on meeting goals, explicate the current status, make recommendations for changes in program to enhance obtainment of goals. More integrally, the university's staff members work to promote and make requirements on partner staff in the advancement of goals. Co-accountability is integral to making progress. Efforts cannot be made at cross-purposes, and increasing student success is a University-wide responsibility.

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 2025, 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 By 2025, increase to 70 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 75 percent or greater by 2025.

Obj. 1.4 Increase the second-year retention rate of all students to 72 percent and African-American students to 67 percent or greater by 2025.

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 2025.

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
[1] Percentage of graduates employed one year after graduation (triennial survey)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
[2] UB law graduates who pass the Bar exam on first attempt	65.8%	73.2%	73.6%	69.6%	60.9%	67.0%	70.0%
Students earning credits outside of traditional classroom	62.8%	100.0%	58.9%	74.4%	72.0%	72.0%	72.0%
Second-year retention rate at UB (or another public university in Maryland): All students	76.6%	86.8%	77.5%	67.7%	60.0%	65.0%	72.0%
Second-year retention rate at UB (or another public university in Maryland): African-American students	76.9%	85.0%	80.0%	57.7%	48.0%	62.0%	67.0%
[1] Student satisfaction with education received for employment (triennial survey)	N/A	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)	N/A	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	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Six-year graduation rate from UB (or another public university in Maryland): All students	37.2%	41.1%	33.6%	38.0%	33.3%	40.0%	42.0%
Six-year graduation rate from UB (or another public university in Maryland): African-American students	38.8%	39.9%	25.9%	26.7%	34.6%	36.0%	40.0%

Goal 2. The University of Baltimore will increase student enrollment in response to State and regional demand.

Obj. 2.1 By fiscal year 2025, maintain the current percentage of minority-student graduates to 55%-60% of total graduates. Maintain the percentage of African-American undergraduates at approximately 50 percent, and maintain the percentage of economically disadvantaged students at 75 percent or greater.

Obj. 2.2 Through 2025, maintain the percentage of UB STEM (science, technology, engineering, mathematics) graduates employed in Maryland at 90 percent or greater.

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Percentage of minority students, including African Americans, who graduate from UB	49%	52%	54%	56%	56%	58%	60%
Percentage of African-American undergraduates	46.8%	46.8%	46.7%	47.8%	49.1%	50.0%	50.0%
Percentage of economically disadvantaged students	73.9%	71.1%	70.2%	74.2%	76.3%	75.0%	75.0%
[1] Percentage of STEM graduates employed in Maryland (triennial survey)	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Goal 3. The University of Baltimore meets community, business, government, and not-for-profit needs in the Baltimore metropolitan area and Maryland.

Obj. 3.1 Increase UB's entrepreneurial revenues to 7 percent a year or greater over 2022 levels through 2025 and maintain the percentage of research dollars coming from federal sources to no less than 30 percent or greater by 2025.

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Entrepreneurial revenues per year	$255,362	$105,483	$7,870	$7,155	$27,045	$7,497	$7,698
Number of federal awards	7	6	7	7	6	6	6
Percentage of research dollars from federal sources	56.0%	60.0%	54.0%	53.0%	42.4%	30.0%	30.0%

NOTES

[1] The triennial survey is no longer in use.

[2] 2022 data is estimated because it is reported on a calendar year basis.

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 and possible future pandemics. 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 2023 was 6,753, a decrease of 178 or 2.6% compared to the previous year's 6,931. Compared to the previous fall, increased enrollments occurred in undergraduate Nursing, the master's program in Diversity, Equity and Inclusion Leadership, and doctoral programs in pharmacy. Decreases occurred in master's programs in Medical Cannabis Science and Therapeutics, Cybersecurity Law, and Homeland Security and Crisis Management Law. Enrollments also decreased in the Master of Social Work program, and professional doctoral programs in Nursing Practice and Pharmacy.

Graduate and professional students account for 85% of campus enrollment. The enrollment of African – American students is 20% of the student body. There were 8,042 employees in fall 2022 of whom 798 were graduate assistants and post-doctoral fellows. Compared to the previous year, the number of faculty and staff increased 2.4%.

Revenues: Total campus revenues increased from $375.8 million in fiscal year 1997 to $1,494.9 million in fiscal year 2024, an average of 5.2% per year. The average annual increase in State general funds and Higher Education Investment Funds (HEIF) over the same period was only 4.3%. As a result, these state appropriations represent 23% of overall revenues for fiscal year 2024. Based on the fiscal year 2023 appropriation, UMB was funded at approximately 77% of its funding guidelines, below the public higher institution average of 83%.

In most programs, resident tuition and fees increased 2% or less for fiscal year 2024, and overall tuition and fee revenues constitute only 11% of the total budget. Contract, grant and clinical revenues account for 44% 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 was unchanged for 2023. Growth in the production of undergraduate nursing and professional master's programs was offset by a decline in the production of professional practice 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, professional pharmacy master's, social work, and dental hygiene 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. As of fiscal year 2023, these combined expenditures of 1,228 million exceed the fiscal year 2024 objective.

Objective 1.3 – Through fiscal year 2024 produce and protect intellectual property, retain copyright, and transfer university technologies at a level appropriate to mission by increasing cumulative active licenses / options, disclosures received, and new patent applications filed above 2019 levels. State Plan Strategies 8, 10

The performance indicators supporting this objective are taken from UMB's responses to the annual licensing survey conducted by the Association of University Technology Managers. The number of cumulative active licenses and options issued, disclosures received and new patent applications filed for fiscal year 2023 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. A new annual report has not been released as of September 2023. At 12, the number of UMB faculty with National Academy memberships or nationally recognized awards reported for 2022 was 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.

Objective 2.1 – Through fiscal year 2024 maintain a minimum 90 percent graduation rate within 150 percent of time to degree for each principal professional program. State Plan Strategies 4, 5, 6

The success rate of students enrolled in the principal professional programs at UMB is uniformly high, although the day law, pharmacy, and social work programs reported rates below 90% for 2023.

Objective 2.2 – Through fiscal year 2024 maintain a first-time licensure exam pass rate for each principal professional program of at least 95 percent. State Plan Strategy 7

The licensure exam pass rate for first time test takers ranges between 79% and 100% for 2023. Graduates across five programs achieved an improvement in the pass rate for their respective licensing exams.

Objective 2.3 – Through fiscal year 2024 maintain an average debt of graduating students not exceeding the 2019 level. State Plan Strategies 2, 3

The continued lack of State funded grant and scholarship assistance continues to force many graduate and professional students to finance a significant share of their cost of education. UMB continues to be committed to increasing funding for institutional grants and scholarships at a rate no less than the increase in tuition. Three programs reported lower average graduating student debt for 2023 compared to the previous year.

Tuition affordability is very much a concern at the University. UMB doesn't benefit from enrollment initiatives that provide state support in lieu of tuition increases for undergraduate in-state students. Graduate and professional students comprise a considerable share of enrollment, so UMB receives negligible tuition replacement funds.

Objective 2.4 – Through fiscal year 2024 increase the enrollment of students educated entirely online compared to 2019 levels. State Plan Strategy 9

UMB has been rapidly expanding the number of degree and certificate programs delivered entirely online as well as the number of courses delivered online for traditional programs, resulting in continued increases in this indicator. In 2020 almost 24 percent of students were educated entirely online during the fall semester based on documented instructional modality. Online instruction remained high in 2021 due to a continued reliance on temporary arrangements necessitated by the COVID-19 pandemic but returned to pre-pandemic levels for 2022. Data for 2023 is not yet available.

Objective 2.5 – Through fiscal year 2024 maintain high rates of graduate employment and educational satisfaction compared to 2019. State Plan Strategies 7, 8

UMB has conducted a survey of recent graduates from its three undergraduate programs every three years as initiated by the Maryland Higher Education Commission. Survey results for 2023

indicated a higher employment rate (100%) and a lower satisfaction level with education (68%) compared to 2020. The survey will next be conducted in 2026.

Goal 3 – Position UMB as the model for meaningful collaboration in education and research in healthcare and human services with other institutions in the USM and the state.

Objective 3.1 – Through fiscal year 2024 increase enrollments in joint professional programs and programs at regional education centers compared to 2019 levels. State Plan Strategies 4, 6

The University of Maryland, Baltimore has substantially increased enrollment at The Universities at Shady Grove, averaging close to 1,000 students in the fall semester since 2020. 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. Enrollments in undergraduate and doctoral nursing programs remain strong, reaching 475 headcount for fall 2023.

Goal 4 – Leverage UMB's standing as a Baltimore City anchor institution to provide its surrounding communities with meaningful and sustainable educational, employment, and economic opportunities that serve as a catalyst for individual and community empowerment.

Objective 4.1 – Through fiscal year 2024, increase the Days of Service for UMB employees through UMB Supports Maryland Unites compared to the level reported for 2019. State Plan Strategy 8

In July 2015 the University System of Maryland Chancellor affirmed the system's participation in Governor Larry Hogan's Maryland Unites: Day of Service campaign. The campaign allows USM employees to use four hours of paid leave to contribute their service to a non-profit organization of their choice. UMB 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 available for this initiative.

Objective 4.2 – Through fiscal year 2024, increase the number of days that faculty spend in public service with Maryland's governments, businesses, schools, and communities compared to the level reported for 2019. State Plan Strategies 8, 9, 10

A core cadre of UMB faculty has and will continue to pursue public service as its primary mission. Reported days in public service has been maintained at 10.2 per faculty member for fiscal year 2023 after averaging 9.4 days per faculty member from 2019 to 2021.

Goal 5 – Continue to develop a culture of giving at UMB that supports the strategic needs of the university and its schools.

Objective 5.1 – By fiscal year 2024 attain annual campaign goal of $88.5 million a year. State Plan Strategy 10

Objective 5.2 – By fiscal year 2024 increase or maintain combined university endowments from all sources at a level at least equal to the 2019 level. State Plan Strategy 10

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, $95.7 million was raised in fiscal year 2021, increasing to $103.3 million for fiscal year 2022. Fundraising totals attained for fiscal year 2023 are substantially less, but still exceed 2019 levels.

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. Fiscal year 2022 endowments increased another 5.2% to $613.6 million but contracted by 1% for fiscal year 2023. Through these times, UMB's endowments have 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 2022. 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. Expenditures per student increased 6% for fiscal year 2022 compared to the previous year but are essentially unchanged for fiscal year 2023.

ADDITIONAL QUESTIONS:

Identifying Long-term Equity Gaps: What are the largest long-term equity gaps that exist in student access, success, and innovation in your institution? At UMB, long–term equity gaps may include matriculation vs. admission; higher level (i.e., PhD vs. Masters) degree programs; participation in mentoring or career development; time to graduation & graduation rates; and post-graduation job placement. Equity gaps may also include student experience of climate. Of these, central university administration tracks graduation rates and climate, while schools and programs track other gaps. Equity gaps may include access and success of students who are BIPOC, Pell-grant eligible, 1st generation, international, and disabled. The School of Dentistry notes their gender equity gap has resolved over the past decade. The School of Social Work notes tuition impacts equity gaps.

How are these equity gaps uncovered/discovered/identified at your institution and how are they shared with your community? The Office of Institutional Effectiveness, Strategic Planning, and Assessment (OIESPA) provides student success data: enrollment, persistence, and pass rates, which are shared with Deans and VPs. Undergraduate graduation rates by racialized group are available on the OIESPA website; rates for graduate students, the bulk of UMB students, are available by school upon request. This data reveals gaps in 4-year graduation rates between those federally defined as "Underrepresented Minorities" or URM (Black/African American, Latine/Hispanic, and American Indian/Alaska Native) and those defined as "Non-Underrepresented Minorities" or Non-URM (White, Asian/Asian American, International, Unknown, and Two or More Races). Graduation rates at 6-year and 8-year marks also reveal equity gaps.

4-Year Graduation Equity Gaps

School	URM	Non-URM	Difference
Social Work	71.18%	76.69%	5.51%
Pharmacy	86.91%	89.93%	3.01%
Nursing	57.46%	79.48%	22.01%
Medicine	75.17%	84.48%	9.30%
Law	82.71%	84.43%	1.72%
Dentistry	93.75%	92.70%	-1.04%
Physical Therapy Program	85.29%	90.78%	5.49%.

Student experience equity gaps were revealed in past student experience surveys, shared with the Deans, the school DEI leads, VPs, and non-academic unit DEI leads. The Graduate School shares information with administration leadership and Graduate Student Association leaders. The School of Nursing Office of EDI hosts monthly EDI Council meetings and reviews NCLEX and other data with academic leaders. Equitable PharmD student success has been identified as priority for the School of Pharmacy Equity, Diversity, and Inclusion (EDI) Strategic Plan for

2023 - 2026. School of Medicine holistic admissions practices were published in a journal by SOM's Associate and Assistant Deans of Admissions.

What interventions have been implemented to eliminate these gaps? Equity gaps in student experiences at UMB overall have been addressed by establishing an Intercultural Center, gender-inclusive bathroom signs, best practices for faculty & staff to display pronouns in email signatures, a free student pantry, and student support websites (trans/nonbinary resources, student veteran resources, student parent and caregiver resources, DACA and undocumented student resources). Several schools have addressed DEI through curricular redesign. The School of Social Work has implemented tuition equalization. The School of Nursing has implemented a Pathways to Nursing orientation, an increase in donor/merit scholarships and emergency funds, and faculty development supporting EDI. The School of Dentistry Admissions Committee receives training on implicit bias and holistic review of applicants. In the School of Medicine, equity gaps in admissions have been addressed resulting in an increase from 13% URM applicants in 2019 to 24% URM applicants matriculating in 2020. A study concludes this "admissions selection process driven by our institution's core values of diversity and inclusion did not require any adjustment in our standards and expectations of academic excellence" (Robinett, et al, p. 5).

Measuring Equity Gaps: How has your institution used disaggregated data to identify equity gaps in students' educational opportunities and outcomes? Overall, disaggregated data is not currently used to identify equity gaps.

What stakeholder engagement (students, faculty, staff, etc.) is used to collect and review this data? Most UMB schools use a combination of listening sessions, town halls, and surveys to collect data. The review of data (including through the OEDI or other data dashboards) is conducted by school DEI leads and their offices, in collaboration with school leadership, including school deans. In the School of Nursing, student input is sought through surveys, town halls, and listening sessions, while review and discussion is held primarily at leadership level.

Does your institution set goals/benchmarks in regard to the elimination of equity gaps? If so, what steps does your institution take to ensure accountability in meeting the established goals/benchmarks of equity? At the UMB-wide level, goals are being set through the campus-wide diversity strategic planning process, which involves the Deans and VPs as accountability leaders. UMB's inaugural diversity strategic plan establishes goals related to building capacity in EDI and increasing representation. Importantly, President Jarrell includes in his presidential priorities a "Commitment to Working for Equity and Justice," and also frequently issues messages in support of specific communities celebrating identity or heritage or responding to challenging circumstances. Benchmarks are still being developed in some UMB schools, while others are already engaging in benchmarking. The SOD has the overall goal of ensuring the diversity of the study body reflects that of Maryland. The Graduate School is exploring the following metrics for their data dashboard: capacity, headcount, retention, academic advising, degree candidacy, and student satisfaction.

Reference

Robinett K, Kareem R, Reavis K, Quezada S. A multi-pronged, antiracist approach to optimize equity in medical school admissions. Med Educ. 2021;00:1–7. https://doi.org/10.1111/medu.14589

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	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Graduates: Undergraduate Nursing (BSN)	411	396	389	392	408	431	442
Professional Practice Doctorate: Dentistry (DDS)	130	132	125	134	125	127	129
Law (JD)	192	189	202	209	197	238	200
Medicine (MD)	163	166	151	149	140	151	140
Nursing (DNP)	125	108	133	141	141	125	128
Pharmacy (PharmD)	154	155	135	118	104	94	89
Physical Therapy (DPT)	61	61	66	65	66	69	70
Prof. Practice Doctorate Total	825	811	812	816	773	804	756
Professional Masters (MS)	137	162	338	393	419	443	402
Total R&D Expenditures, as reported by NSF (millions)	$1,016	$1,097	$1,103	$1,142	$1,228	$1,265	$1,325
Grant/contract awards (millions)	$663	$686	$689	$654	$659	$0	$0
Cumulative number of active licenses or options	232	228	251	244	198	202	207
Disclosures received	135	158	127	126	87	130	150
New patent applications filed	78	86	62	60	57	70	70
Number of nationally recognized memberships and awards	11	13	12	12	0	0	0

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	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Graduation Rate within six years from University of Maryland, Baltimore (or another public university in Maryland)							
Dentistry (DDS)	97.7%	97.7%	99.2%	98.5%	96.9%	96.9%	96.9%
Law Day (JD)	86.9%	92.0%	88.6%	88.4%	87.4%	87.4%	87.4%
Medicine (MD)	95.1%	91.1%	95.0%	95.7%	92.5%	92.5%	92.5%
Nursing (BSN)	95.8%	97.0%	96.4%	94.0%	92.0%	92.0%	92.0%
Pharmacy (PharmD)	94.4%	96.2%	96.8%	93.2%	88.2%	88.2%	88.2%
Physical Therapy (DPT)	100.0%	100.0%	95.1%	92.3%	95.6%	95.6%	95.6%
Social Work (MSW)	92.2%	94.5%	90.1%	87.0%	86.5%	86.5%	86.5%
First Time Exam Pass Rate							
Dentistry (ADEX) [1]	99.0%	99.0%	96.0%	99.0%	100.0%	100.0%	100.0%
Law (Maryland Bar) [1]	77.0%	80.0%	86.0%	84.0%	86.0%	86.0%	86.0%
Medicine (USMLE Step 2 CK)	99.0%	98.0%	100.0%	99.0%	100.0%	100.0%	100.0%
Nursing BSN (NCLEX)	89.0%	87.0%	87.0%	87.0%	79.0%	79.0%	79.0%
Pharmacy (NAPLEX) [1]	87.0%	87.0%	91.0%	87.0%	89.0%	89.0%	89.0%
Physical Therapy (NPTE) [1]	87.0%	85.0%	85.0%	89.0%	92.0%	92.0%	92.0%
Social Work (LGSW) [1]	90.0%	85.0%	82.0%	82.0%	82.0%	82.0%	82.0%
Professional Student Average Debt							
Dentistry (DDS) [1]	$245,633	$256,074	$293,570	$305,358	$294,763	$294,763	$294,763
Law Day and Evening (JD) [1]	$111,417	$123,144	$127,584	$121,680	$123,730	$123,730	$123,730
Medicine (MD) [1]	$186,838	$181,746	$167,048	$184,683	$177,286	$177,286	$177,286
Nursing (MS,CNL,DNP) [1]	$95,184	$92,412	$83,293	$104,882	$106,808	$106,808	$106,808
Pharmacy (PharmD) [1]	$159,183	$101,967	$163,717	$165,745	$168,683	$168,683	$168,683
Physical Therapy (DPT) [1]	$109,558	$139,037	$131,759	$110,385	$108,961	$108,961	$108,961
Social Work (MSW) [1]	$65,749	$39,031	$62,479	$58,655	$59,782	$59,782	$59,782

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	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Headcount enrollment of students educated entirely online	1,288	1,686	1,708	1,302	-	-	-
Employment rate of undergraduates	N/A	95%	N/A	N/A	1.00	N/A	N/A
Graduates' satisfaction with education (Nursing)	N/A	88%	N/A	N/A	0.68	N/A	N/A

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	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Enrollment – Fall Headcount							
Joint Professional Masters							
MS in Law (with UMCP)	28	15	13	15	15	25	25
Universities at Shady Grove							
Nursing	357	356	435	407	475	451	451
Social Work	155	171	179	156	174	150	150
Pharmacy	64	28	1	-	1	0	0
Other Programs	######	403	489	435	278	356	310
Total Shady Grove	728	958	1,104	998	928	957	911
Laurel College Center	-	0	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	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Number of days in public service per full-time faculty member	9.4	9.5	9.0	10.2	10.2	10.2	10.2

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	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Campaign giving, annual (millions)	$76.8	$79.3	$95.7	$103.3	$80.7	$80.0	$0.0
Endowment, annual (millions)	$448.4	$474.6	$583.1	$613.6	$607.5	$650.0	$695.6

Goal 6. Position UMB internally and externally as an excellently managed university, utilizing best business practices to achieve greater efficiency and effectiveness and managing its resources for the greatest impact on its mission.

Obj. 6.1 Through fiscal year 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	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Annual cost savings as a percentage of actual budget	1%	1%	1%	2%	0%	0%	0%
Operating Expenditures per Adjusted FTES	$70,433	$77,041	$98,352	$104,221	$104,864	$104,864	$104,864

USM Core Indicators

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Total enrollment (undergraduates)	909	878	898	930	999	980	981
Percent minority of all undergraduates	49%	52%	56%	58%	68%	NA	NA
Percent African-American of all undergraduates	19%	20%	24%	24%	32%	NA	NA
Total bachelor's degree recipients	438	420	415	410	429	446	458
Percent of replacement cost expended in operating and capital facilities renewal and renovation	1%	1%	1%	1%	0%	0%	0%
Applicants to undergraduate nursing programs	772	814	744	890	911	798	800
Qualified applicants to undergraduate nursing programs denied admission	43	49	23	0	42	26	25

NOTES

[1] 2022 data is estimated because it is reported on a calendar year basis.

UNIVERSITY OF MARYLAND BALTIMORE COUNTY (UMBC) MISSION

UMBC is a dynamic public research university integrating teaching, research and service to benefit the citizens of Maryland. As an Honors University, the campus offers academically talented students a strong undergraduate liberal arts foundation that prepares them for graduate and professional study, entry into the workforce, and community service and leadership. UMBC emphasizes science, engineering, information technology, human services and public policy at the graduate level. UMBC contributes to the economic development of the State and the region through entrepreneurial initiatives, workforce training, K-16 partnerships, and technology commercialization in collaboration with public agencies and the corporate community. UMBC is dedicated to cultural and ethnic diversity, social responsibility and lifelong learning.

INSTITUTIONAL ASSESSMENT

As we enter fall 2023, UMBC is poised to begin both our strategic planning process and our Middle States reaccreditation Self-Study, which will culminate in 2025-2026. President Valerie Sheares Ashby enters her second year at the helm of the institution, with several major leadership changes this year, including a new VP for Student Affairs and the establishment of the Institutional Equity and Diversity Office and the hiring of our first VP & CDO in that area. We continue our search for a new Provost. In the interim, David Dauwalder, PhD, will serve as UMBC's Provost and Senior VP for Academic Affairs. Even with all these changes, 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, state, and world. We are proud that our work is, again, celebrated nationally. The 2024 U.S. News & World Report America's Best Colleges ranks UMBC as #12 in Best Undergraduate Teaching and #15 in Most Innovative for national universities.

Students

Enrollment. Overall enrollment for fall 2023 is 14,148 (10,490 undergraduate and 3,658 graduate), up 1.1% (+8.7% graduate, -1.3% undergraduate) compared to fall 2022. Slower growth compared to the past year at the graduate level is the result of a strategic move to temper enrollment in high demand programs to meet student needs more effectively; the decline at the undergraduate level reflects fewer new student enrollments due to changes in our financial aid strategy for first-year first-time (FYFT) students and a higher caliber applicant pool who were more competitive and price sensitive. At 1,977 (1,961 full-time), our FYFT cohort is a comparatively respectable size. Degree-seeking new transfer numbers also declined; a 5.7% decrease in new transfer students compared to fall 2022 hampers undergraduate enrollment growth, reflecting the decline observed in our sending community colleges' enrollment numbers. Improvements in the continuation rates and large incoming classes in fall 2021 and fall 2022 helped to buffer the effects of the decline in new student enrollments. Graduate enrollment exceeds 3,000 yet again, largely due to the continued enrollment of last year's large influx of international master's students in the College of Engineering & Information Technology (COEIT).

Caliber of Students. UMBC students' academic and co-curricular accomplishments continue to gain national and international recognition. In 2022-2023, UMBC celebrated two Goldwater Scholarship winners; a Gates-Cambridge Scholar; fourteen Fulbright English Teaching Assistants and six Research/Study semi-finalists. The May 2023 *Student Honors and*

Awards Booklet documents these and other significant accomplishments. Farah Helal '24, global studies and biological sciences, began her term as USM student regent (July 2022 - June 2024).

Undergraduate research was celebrated, again, at the spring 2023 Undergraduate Research and Creative Achievement Day, showcasing student research, scholarship, and creative work with over 1,000 attendees. Volume 24 (2023) of the *UMBC Review: Journal of Undergraduate Research* celebrated students' work across the disciplines, as did *Bartleby,* UMBC's creative arts journal with works of fiction, creative non-fiction, poetry and art.

Student Success. Our retention rate of 88.8%[1] falls short of our 2025 goal [**Obj. 5.1 (M502)],** and is likely reflective of our much larger first-year first-time (FYFT) cohort in 2021, as well as the continued impact of the pandemic; our six-year graduation rate of 76.7% exceeds our 2025 goal [**Obj. 5.2 (M504)]**. Internal graduation rates remain relatively stable, with four- and six-year rates of 69.7% and 47.5% for full-time FYFT students starting in fall 2018 and 2016, respectively. Compared to our peers, our relatively narrow program base has hampered efforts to enhance retention and graduation rates. UMBC has focused on academic initiatives designed to expand the number of programs available, particularly in high student interest areas such as STEM education, data science, and cybersecurity.

Other initiatives, expected to impact retention and graduation positively, have been designed to increase student engagement. Academic Engagement and Transition Programs, under the Division of Undergraduate Academic Affairs (UAA), coordinates multiple initiatives including Dawg Days: Jumpstart (summer & winter bridge program), seminars targeting FYFT and transfer students, and 'Introduction to an Honors University' course add-ons. We offer nine different Living Learning Communities focusing on students' common intellectual interests, and the Discovery Scholars LLC for students exploring their academic interests in the first year.

The UAA-managed Academic Success Center (ASC) 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 (a) Tutoring (content tutoring for all first- and second-year courses and writing tutoring for any course), (b) Supplemental Instruction Peer-Assisted Study Sessions (SI PASS) (weekly review sessions for historically difficult courses), and (c) individual academic success meetings to connect students with campus resources. In AY 2022-2023, the ASC logged 11,834 tutoring visits with 2,094 individuals tutored; held SI PASS review sessions for 2,557 individual students for a total of 15,590 student contact hours; had 1,721 students contacted by Academic Advocates (97% of all FYFT students who met with an Academic Advocate persisted to the spring semester); and had over 2,000 students connected with Academic Peer Advocates.

Several initiatives to enhance the student experience and support student success combine technological innovation and best practices. These easy-to-use resources include the Degree Planner, an interactive tool used to create a customized degree plan; the Degree Donut, a personalized visualization that students use to monitor degree progress; and The Guide coaching tool used to facilitate advising and timely registration. The multi-year implementation of the Salesforce CRM platform to support recruitment, admissions, student success, and alumni relations continues to progress.

UMBC values and has many initiatives dedicated specifically to transfer student success. Our *Transfer Central* portal provides detailed information about the transferability of prior coursework and runs scenarios for how prior coursework can be maximized for degree completion at UMBC. This tool improved the admissions team's success engaging prospective transfers during the pre-enrollment process. The Transfer Student Network (TSN) offers monthly

1:1 mentor check-ins, free events and trips, and special student transfer workshops. The ASC case management system includes a full-time Transfer Academic Advocate who works with transfer students. For 2022-23, 91% of all transfer students connecting with an Academic Advocate in the fall persisted into spring 2023. The Transfer Equity Initiative (TEI) engages faculty as transfer advocates through applied learning experiences with prospective transfer students. The TEI cultivates classroom pedagogies that support/engage incoming transfer students, focusing on community college transfers. Finally, as part of the University Innovation Alliance, our Black Student Success Initiative (BSSI) focuses on Black, male, STEM, transfer students (see response to MHEC at end of this document).

The College of Natural and Mathematical Sciences (CNMS) continues its mission to explore, support, and coordinate research and education through a variety of initiatives such as STEM BUILD 2.0 and The Learning Collaboratory (TLC), an academic success center that focuses on building community among unaffiliated CNMS majors, and emphasizes four pillars of success: Science Exploration, Career Readiness, Personal Development, and Diversity in STEM. CNMS also focuses on improving DFW rates in many foundational courses, especially mathematics and statistics.

Diversity. A commitment to intellectual, cultural, and ethnic diversity is one pillar of our UMBC mission. Recognizing our institutional commitment to ethnic diversity, the National Institute of Health (NIH) and National Science Foundation (NSF) awarded UMBC over $15M for programs supporting underrepresented students in STEM—an area in which UMBC is an innovative national model.

As of fall 2023, minorities comprise 63.5% of undergraduates [**Obj. 4.1 (M402)**], reflective of the state of Maryland per the 2020 Census count of 53% non-white, and placing UMBC considerably higher than the average of its peers and other Maryland four-year institutions exclusive of HBCUs. UMBC enrolls 23.8% Asian American, 23.8% African American, 9.3% Latinx, 6.6% Two or More, American Indian, or Native Hawaiian/Pacific Islander, 30.6% White, and another 5.9% International or Unspecified Race/Ethnicity. UMBC meets the target for enrollment of 20% undergraduate African American students in FY 2025 [**Obj. 4.1 (M401)**].

UMBC continues its vigorous efforts to attract and support minority students. The Meyerhoff Scholars Program, now over 1,600 strong, is a national model for increasing diversity among future leaders in science, technology, engineering and related fields. UMBC is the number one producer of African American undergraduates earning doctorates in the natural sciences and engineering. COEIT's Center for Women in Technology (CWIT) is a vital partner in increasing the recruitment and retention of women and other underrepresented groups in technology programs at UMBC. In addition, UAA's Academic Opportunity Programs (AOP) office provides resources and support to students traditionally underrepresented in post-secondary education through programs such as the First Generation Network, the Louis Stokes Alliance for Minority Participation, and TRIO McNair Scholars Program. AOP also oversees UMBC's Upward Bound programs, designed to promote the development and enhancement of high school students' basic skills, by providing academic and cultural enrichment, and the motivation necessary to matriculate at and graduate from college.

The one-year African American student retention rate is slightly higher than the overall population (90.7% vs. 88.8%)[1] [**Obj. 4.2 (M403)** vs. **Obj. 5.1 (M502)**]. And although the African American graduation rate was lower than the overall rate (69.7% vs. 76.7%) for fall 2016 cohorts [**Obj. 4.3 (M404)** and **5.2 (M504**], the internal rate, or percent graduating from

UMBC, was closer (64.0% for African Americans, compared to 69.7% overall), indicating that non-Black students are less likely to graduate elsewhere in Maryland if they leave UMBC. Efforts to improve retention and graduation rates, described in the previous section, are expected to yield benefits for all of our students, including African American students. In addition, work on our Black Student Success Initiative (BSSI), as discussed in our response to MHEC below, continues our mission to understand and improve the experience of our Black undergraduate student population.

At the graduate level, the College of Natural and Mathematical Sciences (CNMS) has received the first installment of $5.6M over five years from the NIH to fund the Graduate Research Training Initiative for Student Enhancement (G-RISE). This program supports graduate students from underrepresented groups in STEM with up to three years of funding and training opportunities to help participants select and prepare for a career in academia, industry, government, entrepreneurship, and beyond.

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. Eleven awardees' innovations in AY 2022-2023 included (a) seed grants such as "Quantum Immersion for Information Systems Undergraduates: An Experiential Learning Approach" and "Course Planning with Machine Learning", (b) adaptation grants, including "Boning Up on Forensic Anthropology: Enhancing Student Learning and DEI Competencies in ANTH 322", and (c) Scholarship of Teaching and Learning grants such as "Development of an Inquiry-Based Bonus Module with Short Video to Enhance Conceptual Learning in Undergraduate Heat Transfer Course". Since fall 2012, the fund has supported over 65 instances of course redesign and novel approaches to teaching and learning and assessment.

Career Services collects student outcomes six months from graduation via the First Destination Survey (FDS) (**see Goal 1, M101-107**). Survey trends show that 65% to 70% of students are employed within six months of graduation. **Measures 106 and 107** indicate the percent of all students (90.5%) and African American students (93.0%) from the class of 2022 employed and/or enrolled or planning to enroll in graduate studies. These numbers are driven, in part, by the percentage of both groups enrolling in graduate studies (**M104 and M105**). Career Services data show that for the class of 2021, 87% of those employed are in positions directly related to their career goals, and 55% previously interned or worked for that organization while at UMBC. In addition, 72% of those employed obtained jobs in Maryland. Top employers include USM institutions, Northrop Grumman, T. Rowe Price, U.S. Dept. of Defense, Maryland Public Schools, and the State of Maryland Government.

Faculty

Accomplishments. Faculty members comprise the core of a research university, and UMBC faculty have distinguished themselves this year by receiving awards, fellowships, scholarships, and endowed chair appointments. Examples include USM BOR faculty awards, NEH fellowships, ACE fellows, Fulbright awards, and NSF CAREER Awards.

Recruitment and Retention. Though new faculty hires were aggressively pursued, and outstanding new faculty members recruited, promoted, and tenured over the past several years, the net number of core faculty has grown slowly. Due to ongoing budget constraints, most recruitment efforts were devoted to filling faculty vacancies. Retention is a serious concern as faculty members increasingly achieve national and international recognition. We continue to lose faculty to universities offering higher salaries, lower teaching loads, research support, and other

prerequisites. Our relatively new Carnegie Classification as Research Very High (R1) should aid recruitment. Even so, about 20 percent of our tenured faculty are retirement eligible. Thus, maintaining the current number of tenured and tenure-track faculty is challenging. We must continue balancing expenditures on recruiting new faculty with expenditures supporting current faculty and other university needs.

Notwithstanding these challenges, UMBC remains committed to recruiting, retaining, and advancing a diverse and inclusive faculty. UMBC, in partnership with Morgan State University and University of Maryland College Park, received a $3M Andrew W. Mellon Foundation grant and launched Breaking the M.O.L.D. (Mellon/Maryland Opportunities for Leadership Development), a leadership development program designed to diversify higher ed leadership with tenured arts and humanities colleagues. M.O.L.D. focuses on women faculty and Black, Hispanic, and American Indian/Alaska Native faculty. Tamara Bhalla, PhD, Associate Professor and Chair of American Studies at UMBC, was one of five awardees of the 2022-2023 Professional Development Award sponsored by the grant. And, UMBC, jointly with UMB, has received a $13.2M NIH Faculty Institutional Recruitment for Sustainable Transformation (FIRST) award that aims to enhance and maintain cultures of inclusive excellence in the biomedical research community and will fund 10 new URM faculty (four at UMBC). An intensive recruitment effort is underway in the 23-24 academic year. Presently, there are 166 program applicants.

UMBC, in partnership with Stanford University, is a recipient of an NSF grant examining how language discrimination plays a role in the systemic underrepresentation of Black scholars in academia. UMBC is also the lead institution for two grants to develop state-system approaches to diversifying faculty. The first, a five-year $1.3M NSF grant "The AGEP PROMISE Academy Alliance State System Model to Transform the Hiring Practices and Career Success of Tenure Track Historically URM Faculty in Biomedical Sciences" has been used to develop, implement, study, evaluate, and disseminate a USM-wide model for diversifying faculty in biomedical science. The grant builds on the success of UMBC's Postdoctoral Fellows for Faculty Diversity and the CNMS Pre-Professoriate Fellows programs, which provide two-year residencies designed to increase faculty diversity by supporting promising new Ph.D. recipients and postdocs for possible tenure track appointments. As of 2023, seven of the ten postdoctoral fellows in the PROMISE Academy program have become tenure track faculty; five retained in the USM, two at UMBC. In the second grant initiative, UMBC is leading the expansion of the AGEP PROMISE Academy Alliance work to the national level through a $10M NSF Eddie Bernice Johnson INCLUDES Alliance: Re-Imagining STEM Equity Utilizing Postdoc Pathways (RISE UPP). The new funding allows for the PROMISE Academy Alliance to grow within USM, expanding to seven institutions, and also to broaden to all NSF-supported STEM disciplines. In addition, UMBC and other PROMISE Academy institutions within USM are assisting system offices and campuses within three other state systems in replicating similar models. For the 2023-2024 academic year, UMBC welcomed one new fellow in Cohort VII of the Postdoctoral Fellowship for Faculty Diversity, with two additional fellows joining us in Summer 2024. We also converted all of the fellows from Cohort VI. Likewise, we converted another CNMS Pre-Professoriate Fellow. As of Fall 2023, 14 former fellows are tenure-track faculty at UMBC, two of whom are now tenured associate professors.

Moreover, UMBC's Strategies and Tactics to Recruit to Improve Diversity and Excellence (STRIDE) Committee continues to provide peer education that supports the efforts of search committees, departments/programs, and colleges to recruit, retain, and promote diverse

faculty and foster more inclusive and equitable academic spaces for our faculty peers. Through our combined efforts, 36% of our incoming tenure/tenure track faculty for AY 22-23 are from underrepresented minority (URM) groups. UMBC tenured nine faculty; one identifies as URM and three in STEM who identify as women. UMBC also promoted nine faculty to full professor, five identifying as women, including one STEM faculty member. Since Spring 2022, The Office of the Provost funded the participation of 23 faculty in the National Center for Faculty Development and Diversity's Faculty Success Program. Additionally, UMBC launched the On-Ramps for Research Career Acceleration program, adapted from the original On-Ramps to Full Professor program. This new program iteration has provided career acceleration grants to seven faculty whose productivity was adversely impacted by COVID-19.

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 1,485 jobs in FY 2023 [**Obj. 3.2 (M302)**]. The bwtech@UMBC Research Park features Cyber, GovTech, and BioTech Incubators, and houses over 130 companies and organizations, employing nearly 1,900 people and generating over $700M in labor income and business sales. We graduated seven companies from our incubator programs in FY 2023 [**Obj. 3.1 (M301)**]. A further indicator of UMBC faculty members' contributions to technology development is the number of invention disclosures. We reported a three-year rolling average of 24.3 invention disclosures in FY 2012, compared to 34.0 as of FY 2023 [see **Obj.3.3 (M303)**].

Institutional Response to MHEC:

Identifying Long-term Equity Gaps: What are the largest long-term equity gaps that exist in student access, success, and innovation in your institution? Please note the long-term equity gaps refers to the inequities that existed long before the COVID-19 pandemic and persisted over the years. How are these equity gaps uncovered/discovered/identified at your institution and how are they shared with your community? What interventions have been implemented to eliminate these gaps?

We have identified a gap in retention and graduation performance between male and female students, with female students retaining and graduating in higher numbers. Data analyses on disaggregated data indicate that of our overall population, Black transfer students do not retain or graduate at the level of the overall transfer population. Further disaggregation reveals that Black, male STEM transfer students represent the most significant equity gap. In researching these differences, we found fewer Black transfer students enter with 30-59 credits and GPAs of 3.5 to 4.0 (12%) versus non-Black transfer students (25%). Additionally, we found Black STEM students with transfer GPAs of 3.0 to 3.9 have higher DFW rates in their first UMBC math course compared to non-Black transfer students in those GPA bands.

Student data are disaggregated from application to degree attainment by race/ethnicity, sex, and other demographic characteristics to discern any trends or gaps. Data analytics include examining retention and graduation rates, course performance, course withdrawal and repeat patterns by these groups. Data trends are reported to the university through various reports available via institutional research and our REX Analytics website, and as part of our Strategic Enrollment Plan reporting, as well as our Academic Program Review process, and encouraged annual review of data by academic departments. We also report on data encompassing these gaps as part of our participation in the University Innovation Alliance (UIA).

We've begun implementing several strategies to mitigate these inequities and encourage success for Black male STEM transfers. We've launched the UIA Black Student Success Initiative (BSSI) with UIA STARS (Students Transferring and Redefining Success), a cohort-based learning model promoting collaborative learning and group-based activities. UIA STARS enroll in a special section of UMBC's Transfer Seminar TRS 201course, a one-credit course for transfer students in their first year at UMBC, which supports academic success. This course incorporates university resources, support services, career advice, academic planning and scholarships, connecting students with the greater campus community and providing support resources throughout their UMBC experience. UIA STARS are also required to engage in math study groups, mentorship opportunities and social activities. Each student receives a $1,000 participation scholarship award ($500 per semester). We also have an Off-Campus Student Services-managed Black Male Transfer Student Initiative, and, as discussed above, made the Transfer Initiative a Strategic Enrollment Plan priority.

Measuring Equity Gaps: How has your institution used disaggregated data to identify equity gaps in students' educational opportunities and outcomes? What stakeholder engagement (students, faculty, staff, etc.) is used to collect and review this data? Does your institution set goals/benchmarks in regard to the elimination of equity gaps? If so, what steps does your institution take to ensure accountability in meeting the established goals/benchmarks of equity?

Please see question one regarding how we used disaggregated data to identify the Black male transfer student equity gap at UMBC. From our most recent data, the overall 4-year graduation rate for transfer students at UMBC is 61.8%; with Asian-identifying students at 68.5%, Latinx-identifying students at 66%; white-identifying students at 61.2%; and Black-identifying students at 53.0%. When we break these data down further, the largest gap in retention and graduation of our transfer students is Black-identifying, male students in STEM majors.

We have comprehensively evaluated the retention and graduation rates in the most recent five years for transfer students through the lens of known risk factors: (a) low transfer GPA, (b) first generation student, (c) DFW in first UMBC math course, (d) transfer institution, (e) in-state vs out-of-state, (f) math placement scores, (g) first term UMBC GPA, (h) overall UMBC GPA, (i) first term credits taken/total credits earned, (j) student major, (k) number of credits transferred, and (l) on campus vs commuter. While these risk factors impact transfer student graduation rates, only two separated out clearly by race/ethnicity when reviewing the 6-year graduation rates for transfer students over the last 5 years: DFW in the first math course and first term GPA below 2.0. While the disparity in percentage of DFW grades in the first math course and the likely correlated overall first term UMBC GPA below 2.0 is not largely different between the groups, the subsequent graduation rate, especially between Asian-identifying and Black-identifying students, is very different. Given that passing the first UMBC math course is a significant indicator of retention and graduation for transfer students, and math is critical for success as a STEM major, we need to address the disparity between DFW grades in math and graduation rates by race and ethnicity within our transfer population.

In terms of engaging stakeholders, UMBC has established a BSSI committee for planning and implementation that fully reflects the diversity found within UMBC's academic offering, and its faculty and staff. To further assess the achievement gap found in the data among Black transfer students, in particular our Black, male STEM majors, all transfer students were invited to participate in on-campus and virtual focus groups to provide feedback on their UMBC experience. All Black, male, STEM, transfer students were also invited to complete an electronic survey. The data collected were used as recommendations for programs, resources and policies to improve the overall student experience, incorporating our students' voices to build the initiative to support UMBC's BSSI project.

Goals for eliminating these student success equity gaps are set as part of our participation in the UIA, and we report annually on our progress. Our Black Student Success Initiative, UIA STARS, has accountability requirements, where we will report on our progress with this specific population of Black male, STEM, transfer students.

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[1] Data reported since 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 75 percent in reporting year 2022 to 80 percent in Survey Year 2025.

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 85 percent or higher.

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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 in fiscal year 2025.

Performance Measures (Triennial Measures)	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Employment rate (full or part-time) of bachelor's degree recipients within 6 months of graduation	65.3%	68.6%	61.3%	65.4%	65.8%	67.0%	69.0%
Percent of bachelor's degree recipients satisfied with education received for employment	N/A	N/A	N/A	74.6%	74.6%	75.0%	75.0%
Percent of bachelor's degree recipients enrolled or planning to enroll in graduate/professional school within six months of graduation	18.2%	19.3%	25.6%	23.2%	24.7%	25.0%	25.0%
Percent of African-American bachelor's degree recipients enrolled or planning to enroll in graduate/professional school within six months of graduation	23.7%	23.9%	31.4%	30.8%	26.6%	25.0%	25.0%
Percent of bachelor's degree recipients satisfied with education received for graduate/professional school	N/A	N/A	N/A	84.5%	81.9%	85.0%	85.0%
Percent of bachelor's degree recipients employed and/or enrolled or planning to enroll in graduate/professional school within six months of graduation	79.9%	87.8%	86.9%	88.6%	90.5%	90.0%	90.0%
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	83.5%	88.6%	87.3%	91.9%	93.0%	90.0%	90.0%

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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	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Number of undergraduates in teacher training programs	115	104	98	65	82	63	52
Number of post-bachelor's students in teacher training programs	108	157	181	144	120	114	99
Number of undergraduates completing teacher training program	26	23	29	25	26	27	28
Number of post-bachelor's students completing teacher training program	38	30	40	55	63	76	87
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	6,708	6,658	6,561	6,596	6,552	6,481	6,500
Number of baccalaureate graduates of STEM programs	1,427	1,452	1,465	1,456	1,389	1,400	1,450
Rank in STEM bachelor's degrees awarded compared to peer institutions	2nd	2nd	2nd	2nd	2nd	2nd	2nd

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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	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Companies graduating from UMBC incubator programs	11	6	8	6	7	6	6
Number of jobs created by UMBC's Technology Center and Research Park	1,460	1,460	1,460	1,480	1,485	1,500	1,500
Three-year average number of invention disclosures	28.00	34.67	35.00	35.33	34.00	34.33	32.33

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	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Percent African-American of undergraduate students enrolled	18.2%	19.0%	20.1%	21.1%	22.8%	23.8%	23.5%
Percent minority of undergraduate students enrolled	52.9%	54.4%	56.9%	59.0%	61.4%	63.5%	63.5%
Second-year retention rate at UMBC (or another public university in Maryland) of African-American students	87.2%	90.2%	90.2%	89.9%	90.7%	90.0%	90.0%
Six-year graduation rate of African-American students from UMBC (or another public university in Maryland)	65.9%	76.8%	73.7%	72.6%	69.7%	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	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Ratio of full-time equivalent students to full-time instructional faculty	21.9	21.0	20.3	21.0	21.7	20.0	20.0

	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Second-year retention rate at UMBC (or another public university in Maryland) of students	86.5%	89.8%	90.5%	90.8%	88.8%	90.0%	90.0%
Rank among peer institutions in ratio of full-time equivalent students to full-time instructional faculty	4th	4th	4th	3rd	5th	5th	5th
Six-year graduation rate of students from UMBC (or another public university in Maryland)	71.0%	75.4%	77.8%	76.5%	76.7%	75.0%	75.0%
Number of Ph.D. degrees awarded	81	87	89	103	100	104	105

Goal 6. Provide quality research.

Obj. 6.1 Increase the amount of total federal research and development (R&D) expenditures in Science and Engineering (S&E) per full-time faculty from $131,587 in fiscal year 2020 to $135,000 in fiscal year 2025.

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	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Total federal R&D expenditures in S&E per full-time faculty	$124,551	$131,587	$133,130	$134,371	$147,981	$149,500	$154,000
Rank among public research peer institutions in five-year average growth rate in federal R&D expenditure	3rd	4th	7th	6th	6th	6th	6th

UNIVERSITY OF MARYLAND, COLLEGE PARK (UMCP)
2023 Managing for Results

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.

Institutional Assessment

The University of Maryland, College Park (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.

UMCP has made commitments and progress on sustainability, diversity, accessibility, and innovation. UMCP aims to become a net-zero, carbon-neutral campus by 2025, with an all-electric vehicle fleet by 2035. This year, the Federal Transit Administration awarded UMCP a $39.9M grant to accelerate the transition of the university's Shuttle-UM bus fleet, with electric buses possibly in operation as early as summer 2026. The $40M Faculty Advancement at Maryland for Inclusive Learning and Excellence (FAMILE) program will continue to increase faculty diversity in departments across campus. To increase affordability and access, UMCP set aside $20M annually for low-income students from Maryland. Known as the Terrapin Commitment, it will reduce the gap between a student's total financial aid package and the cost of education. UMCP launched a Teaching and Learning Innovation Grant program last year with $2.7M awarded across 86 academic programs to support inclusive, experiential, and holistic education. The Arts for All initiative partners the arts with the sciences, technology, and other disciplines to develop new and reimagined curricular experiences that will support innovation and partnerships. Ongoing substantial investment in the Discovery District is strengthening research, innovation, and entrepreneurship. This report addresses UMCP's progress toward goals that reflect the priorities of the *2017-2021 Maryland State Plan for Postsecondary Education* and acknowledges updates from the *2022 Maryland State Plan for Higher Education*.

Goal 1: Provide an enriched educational experience to our students that takes full advantage of the special strengths of a diverse research university and promotes retention and graduation.

Student Recruitment. UMCP works to attract, admit, and enroll classes of freshmen and transfer students from throughout Maryland and around the world who are diverse, academically talented, and who have the potential to bring a wide variety of skills and abilities to enhance the

university's educational environment. The Office of Undergraduate Admissions develops and implements targeted and personalized recruitment strategies and outreach efforts. One such effort is the Maryland Ascent Program (MAP), which works with select students in Baltimore City and Prince George's County. At no cost to participants, MAP provides individual assistance and guidance for the college admission process (often provided by private college counselors and can average about $4K). This year, the Office of Undergraduate Admissions is pleased to be among the 16 inaugural members of the Small Town and Rural Students Network (STARS). Through this program, UMCP is able to provide outreach, campus visits, and college application assistance to students from 18 Maryland counties designated as rural by The Maryland State Office of Rural Health. This program also provides professional development and assistance to school counselors in rural counties. As a result of efforts like these, UMCP anticipates enrolling a Fall 2023 entering freshman class of 5,083 students with a 4.47 average high school GPA, a middle 50% SAT of 1400-1520, and an average ACT of 33.2 (for those students who chose to have their standardized test scores considered).

Graduate Programs. In FY23, UMCP enrolled 10,439 graduate students, including 4,296 doctoral and 5,825 master's students across over 200 programs. Of these students, 35% were white, 35% were US non-residents, 9% were Black/African-American, 9% were Asian, and 5% were Hispanic/Latino. In FY23, UMCP enrolled our largest numbers of Black PhD (287), Hispanic/Latino PhD (161), and US non-resident PhD (1,738) students in over a decade. For the Fall 2018 cohort, UMCP retained or graduated 79% of PhD students and 85% of Black PhD students. For the Fall 2020 master's degree cohort, UMCP retained or graduated 81% of all students, 75% of Black students, and 81% of Hispanic/Latino students. The Fall 2012 doctorate cohort achieved a 66% 10-year completion rate; for FY22 PhD graduates, the median time-to-degree was 5.7 years. In FY23, the Graduate School provided $12.4M to recruit, retain, and promote graduate student success. The Graduate School also awarded $420K to faculty for research projects that involved graduate students.

Retention and Graduation. The Student Academic Success-Degree Completion Policy provides advising, four-year graduation plans, and benchmarks that students must complete to stay in their majors. UMCP requires interventions and mandatory advising for students on probation and with a cumulative GPA under 2.3. The Registrar's Office and academic units notify students who did not register to resolve outstanding issues. The Student Success Office administers the Terrapin Success Plan, which reminds students of retention requirements and includes an assessment. This assessment asks questions to help students better understand barriers to academic success, reflect on why they have struggled, and identify ways to improve their academic performance. In FY23, 200 students from four colleges participated. The Student Success Office also oversees re-enrollment, sending letters to students on academic probation. Students receive multiple letters informing them of their status and offering academic and other support. Students who are academically dismissed may apply for reinstatement. Their applications are reviewed by a faculty board. The decision normally rests on the GPA calculation and if students could earn a 2.0 the first semester they return. Students who may not return work with the Student Success staff to develop a plan to further their education elsewhere. UMCP's Pre-Transfer Advising Program helps prospective transfer students develop academic plans for transfer and estimate time-to-degree. This program worked with about 10,000 students in FY23, primarily from local community colleges. The Transitional Advising Program (TAP) provides high-credit, undeclared

students with resources to explore and declare a major. TAP students are mostly interested in business or computer science. In FY23, advisors met with 89 TAP students.

Diversity. UMCP's strategic plan commits the institution to equity and anti-racism. UMCP is launching an anti-Black racism minor, one of the first of its kind. The University Senate approved a forthcoming requirement that undergraduates take a course on navigating diverse social environments. UMCP's chapter of Universities Studying Slavery continues to investigate UMCP's connections to slavery. The Bowie State-UMD Social Justice Alliance continues to link a PWI and an HBCU focused on social justice and equity. The TerrapinSTRONG onboarding initiative to promote inclusion is offered to all students, faculty, and staff to educate, inform, and unite the community around common values. In FY23, 79% of new undergraduates who started in Fall 2022 or Spring 2023 completed the training, as did 25% of new graduate students starting in Fall 2022. Since its launch, 90% of current staff and 72% of faculty have completed TerrapinSTRONG.

Innovation and Entrepreneurship. The Academy for Innovation and Entrepreneurship provides opportunities for students to creatively solve problems across disciplines. In FY22, over 14,513 students participated in over 400 innovation and entrepreneurship activities. UMCP earned Top 10 in Innovation & Entrepreneurship rankings in Entrepreneur Magazine / Princeton Review's Best Colleges for the 8th consecutive year. UMCP ranked 11th for undergraduate entrepreneurship education overall and 4th among public universities and was named a top 25 program for graduate entrepreneurship studies for the 11th consecutive year.

Teaching and Learning. The Teaching and Learning Transformation Center (TLTC) promotes and supports innovative, inclusive, and effective strategies for teaching and learning. Last year, 110 instructors participated in Design Sprints to redesign their courses; 382 instructors received individual consultations (a 20% increase from the previous year); 166 faculty participated in learning communities; 32 requested workshops were conducted within academic units; and 2,191 faculty, graduate students, and staff registered for TLTC-hosted workshops. The TLTC managed the grant administration process for the 2022 Teaching and Learning Grants, which received 33 program-level proposals and 101 course-level proposals. The TLTC's Learning Success team supported over 23K visits from 5,303 students through their traditional programming. Guided study sessions trained 94 student leaders who supported over 19K visits by 4,411 students, impacting 72 sections of 37 courses; the Math Success Program trained 46 math coaches who supported 3,732 visits from 834 students; and staff consulted with 60 students seeking math assistance. Learning Success debuted 8 innovative experiences to engage students in effective learning and launched an Instagram initiative that gained 127 followers. The most watched reel, on overcoming procrastination, had 1,583 views. The TLTC continued partnering with stakeholders on critical initiatives, including developing faculty teaching portfolios, teaching peer reviews, learning outcomes assessment, implementing the university's redesigned course experiences survey, and developing a campus-wide onboarding on diversity and inclusion.

Quality of the Faculty. In FY23, UMCP hired 73 tenured or tenure-track faculty, 49% of whom are female and 58% of whom are Asian, Black/African American, or Hispanic. UMCP faculty received 1 Fulbright Scholarship, 2 Sloan Fellowships, and 4 National Endowment for the Humanities grants. Three were elected members of the National and American Academies, 7

were elected fellows of the American Association for the Advancement of Science, and 8 began NSF CAREER award grants. UMCP continually strengthens faculty development and diversity programs through online and in-person workshop offerings for faculty and administrators. The ADVANCE program supports the recruitment, retention, advancement, and professional growth of a diverse faculty. This year, ADVANCE facilitated 2 peer mentoring networks; provided 1:1 career support; trained faculty on inclusive hiring practices and faculty evaluation; and facilitated an equity coaches program to increase the number of faculty engaged in equity work across campus. ADVANCE hosted 2 research-to-practice events focused on inclusive hiring and faculty retention. In alignment with UMCP's strategic plan and its commitment to invest in people and communities, the Provost convened a Professional Track (PTK) Faculty Working Group to study and develop recommendations on a range of topics related to UMCP's non-tenure-track faculty. Informed by the PTK Working Group's report, the University intends to undertake a series of policy-related, procedural, and administrative actions regarding appointments and conditions of employment for its non-tenure-track faculty.

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. In FY23, UMCP launched Terrapin Commitment, the largest single-year new investment in need-based scholarships in UMCP's history. With an annual budget of up to $20M, Terrapin Commitment aims to reduce the gap between the total financial aid offer and the actual cost of education for low-income Maryland residents. In FY23, close to 3,400 low-income Maryland residents received $10.2M in Terrapin Commitment funding. Our FY23 need-based financial aid budget increased by 40% from FY22, from $26.2M to $36.6M. UMCP continues to prioritize funding for low-income students through fundraising. The C.D. Mote, Jr. Incentive Awards Program continues to grow, providing funding for low-income students from Baltimore City, Prince George's County, Charles County, and Montgomery County high schools and serving 72 new students in FY23. The Maryland Promise Program, a campus-wide need-based scholarship, will support over 130 students in Fall 2023 and is expected to grow to $100M annually. Once fully funded, it will support 200-250 students. The Office of Financial Aid increased outreach to first-generation college students to encourage completion of federal and state financial aid requirements. Sixty-five percent of undergraduates who apply for financial aid receive assistance and only 36% of students graduate with student loan debt, less than the national average (62%).

Accessibility. UMCP is committed to providing Maryland residents with an accessible, affordable education and continues to build undergraduate programs at regional centers. These programs are designed for students who complete two years of coursework at a community college, reducing the cost of earning a bachelor's degree. The proposed Mechatronics program was initially denied by the Maryland Higher Education Commission, but is now approved for offering starting in Fall 2024. A new program in Fermentation Science at USG has a planned launch date of Fall 2023. Programs in mechanical and electrical engineering are in place at the University System of Maryland Southern Maryland (USMSM) Regional Center. The recent opening of the new SMART building at USMSM, along with renewed relationships with the College of Southern Maryland, will provide opportunities for growth in the coming years.

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. As of July 1, 2023, research awards totaled $764.8M, including a new Institute ($20M) in trustworthy artificial intelligence from the National Science Foundation. Notable awards from NASA included funding for remote sensing efforts to enhance food security, agriculture, and human and environmental resiliency in the US and worldwide. DOD funding increased, including an expansion of collaboration and funding with the Army Research Laboratory and other defense agencies. Funding from foundations further diversified the research enterprise, including notable awards from The Andrew W. Mellon Foundation, The Robert Wood Johnson Foundation, and The John Templeton Foundation. In FY23, UMCP invested nearly $31M in institutional funding to support 50 Grand Challenge projects to address pressing issues of societal importance. Notable projects included funding to launch the Maryland Initiative in Literacy and Equity and funding for initiatives to enhance the resilience of Maryland communities to climate change and extreme environmental events.

Research Innovation & Economic Impact. UMCP was awarded a $15M National Science Foundation grant to lead the NSF Mid-Atlantic Innovation Hub, which in CY22 taught 24 cohorts training 209 teams with 394 participants from over 20 different universities. In FY23, UMCP's Discovery Fund made 5 investments totaling $700K to support startups in Prince George's County. In FY23, UMCP generated 147 invention disclosures, filed 91 US patent applications, secured 50 US patents, and executed 10 licenses/options for $2.3M in income. The TEDCO Maryland Innovation Initiative funded 8 UMCP startup teams for a total of $1.15M. UMCP startup InventWood was awarded a $20M ARPA-E SCALEUP award, and UMCP startup Hazel Analytics had a successful exit, an acquisition by EcoLab in April 2023.

Statewide Inclusive Economic Development. In the Small Business Development Center's (SBDC) last full federal fiscal year (10/1/2021 - 9/30/2022), SBDC served 6,510 clients (3,663 women; 3,794 people of color; 801 Hispanic clients), assisted with 293 business starts (164 women; 160 people of color; 65 Hispanic clients), and helped clients raise 766 capital fundings worth $140M (409 women for $93M; 393 people of color for $17M; 148 Hispanic clients for $11M). UMCP launched the Maryland Business Opportunity Center, which supports minority, women, and other underserved small business owners in overcoming pandemic-related challenges.

MPowering the State. The strategic partnership between UMCP and UMB fosters growth in Maryland's economy through joint research and other initiatives. In November 2022, the UM Institute for Health Computing launched in Montgomery County. It partners with industry and federal agencies and will create workforce opportunities and economic impact through research grants. Part of this strategic partnership, UM Ventures commercializes university discoveries. In FY22, it tallied 308 potential faculty inventions, with 52 licensed to companies, generating +$2.8M in licensing revenue. Funding in FY24 targets developing and locating university-created or sponsored technology companies in Prince George's County and Baltimore City and enhancing academic programming in fields such as quantum technologies, advanced data computing, and information technologies.

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. Though philanthropy experienced an industry-wide decline in CY22 (10% decline in donors per AFP), the first half of CY23 helped buoy this backslide. A record-breaking Giving Day raised nearly $4M from almost 9K donors in 24 hours. Our donor retention rate remained steady at 51% and increased in number by 4%. The Alumni Association lifetime membership program saw continued growth, with over 1K alumni committing to the program. Current lifetime members are continually encouraged to give annually. Athletics fundraising focused heavily on donor acquisition, tailoring promotions for young alumni, and capitalizing on student-athlete success in competition.

Support. University Relations surpassed its FY23 $220M fundraising goal and set a new annual record, raising $252M – 14.5% above goal. Setting aside down years due to COVID-19, this marks our 3rd straight year exceeding the prior year's fundraising totals. Principal gifts ($1M+) played a key role, with an 11% increase year over year.

Endowment Support. Financial markets generated positive returns despite turbulent conditions. The endowment portfolio continues to outperform its benchmarks set by the USM Foundation's Investment Committee on a three-, five- and ten-year basis, achieving and exceeding its goals. Endowment principal balance grew with contributions exceeding spending and fees for the most recent fiscal year and is providing steady 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. Multiple UMCP colleges have robust undergraduate enrollments that continue to grow in areas of workforce needs. Eight colleges recently approved undergraduate programs that launched or are preparing to launch. In Fall 2022, UMCP launched new majors in Fermentation Science, Real Estate and the Built Environment, Technology and Information Design, and Social Data Science. Enrollment in Fall 2022 increased for each undergraduate major that launched in Fall 2021. These programs include Biocomputational Engineering, which increased from 5 to 11; the B.S. in Immersive Media Design, which rose from 4 to 15; and the B.A. in Immersive Media Design, which went from 5 to 27. Two majors that launched in Fall 2020, Human Development and Neuroscience, increased enrollment from 2021 to 2022 by 28 and 82 students, respectively. Our most recently approved undergraduate program, Mechatronics Engineering, will launch in Fall 2024. Through the Governor's Workforce Development Initiative, UMCP is hiring faculty and supporting graduate assistants to increase capacity in these and other critical areas.

UMCP continues to produce top graduates from diverse backgrounds. According to 2022 *Diverse: Issues in Higher Education*, UMCP ranks second for producing African American doctoral degrees in physical sciences and first for African American bachelor's degrees in public health. For bachelor's degree producers, UCMP ranks third in computer and information sciences and support services and fourth in public health for all minorities.

In the First-Year Innovation & Research Experience (FIRE) program, students earn degree credit while engaging with faculty and peers in a multi-year mentored research experience. In 2023, FIRE will serve over 1,400 students from nearly all majors through 16 research groups representing the natural, social, and technological sciences.

Teacher Education and STEM Production. The College of Education (EDUC) partners with school districts, community colleges, and cross-campus programs to respond to workforce needs. EDUC continues to expand partnerships, prioritize early field experiences, and sustain our innovative, grow-your-own teacher preparation programs. One example of a school district partnership and a grow-your-own program is the Middle College program with Prince George's County Public Schools (PGCPS). This program allows high school students to become eligible for teacher certification in elementary education, early childhood/special education, or middle school mathematics and science education. Program enrollment increased by 50% from 2022-23 to 2023-24 and is expected to expand to other school districts. To attract a wider pool of applicants, EDUC collaborates with Montgomery County Public Schools on the Creative Initiatives in Teacher Education (CITE) program, which exists for paraprofessionals in elementary classrooms. EDUC expanded the program to include a teaching pathway for conditionally certified teachers to become eligible for certification in other school districts. The Special Education program and the Early Childhood and Special Education (ECSE) program (both are shortage areas) expanded the number of students eligible for jobs in special education classrooms in a wider grade band by gaining approval for an additional program track, which leads to Special Education Elementary/Middle and Elementary Education licensure in the Special Education program and up to Grade 5 in the ECSE program. Programs in world languages and Teaching English for Speakers of Other Languages (TESOL) increase the number of students eligible for jobs supporting our multilingual and increasingly diverse state. In the last two school years, we graduated 36 TESOL certificate students. Finally, given the demand for STEM teachers, EDUC expects to continue improving STEM production through the Terrapin Teachers program. To minimize barriers to entering the field, EDUC will continue to apply for funded research and awards, support paid internships with local school districts, and seek donor-supported activities.

Response to the Commission's Questions

- *Identifying Long-term Equity Gaps:*
  - *What are the largest long-term equity gaps that exist in student access, success, and innovation in your institution? Please note the long-term equity gaps refers to the inequities that existed long before the COVID-19 pandemic and persisted over the years.*
  - *How are these equity gaps uncovered/discovered/identified at your institution and how are they shared with your community?*
  - *What interventions have been implemented to eliminate these gaps?*
- *Measuring Equity Gaps:*
  - *How has your institution used disaggregated data to identify equity gaps in students' educational opportunities and outcomes?*
  - *What stakeholder engagement (students, faculty, staff, etc.) is used to collect and review this data?*

○ ***Does your institution set goals/benchmarks in regard to the elimination of equity gaps? If so, what steps does your institution take to ensure accountability in meeting the established goals/benchmarks of equity?***

UMCP's annual institutional financial aid budget, among the lowest among our Big Ten Conference peers, has been a barrier to yielding and retaining new and returning undergraduate students. Even with FY24's largest single year need-based financial aid budget increase, up to $20M from the Terrapin Commitment program, and the recently implemented Maryland Promise Program, which will result in a $100M endowment for need-based scholarships, UMCP still has a substantial amount of remaining unmet financial need. This impacts our ability to enroll and retain low-income Maryland residents, particularly those who are Pell eligible.

The Office of Undergraduate Admissions and the Graduate School track data related to admissions, acceptance, and yield. Given the 2023 Supreme Court of the United States ruling preventing the use of race in the admission review process, our recruitment efforts become even more essential. The recent ruling also informs the need for intentional focus in our recruitment efforts and retention programming. Recruitment enhancements include college application and essay workshops for rising high school seniors, intentional relationship building with local community-based organizations, outreach to families regarding the application and enrollment process, and other targeted events.

The Office of Institutional Research, Planning and Assessment publishes reports that disaggregate enrollments, degrees granted, and retention/graduation by race/ethnicity, gender, and first-generation status and allow for examination of the intersection of these identities. These data are reviewed and discussed and are available to all campus employees to use to understand student success. Disaggregation allows the university to look at student success by gender, race/ethnicity, first-generation status, and college to tailor retention and student success efforts as appropriate.

The Campus Assessment Working Group administers surveys to first-year students and juniors and seniors to gain insight into student perceptions on various topics, including those that indicate a sense of belonging. Annual surveys include DEI-focused questions, and some survey responses allow us to see what issues may be of particular concern to specific populations.

UMCP is partnering with 14 institutions to promote inclusive teaching practices and foster a welcoming environment, particularly in the natural sciences. This effort is supported by an $8M grant over 6 years from the Howard Hughes Medical Institute. This work leverages different data sources related to teaching and learning, organizing relevant information in a way that enables reflection and evidence-based action. Additionally, UMCP hired an expert in educational effectiveness within our Teaching and Learning Transformation Center, who is working collaboratively with educators and stakeholders across campus to further develop our learning analytics efforts aimed at improving educational opportunities for all students.

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	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Percentage point difference in graduation rates from UMCP between:							
African-American students and all students	8	6	3	5	6	6	6
Hispanic students and all students	6	6	6	2	4	5	5
Percentage of minority undergraduate students enrolled in UMCP	43.0%	43.6%	45.8%	47.0%	50.2%	50.0%	50.0%
Second-year freshman retention rate from UMCP: all students	95.2%	95.2%	95.4%	95.5%	94.8%	95.0%	95.5%
All minority students	95.7%	96.2%	95.9%	95.5%	94.9%	96.0%	96.0%
All African-American students	94.4%	95.7%	95.7%	94.1%	94.5%	95.0%	95.5%
All Hispanic students	92.7%	95.3%	93.1%	93.8%	92.8%	93.5%	94.0%

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	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
First-time freshman six-year graduation rate from UMCP: all students	86.2%	87.1%	87.0%	88.3%	89.0%	88.0%	88.0%
All minority students	83.7%	85.2%	85.8%	87.8%	87.5%	86.0%	86.0%
All African-American students	77.9%	81.3%	83.7%	82.9%	82.5%	82.0%	82.5%
All Hispanic students	80.2%	81.5%	81.4%	86.3%	84.8%	83.0%	83.5%
New full-time undergraduate transfer 4-year graduation rate from UMCP: all students from UMCP (or another public university in Maryland)	81.0%	81.0%	84.0%	84.0%	87.0%	84.0%	84.0%

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	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Percentage of borrowers in the class who enter repayment on federal loans and default prior to the end of the following fiscal year	2.1%	2.3%	2.4%	1.8%	0.7%	2.0%	2.0%
Six-year graduation rate for first-time freshmen Pell grant recipients	80.1%	80.7%	81.9%	84.3%	81.8%	82.5%	83.0%
Six-year graduation rate for first-time freshmen subsidized loan recipients who did not receive a Pell grant	84.0%	84.8%	83.7%	86.0%	86.6%	86.0%	86.5%

USM - University of Maryland, College Park Campus

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	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
[1] Total R&D expenditures, as reported by NSF ($ millions)	$1,016	$1,097	$1,103	$1,142	$1,228	$1,265	$1,325

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**

    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 2019 to $650 million by 2024.

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Total number of annual alumni donors	20,737	19,074	20,825	21,454	19,709	21,000	22,000
Total amount of philanthropic support raised by UMCP (millions)	200	168	205	243	252	240	260
UMCP endowment market value (millions)	$584	$640	$917	$953	$1.018B	$650	$650

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 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. 5.2 Maintain the number of UMCP teacher education program completers from 244 in 2019 to 250 or higher in 2024.

    Obj. 5.3 Increase and maintain the percentage of UMCP graduates who are employed one year after graduation, based on the Graduate Student Survey, to 73% by 2024.

    Obj. 5.4 Increase the percentage of UMCP graduates who started graduate school within one year of graduation, based on National Student Clearinghouse Data, to 19% by 2024.

    Obj. 5.5 Maintain the percentage of UMCP graduates who are employed in Maryland one year after graduation, based on the Graduate Student Survey, at 50% in 2024.

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Number of UMCP STEM field degrees	4,812	5,128	5,192	5,239	5,399	5,500	5,600
Number of UMCP teacher education completers (including undergraduate, master's, post-baccalaureate/non-degree)	244	238	256	252	235	251	246
Percent of bachelor's degree recipients who are employed one year after graduation, based on the Career Center's First Destination Survey	73%	78%	74%	71%	75%	73%	74%
Percent of bachelor's degree recipients who enroll in a graduate program within one year of graduation, based on data from the National Student Clearinghouse	19%	18%	20%	17%	15%	17%	19%
Percent of UMCP graduates who are employed in Maryland one year after graduation, based on the Graduate Student Survey	48%	45%	47%	50%	39%	50%	50%

USM - University of Maryland, College Park Campus

NOTES

[1] Starting in 2020, this metric combines R&D expenditures from UMCP and University of Maryland Baltimore. Older data are from UMCP only.

UNIVERSITY OF MARYLAND EASTERN SHORE
Managing for Results Accountability Report – 2022-2023

Vision and Mission

The University of Maryland Eastern Shore (UMES) will be the preeminent public Historically Black University that is recognized for leadership in student-centered education, exceptional research, innovation, and inclusiveness.

As a public 1890 land-grant Historically Black University that embraces diversity, UMES is committed to serving first-generation and underserved students and providing educational, research, and community engagement opportunities to transform the lives of its students who will impact the state, region, and the world.

Overview

The UMES overall headcount has experienced an enrollment uptick of ~6%. This is an increase in the previous trajectory over the past five years. UMES's student enrollment presents an extremely diverse environment where the gender for the past seven years has averaged a 56% female to 43% male student enrollment ratio. UMES also touts its geographic diversity, with students from 24 counties in Maryland, from 38 states of the United States, and from 37 countries throughout the world.

The change in the undergraduate student enrollment headcount from 1,812 in Fall 2021 to 1,933 in Fall 2022 represents growth of ~6.3%, and an end to an almost 6-year trend of decreases in enrollment. The prescriptive efforts implemented to generate an increase in admissions, retention, and completion have proven to be successful.

The graduate level student enrollment headcount experienced an increase of ~2% when comparing the Fall 2021 semester to the Fall 2022 semester, going from 573 to 587, respectively. UMES has made strategic decisions with enrollment and retention at the graduate level by increasing the number of interesting and exciting new program offerings for the student population.

With the new strategic priorities, there has been an increase in both enrollment and retention at the institution. The institution is currently implementing additional assessment measures to ensure quality instruction, access, affordability, student learning outcomes, diversity, economic growth, and overall effectiveness and efficiency remain at the forefront of everyone's minds. As the institution continues to move forward, it strives to complement the Maryland State Plan for Postsecondary Education in the areas of equity, success practices, and innovative improvements in 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 2022-2023. 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 the USM institutions with the most diverse student and faculty populations. Fall 2022 enrollment included 68% African American, 14% White, 5% two or more races, 4% Hispanic, 3% Foreign, 2% Asian, ≤ 1% Naive American, ≤ 1%Native Hawaiian, and 2% unknown. Similarly, faculty included 36% African American, 38% White, 16% Asian, 4% Hispanic, ≤ 1% Foreign, 2% two or More Race, ≤ 1% Native Hawaiian/Pacific Islander, and < 3% unknown. The percentage of first-generation freshmen experienced a decrease by ~1 percentage point from 43% to 42% over the Fall 2022 to Fall 2023 periods. The percentage of economically disadvantaged students also decreased by ~7 percentage points, going from 58% to 51%. The Office of Institutional Equity and Compliance has been put in place to service and establish a safe and well-rounded environment for all members of the UMES institution. This office, among other things, facilitates resolution of matters of concern among members of the UMES community. It has serviced, through a formal registration of a disability, over 17% of the student population.

(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 (2023), UMES hit its target for second year retention rate for all students, going from 67% in FY 19 to 71% in FY 23, a 4%-point increase. This is also a 10-percentage point increase over the previous year's 61% actual performance. The six-year graduation rate for all students decreased from 41% to 37%. The second-year retention rate for all African American increased from 67% to 74%. The six-year graduation rate for African American students decreased from 39% to 38%. The path to achieving UMES' goals on these indicators by 2024 continues and while they highlight areas that need to be further assessed, other areas are performing extremely well. As a highlight to UMES' commitment to continuous progress, the undergraduate Biochemistry, Finance, and Aviation Science programs have increased their annual total degree awards by more than 50% every year since 2016.

(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.

The number of UMES STEM graduates increased by 3 students, going from 127 graduates in FY 22 to 130 in FY 23. This increase marks a strong directional change in the progress of our students. UMES maintained its Doctoral University (High Research Activity) Carnegie Classification noted with a Research 2 (R2) designation. In AY 2022-2023, UMES awarded 93 Doctoral Research/Scholarship and Doctoral Professional Practice, 61 Master's and 304 Bachelor's degrees.

Also, UMES' research has led to the procurement of 96 grants in FY 2022-23 resulting in over $40.8 million. This marks a tremendous 34% increase in grantsmanship at the institution. The Office of Research created an Interdisciplinary Research Center in September 2022 with the specific goal of increasing grantsmanship at UMES through the deployment of workshops, professional development, research incentives, and an increase in the number of support staff members.

(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. The fairly new Physician's Assistant MMS program marks its third class with a total of 63 students. This has provided for an increase of ~30% over the previous year. This growth exceeds the predicted target. UMES has completed the offering of the 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.

The Agribusiness Management undergraduate program and Education Leadership graduate program still continue to grow their enrollment each Fall semester, increasing by an average of ~9% per year since Fall 2016.

The University has produced 66 new PharmDs and Physical Therapy professionals. There were 130 Bachelor's degrees awarded in Science, Technology, Engineering and Math fields, and 30 combined undergraduate and graduate awards in Education.

(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.

Institutional funding has also been procured via grants, contracts, and also donations from friends and alumni of the university. During FY 2022-23, UMES had a fund-raising goal of $6 million but did not meet its target, raising $3,217,000.

(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.

UMES continues to promote STEM programs that support applied research and innovation. During AY 2022-23, UMES awarded 130 STEM degrees, while the faculty published 12 books, 130 publications, 24 creative works, 185 presentations, and 18 faculty awards. The faculty were awarded one patent, 18 prestigious faculty awards, and were appointed to over 89 leadership positions in professional societies.

UMES remained in the top tier of Historically Black Colleges and Universities (HBCU) by *US News and World Report* moving up a notch this year to 14th. UMES finds itself at the 6th ranked public HBCU by *US News and World Report*. In addition, UMES has maintained its Doctoral University (High Research Activity) Carnegie classification otherwise known as Research 2 or R2. UMES has maintained 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 18 years (i.e., FY 2006 - FY 2022), UMES has reported 100% passage rate on the PRAXIS II examinations for teacher candidates. This is a remarkable performance (see **Objective 1.1)**, and is a result of continuous assessment, innovation, and implementation of our processes and programming. The PRAXIS coordinator continues to work with the students, providing group and individual study sessions in the computer laboratory. The students are encouraged to perform independent reviews and study outside of these settings.

President Anderson has encouraged all the academic departments that currently possess a program accreditation to take appropriate measures to maintain their accreditation as well as improve the overall program outcomes for the students. Those academic programs that currently do not possess an accreditation have developed, or are continually developing, plans to obtain accreditation. The focus is on the job market and the feasibility of the programs that allow for the smoothest transitions where our students are in the greatest demand. As previously stated, this is done to produce better professionals for the workforce of today and tomorrow.

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

UMES' success is still directly connected to the fulfilment of its mission and is strongly due to the faculty members. Their commitment to the challenge of educating our students and supporting their fulfilment in and out of the classroom is paramount. The high quality of the faculty is also noted by the increased research, scholarly, and creative productivity results throughout the year.

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**). As the institution is still progressing beyond the pandemic, the increase in the number of offerings online resulted in growth in the number of online participants by over 12% from 894 in FY 22 to 1,018 students in FY 23.

Enrollment, Retention and Graduation Rates

UMES has experienced a 5% increase in total undergraduate and graduate enrollment when comparing the Fall 2021 semester to Fall 2022, going from 2,385 to 2,520, respectively. The institution is experiencing an increase in the headcount as well as the active participation of students in on-campus activities since the restoration from the COVID-19 pandemic and its respective lockdown.

The Graduate School has continually performed well with working with the respective departments with their students, ensuring the enrollment growth, retention, and completion of their students. The Graduate School supports the institution through its facilitation into the creation of new and more innovative programs. Their additional support has led to a 2.4% increase in the student population, going from 573 in Fall term 2021 to 587 in Fall term 2022.

The Fall 2021 cohort's 1st to 2nd year retention rate was 70.9%, the result of a significant increase of +10% from the past year. The 1st to 3rd year retention rate from the Fall 2020 cohort was 45.3%. This was a decrease of 4.5% from the previous year. The service areas such as advising, counseling, and technology support have benefitted from the implementation of many support applications, such as Starfish, and our Learning Management System, Canvas. Intrusive advising is continually being implemented due to the positive responses received thus far. (**Objectives 4.1, 4.2, 4.3 and 4.4**)

Maryland Workforce Initiatives and Partnerships

Due to the current deficit of qualified K-12 educators, the Education department is continually recruiting new students while enhancing the skillset of current educators in greater deficit areas especially in STEM. There are several initiatives being sought to provide funding and support for students such as the National Science Foundation Robert Noyce Educators grant(unfunded).

UMES is committed to provide support to the community, the county, the state, and federal levels through our academic services and outreach programs. UMES is a senior voting member with the Minority Serving-Cybersecurity Consortium (MS-CC) that has received over $20.5 million dollars from the National Science Foundation with a strong workforce enhancement

component included. National Aviation Space and Aeronautics (NASA) Agency continues to provide funding, training, infrastructure improvements, and internship experiences to the institution.

Cost Containment Efforts in FY 2022-23

The effort of UMES to maximize the effectiveness and efficiency in the use of all resources to minimize the impact of unfavorable and unforeseen events is continuing. The technological improvements made provided for the service modality change into an online format; however, that effort was extremely costly due to the already weakened condition of the infrastructure from the beginning. The funding provided via the federal government did provide support for the maintenance of the institution's cyberinfrastructure over the COVID-19 period and beyond. The university was able to meet its annual target of 1.0% in efficiency and effectiveness cost savings for FY 2022. It should be noted that the pandemic exposed the extreme need for additional funding to improve the cyberinfrastructure of the institution.

Summary

As previously noted, the University of Maryland Eastern Shore has still made great progress in this post pandemic era. The institution has felt the needs of the students due to the unexpected modality change thrust upon them during the pandemic as well as the adjustment of the faculty to the needs of the students, administration, and themselves during the fulfillment of their respective duties of teaching, research, and service. Throughout this academic period, the institution's growth has been productive and publicly acknowledged. The constant decline in enrollment that was realized over the past eight years is now trending upward over the last three years. The institution has implemented numerous strategies to improve the enrollment growth by focusing on three pillars of: enrollment, retention, and completion.

UMES has moved another two steps closer to meeting President Anderson's goal of being a "Top 10" Historically Black institution in the latest Best Colleges survey released by *U.S. News and World Report*. UMES went from 16th in 2022 to 14th in 2023's ranking. It should also be noted that the HBCU rankings compare both publicly and privately funded institutions. While this may not be a factor to some, others believe these matters and as such; UMES moved from #8 to #6 of Publicly funded HBCUs within the very same rankings.

UMES continually shows its merit by maintaining its Carnegie level Research II classification. This placed UMES amongst only 11 HBCUs with this ranking. This classification is not merely based upon research revenue awarded but also several attributes regarding the faculty ratio and achievements. The institution has accepted a challenge to seek the Carnegie level Research I classification within 10 years. This lofty goal embraces UMES' motto, "Soar Above and Beyond."

UNIVERSITY OF MARYLAND EASTERN SHORE

Response to the Commission's Prompts

Identifying Long-term Equity Gaps:

- **What are the largest long-term equity gaps that exist in student access, success, and innovation in your institution? Please note the long-term equity gaps refers to the inequities that existed long before the COVID-19 pandemic and persisted over the years.**

  The largest long-term equity gaps for the students at UMES are varied and very distinct in that the average percentage of students over the past 10 years that receive some form of Federal Financial Aid is ~82% where over 55% is Pell Grant aid alone which is specifically needs based. This speaks directly to the gap of access that has a direct impact upon success where the 10-year average percentage of entering students that require a developmental(remedial) level course is ~ 78%. UMES has implemented several projects to promote student progress through the implementation of different teaching strategies such as flip the classroom and through technology through the creation of hyperflex classrooms.

- **How are these equity gaps uncovered/discovered/identified at your institution and how are they shared with your community?**

  The students are assessed for placement through standard testing placement tools such as McGraw-Hill's ALEKS PPO to identify and address the knowledge gaps of the students. This information is placed into the Student Information System that is accessible to other faculty and staff. An additional support tool that is accessible to the campus is Starfish.

- **What interventions have been implemented to eliminate these gaps?**

  UMES has implemented the Starfish application as "an early warning system" for students. This system captures and integrates faculty comments regarding students and their performance, or lack thereof, into a single system where additional commentary may be added to provide context. This system has been implemented not just to note problems or concerns but also to provide praise. The Center for Advising provides advisors that work to monitor the information provided in Starfish.

Measuring Equity Gaps:

- **How has your institution used disaggregated data to identify equity gaps in students' educational opportunities and outcomes?**

  UMES currently uses disaggregated data for its self-reflective predictive analytic research. For example, logistic regression models are being performed at the course level at the more sensitive and milestone courses to determine pass/fail rates and to determine attributes that lead to said outcomes.

- **What stakeholder engagement (students, faculty, staff, etc.) is used to collect and review this data?**
  UMES has implemented several stakeholder engagements through town hall meetings with the students, faculty meetings with President Anderson, listen and learn tours by the President, open surveys to the campus, as well as other open assessment tools. The greatest activity that has been implemented is a constant and continuous request for open dialogue expressed and practiced throughout the campus, from the President to the faculty and staff.

- **Does your institution set goals/benchmarks in regard to the elimination of equity gaps? If so, what steps does your institution take to ensure accountability in meeting the established goals/benchmarks of equity?**
  Yes, UMES addresses the elimination of equity gaps through its implementation and effort to complete it 2020 Strategic Plan. The first two goals of the 2020 Strategic Plan are as follows:

  Goal 1: Support diversity and inclusion on and off campus and foster a climate of equity for all stakeholders.
  Goal 2: Increase access, attainment and degree completion through improved communication and proactive data analysis.

  Within Goal 1, diversity and inclusion towards equity is specifically address where gaps are readily noted and addressed. Now, within Goal 2, the active support of access, attainment and degree completion are noted where if a gap exists, it will be addressed to ensure completion is realized. In that these are incorporated with the Strategic Plan, the institution is making a type of pledge that will ensure that these goals will be regularly reviewed and each facet of the institution is charged to design a plan to actively pursue excellence as set forth by the strategic plan.

  Here the goal is for all students to "*Soar Above and Beyond*."

USM - University of Maryland Eastern Shore

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	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Percentage of undergraduate students who completed teacher training and passed Praxis II	100%	100%	100%	100%	100%	100%	100%
Percentage of students satisfied with education received for employment (triennial measure)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of students satisfied with education received for graduate/professional school (triennial measure)	N/A	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	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Total undergraduate enrollment	2,823	2,556	2,277	2,081	2,178	2,200	2,266
Percentage of first-generation students enrolled	30%	40%	44%	43%	42%	42%	43%
Percentage of non-African-American undergraduate students enrolled	28%	41%	42%	31%	25%	23%	21%

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	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Number of students enrolled in distance education courses	1,700	1,574	1,097	894	1,018	1,150	1,250
Number of students enrolled in courses at off-campus sites	269	229	111	156	166	175	185
Percent of economically disadvantaged students	54%	53%	58%	58%	51%	52%	54%

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	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Undergraduates enrolled in teacher education programs	15	19	34	27	28	28	29
Students who completed all teacher education programs	7	9	29	32	26	32	31
Number of graduates of STEM programs	166	145	145	127	130	145	150

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	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Second-year retention rates at UMES (or another public university in Maryland) for all students	66%	68%	73%	61%	71%	80%	82%
Six-year graduation rate from UMES (or another public university in Maryland) for all students	46%	47%	43%	41%	37%	43%	45%
Second-year retention rate at UMES (or another public university in Maryland) for African-American students	67%	68%	74%	67%	74%	80%	82%
Six-year graduation rate from UMES (or another public university in Maryland) for African-American students	45%	46%	43%	39%	38%	44%	46%

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	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Campaign funds raised ($ millions)	$1.4	$2.9	$4.4	$9.2	$3.2	$3.0	$3.8
Percentage rate of operating budget savings	2.2%	1.0%	1.0%	1.0%	1.0%	1.0%	1.0%

University of Maryland Global Campus
2023 Performance Accountability Report
Managing for Results

Mission

The mission of University of Maryland Global Campus (UMGC) is to provide affordable, accessible, and high-quality education to adult students around the world. UMGC fulfills this commitment by minimizing barriers and costs, maximizing convenience and flexibility, supporting students' career aspirations, and leveraging innovation, including state-of-the-art technology and leading-edge adult learning theory, to support student learning.

Institutional Assessment

UMGC's mission is carried out through institutional goals and strategies designed to continually improve the institution's framework and the student learning experience. UMGC is committed to meeting the goals of access, success, and innovation in the 2022 State Plan for Higher 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 2021, 54% of undergraduate students enrolled at UMGC were minority students.
- In Fall 2021, 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 level of 289,690, maintain the number of African American students enrolled in online courses at the level of 21,889, and maintain the percent of classes taught online at the level of 76 percent.
- UMGC's worldwide online enrollments reached 311,745 in FY23, which is above the target set in MFR Objective 5.1.

- The number of African American students enrolled in online courses in FY23 totaled 23, 718, which is above the target set in MFR Objective 5.1.
- The percentage of UMGC classes taught online was 85%, 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 increased by 2% between FY22 and FY23.

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 FY23, UMGC accounted for 72% 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 FY23, 33% of those students transferred to UMGC (USM IRIS Transfer Dashboard).
- UMGC also accounted for 90% of all new USM students who transferred from a non-Maryland institution in FY23 (USM IRIS Transfer Dashboard).
- In FY23, UMGC awarded over $11.6 million in grants and scholarships to students transferring from Maryland community colleges. Over $8.5 million of those funds were specifically for UMGC Completion Scholarships (students who earned an associate degree from a Maryland community college).
- Of the $84 million in in scholarships and grants awarded by UMGC worldwide in FY23, 56.7% went to minority students overall and 28.4% went to minority students living in Maryland.
- The UMGC Student Aid Fund for Emergency Relief (SAFER) remains active and continues to assist our students with just-in-time emergency funding. Since the fund's inception in July 2020, 860+ students have received a SAFER grant, for a total of over $520,000 in emergency funding support. UMGC continues to maintain fundraising campaigns and has established an endowed fund to ensure that this important resource remains available to students in perpetuity.
- UMGC leveraged the Federal Affordable Connectivity Program through a partnership with a technology company, Public Wireless. This partnership enabled UMGC to provide a 10" tablet and 4G internet card to students demonstrating financial need. This initiative ensures that students have the technology resources they need to access the university's digital classroom and services.
- The UMGC Admissions team continues to add bilingual admission advisors to assist prospective students and their families whose primary language is not English. UMGC currently has eleven bilingual admission advisors who can assist students in Spanish, French, Haitian Creole, and Farsi. In partnership with UMGC's Corporate Learning Solutions, unit, the Admissions team also created an Amazon Career Choice flyer in Spanish that can be shared with Spanish-speaking Amazon associates at education fairs in Amazon fulfillment centers.

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 at12,526.
- In Fall 2022, UMGC saw a 3% increase in the number of students enrolled in STEM programs over the prior fiscal year, for a total of 13,614, which is above the target set in MFR Objective 1.1. In FY23, the total number of STEM bachelor's degree recipients decreased by 3% over the prior fiscal year, for a total of 2,928.

MFR Objective 1.3: Maintain the number of enrollments/registrations in courses delivered off campus or through distance education worldwide at the level of 322,107.
- In FY23, enrollment in courses delivered off campus or through distance education worldwide increased 1% over the prior fiscal year, totaling 330,785.

Examples of other UMGC initiatives aimed at increasing student success are noted below:
- UMGC has implemented a virtual orientation to onboard new students, prepare them for success in their first term, and drive a positive and engaging student experience. UMGC partnered with a 3rd party, Advantage Design Group, to create and implement the virtual orientation. This platform is customizable, engaging, dynamic, interactive, ADA compliant and secure. In addition, the platform can be personalized for students and provides real-time analytics for staff. The ultimate goal for the orientation is to make students more informed, prepared, and engaged upon enrollment in their first course.
- UMGC created a new Student Engagement & Programming team within Student Affairs, aimed at cultivating a sense of belonging and community for every UMGC student. This team assesses student engagement through various types of platforms, assessment tools, and data analysis. The team then responds to identified gaps with additions of and improvements to services, clubs and organizations that can better connect students to their peers, their program of study, and the larger global community. These programs are intentionally designed to support underserved populations and promote inclusion.
- The LatinX Student Support Work Group at UMGC is focused on identifying gaps in student support systems that create barriers to Latino student success. By surfacing these challenges, the work group intends to recommend and create opportunities, resources, and tools to support Latino students in achieving success. A list of Spanish-speaking resources for students is updated each term.
- UMGC is working to support each student's next step at UMGC by communicating with students about their next step while they are completing their current degree path. This includes encouraging students to take the coursework that will be beneficial for future educational and career paths so students in an associate or certificate degree program are encouraged to consider a bachelor's or master's degree program as their next step and students in a bachelor's degree program are encouraged to consider a master's degree program next.

- Through a partnership with a Library Co-Op, UMGC's library now offers 24/7 chat availability for students. This update allows students to have resources and assistance, regardless of where they are in the world or what time zone they're in. Since the start of this program in December 2022, 4,445 chats have been answered outside of library business hours.
- In addition, the library website was updated to have a cleaner look and feel, easier navigation, single sign-on capability, the ability to schedule research appointments with a librarian, better search features and tagging to make resources easier to find, and an overall improved user experience to make research and support more accessible to students, faculty, and staff. These changes were made based on student focus groups, stakeholder feedback, and a need to modernize the library site.
- UMC's peer tutoring program is designed for students to gain additional support in subject matter outside of the classroom, while feeling less intimidated by the prospect of working with a peer. Originally launched to provide peer-to-peer tutoring support for a breadth of courses, Peer Tutoring 2.0 is designed to evaluate best practices in its first iteration and continue to evolve its services to meet student needs and demand. This iterative program includes a new grant provided through the Omnibus Bill for 2023.
- UMGC's Student Communications Team is partnering with all campuses (Stateside, Europe, and Asia) to re-engage students who have not enrolled for at least three semesters. Students who have shown interest in re-enrolling are partnered with a success coach, military education coordinator, or overseas advisor to discuss their path forward to complete their educational goals.

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 FY23.

Specific UMGC innovations to improve access and student success are noted below:

- UMGC's HyperCare Team adds a critical layer of support to segments of at-risk students across our Stateside student population. In partnership with an assigned success coach, the HyperCare Team works to keep students on track on their educational journey by engaging in thought-provoking and supportive conversations, connecting students to the right resources at the right time, and celebrating successes.
- UMGC has built a free virtual open access platform that allows students to complete virtual job simulations with world-leading companies such as JPMorgan Chase, Citi, Accenture, Deloitte & General Electric. By completing a job simulation, students build practical skills that top employers are looking for. Through this platform, students can:
  - Receive a personalized certificate of completion

o Gain experience to build their resumes and share on LinkedIn profile
o Stand out and increase the odds of landing an internship or full-time position
- UMGC has begun to streamline student communication to decrease the risk of miscommunications, inaccuracies, and inconsistent brand and reputation messaging. This will improve the overall student experience in terms of navigating financial aid processes, enrolling, and meeting deadlines. This streamlining will also remove friction from the student experience and enhance wrap-around services setting the stage for improved student retention.
- The GetSet platform was launched in July 2023 to provide a student-only online community focused on increasing retention through building metacognitive skills like a growth mindset, a sense of belonging, self-regulation, and a sense of purpose. Within the first 24 hours, 900+ students logged into the platform and began over 500 active conversations.

UMGC's responses to the prompts for the 2023 Performance Accountability Report:

What are the largest long-term equity gaps that exist in student access, success, and innovation in your institution?

In terms of accessibility, UMGC's open admission policy ensures that this process is unlikely to cause a gap in equity. In 2019, our data indicated that approximately half of our new student body were members of marginalized ethnic groups. As of Fall 2023, 53.7% of our first term students identified as a member of a marginalized ethnic group. On February 9, 2023, UMGC was designated as a Minority Serving Institution (MSI) by the U.S. Department of Education Office of Post-Secondary Education.

Equipping our students for success is a key priority of our university. As an MSI, we are acutely aware of the equity gaps that exist in higher education and that, despite our work to support all our students as much as possible, individuals from marginalized populations may encounter barriers to their success. For that reason, we are intentional when developing our curriculums, services, and culture to serve current and future students.

Although overall course success rates have increased from 2019 to 2023 (with a temporary dip across all demographic groups in 2022), our data indicates that Black, Latino, and Indigenous students have lower course success rates than their white and Asian counterparts. We see an opportunity to explore what is impacting the success of these populations with the goal of continuing to develop and offer the right resources in our curriculum and throughout the student experience.

How are these equity gaps uncovered/discovered/identified at your institution and how are they shared with your community?

UMGC's Data Analytics Team and Diversity and Equity Office have collaborated to develop a set of diversity data dashboards that examine the student journey for marginalized learners. These dashboards are shared across the Equity Core Team and members of the UMGC Leadership Team. Program-specific dashboards allow program directors to see how the demographics of enrolled students, including but not limited to race/ethnicity, change over time.

Dashboards include:
- Course Success Rates - Last 6 Completed Terms (Black, Latino & Indigenous Students)

- New Student Enrollment - First Term Re-Enrollment for Last 5 Terms with Completed Re-enrollment
- 1 Year Retention - Last 5 Cohorts by Start Term with concluded 1-year re-enrollment New Students)
- Applications - Most Recent Completed & 6 Year Trend Data
- Application 30 Day Enroll Date - Most Recent Completed & 6 Year Trend Data
- Out 1 Re-Enrollment - Last 5 Terms with Completed Re-enrollment
- Grad Student 3-Year Graduation Rates - 8 Fiscal Years Trend Data
- Undergrad Student 6-Year Graduation Rates - 5 Fiscal Years Trend Data

What interventions have been implemented to eliminate these gaps?

UMGC's in-flight projects and initiatives include:
- UMGC was awarded the Bill and Melinda Gates Foundation (BMGF) planning grant in summer 2023 with the purpose of conducting an equity audit to identify and address barriers for Black, Latino, Indigenous, and low-income students. This data will be used to create action plans to eliminate or reduce these barriers.
- The Latino Student Support Working Group is a team established to gather and implement best practices to support Latino students.
- Dr. Greg Fowler, UMGC's President, belongs to the Excelencia in Education Partnership, a national organization dedicated to improving higher education outcomes for Latino students. This membership allows UMGC to access additional best practices and resources to support Latino students across the university.
- Student Clubs and Organizations (e.g. for members of the LGBTQIA+ community) are sponsored by UMGC to improve peer support, mentorship, and cultural connections for marginalized students.
- UMGC's Integrative Learning Design team is trained in Universal Design for Learning and Inclusive Design, providing expertise to the development of learning experiences that are proactively attentive to issues of diversity, equity, inclusivity, and belonging in the online classroom and throughout a curriculum.
- UMGC's FAFSA Literacy and Tuition Planning program is designed to increase awareness of the FAFSA process and increase access to available tuition resources.
- UMGC's Graduate Scholarship Fund for HBCU Alumni provides HBCU undergraduates with financial resources and support services to pursue graduate degrees.
- UMGC's MBE CEO Academy is a 6-week cohort program to support the growth, development, and success of minority entrepreneurs.
- UMGC provides DEI Open Education Resources through a comprehensive list of readings and educational materials compiled by the library to increase understanding, research, and exploration of DEI principles and practices.
- Efforts to increase the recruitment and hiring of bilingual staff at UMGC to provide increased access and improved support for bilingual learners.

How has your institution used disaggregated data to identify equity gaps in students' educational opportunities and outcomes?

UMGC has used disaggregated data to identify trends in re-enrollment, 1-year retention rates, course success, and graduation rates for Black students, Latino students, and lower income students. Our data has indicated that the first term re-enrollment, 1-year retention, course success

and graduation rates for Black undergraduate students are behind the overall averages but trending upwards as a group. Latino students constitute the third largest population at UMGC and have the second highest application to enrollment rate, yet they consistently trend lower for re-enrollment rates, 1-year retention, and 6-year undergraduate graduation rates. Course success rates tend to be lower for lower income (based on Pell eligibility) students. Exploration into the differing outcomes for students that receive positive versus negative disbursement is a priority to identify appropriate supports and resources.

What stakeholder engagement (students, faculty, staff, etc.) is used to collect and review this data?
As part of the equity audit funded by the BMGF grant, UMGC has partnered with WGU Labs to provide blind and unbiased feedback about our DEI practices from faculty, staff and students through interviews and surveys.

Does your institution set goals/benchmarks in regard to the elimination of equity gaps?
UMGC does not have set goals to eliminate equity gaps at this time. However, we are committed to this effort through our work funded by the BMGF grant. Through the equity audit, a cross-functional team will identify equity gaps that currently exist and create action plans with metrics to promote equitable outcomes for underserved students.

USM - University of Maryland Global Campus

MISSION

The mission of University of Maryland Global Campus (UMGC) is improving the lives of adult learners. We will accomplish this by operating as Maryland's open university, serving working adults, military servicemen and servicewomen and their families, and veterans who reside in Maryland, across the United States, and around the world.

VISION

UMGC will be a global leader in adult education focusing on career-relevant programs that enable students to realize their professional aspirations.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. Create and maintain a well-educated workforce.

Obj. 1.1 Increase the number of graduates employed in Maryland from 1,558 in fiscal year 2014 to equal to or greater than 1,600 in fiscal year 2019.

Obj. 1.2 Maintain the number of students enrolled in STEM (science, technology, engineering, and mathematics) programs at level of 12,526.

Obj. 1.3 Maintain the number of enrollments/registrations in courses delivered off campus or through distance education at the level of 322,107.

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	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Total undergraduate enrollment	47,253	46,162	47,080	45,100	46,734	49,068	50,246
Total bachelor's degree recipients	6,345	6,663	7,637	7,904	7,843	7,843	7,843
[1] Employment rate of graduates (triennial measure)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
[1] Number of graduates employed in Maryland (triennial measure)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Number of undergraduates enrolled in STEM programs	13,351	12,910	13,496	13,244	13,614	14,294	14,637
Number of baccalaureate graduates of STEM programs	2,444	2,571	2,855	3,029	2,928	2,928	2,928
Number of worldwide off-campus and distance education enrollments/registrations	336,886	327,359	347,050	328,185	330,785	343,686	350,559
[1] Percent of students satisfied with education for employment (triennial measure)	N/A	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)	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Goal 2. Promote economic development in Maryland.

Obj. 2.1 Maintain or increase the ratio of median graduates' salary to the average annual salary of civilian work force with a bachelor's degree at 1.2 from fiscal year 2019 through fiscal year 2024.

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
[1] Median salary of graduates (triennial measure)	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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	N/A	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)	N/A	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	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Percent minority of all undergraduates	50%	51%	52%	53%	54%	54%	54%
Percent African-American of all undergraduates	26%	26%	26%	26%	26%	26%	26%
Percent economically disadvantaged students	45%	46%	46%	46%	45%	45%	45%

Goal 4. **Maximize the efficient and effective use of State resources.**

Obj. 4.1 Maintain current annual rate of operating budget savings achieved through efficiency and cost containment measures at two percent.

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 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 level of 289,690, maintain the number of African-American students enrolled in online courses enrollments at the level of 21,889, and maintain the percent of classes taught online at the level of 76 percent.

Obj. 5.2 Maintain undergraduate tuition for Maryland residents at an affordable level.

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Number of worldwide online enrollments	294,635	286,376	312,123	305,402	311,745	323,903	330,381
African-American students enrolled in online courses	23,905	23,480	23,584	23,186	23,718	24,643	25,136
Percentage of courses taught online	76%	75%	78%	84%	85%	85%	85%
Undergraduate resident tuition rate per credit hour	$294	$300	$300	$306	$312	$318	$324
Percent increase from previous year	2%	2%	0%	2%	2%	2%	2%

NOTES

[1] The survey is no longer conducted.

Morgan State University

August 2023 Performance Accountability Narrative

Mission

Morgan State University serves the community, region, state, nation, and world as an intellectual and creative resource by supporting, empowering, and preparing high-quality, diverse graduates to lead the world. The University offers innovative, inclusive, and distinctive educational experiences to a broad cross section of the population in a comprehensive range of disciplines at the baccalaureate, master's, doctoral, and professional degree levels. Through collaborative pursuits, scholarly research, creative endeavors, and dedicated public service, the University gives significant priority to addressing societal problems, particularly those prevalent in urban communities.

Morgan State University is, by legislative statute, Maryland's Preeminent Public Urban Research University. The goals and objectives in this Performance Accountability Report reflect the legislatively mandated mission as well as the six goals of the University's ten-year strategic plan entitled, *Transformation Morgan: Leading the Future: Strategic Goals 2021– 2030.* Our strategic plan was approved by our Board of Regents in November of 2021 and includes six goals. This report addresses our progress towards these goals.

Institutional Assessment

Goal 1: Enhancing Student Success and Well-Being

Morgan strives to create an educational environment that enhances student success by offering new academic programs and holistic co-curricular activities in a welcoming, diverse and inclusive campus community.

For the fall 2016 cohort, the most recent year that MHEC has data, 47% 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 is 45%. 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 75%.

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; and a mandatory four day summer freshman orientation experience (Access Orientation).

The Enrollment Management and Student Success division has continued with a 4th 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 such as students with low GPAs or students who are eligible for specific scholarships. 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-six 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 36% in 2019 to 38% in 2023. The University has begun new initiatives to increase the success of our Pell recipients and these efforts are described in the Institutional Response section of this report.

Beginning in 2020, 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. Morgan was able to help a good number of students to stay enrolled because of the changes to the withdrawal process; the new process will continue indefinitely.

While our updated strategic plan is to increase enrollment to 10,000 by fall 2030, we are actually on track to achieve this important milestone much earlier. Additional enrollment growth beyond the strategic plan objective is expected via the new College of Interdisciplinary and Continuing Studies which houses 18 programs from the bachelor's degree through the doctoral degree that are geared towards adult learners with some college credits who need pathways to earn their degrees.

Another new objective is to increase the number of undergraduates in research. The Association of American Colleges and Universities counts undergraduate research experience as a high impact practice that leads to increased student engagement, retention, and success. An Office of Undergraduate Research has been established to lead this effort. As the University continues to recover from the COVID 19 pandemic, we expect that the number of undergraduates participating in research will reach and surpass the pre-pandemic numbers.

Another component of our goal of Student Success is to add to the racial and ethnic diversity of the student body. Currently, 6.5% of our student body are members of other racial/ethnic groups.

Morgan State University continues to expand its cooperative agreements with Maryland community colleges and other educational organizations. The number of Maryland community college transfer students enrolling at Morgan has increased from 142 in 2019 to 168 in 2023. 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. 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 Maryland urban districts out of all Maryland applicants has averaged 72% for the past five years.

Morgan State University continues to generate strategies to increase student enrollment and retention in the STEM fields. For the academic year 2022-2023, 247 bachelor's degrees were awarded in the STEM fields. 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. Data from the Maryland Longitudinal Data System (MLDS) indicates that on average 45% of our bachelor's degree recipients after one year of graduation are included in the state workforce data available through MLDS. Morgan State University's undergraduate alumni continue to express their satisfaction with the way in which the University has prepared them for careers with 72% rating job preparation as good or excellent. Additionally, 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 with 81% of those attending graduate school rating preparation for advanced study as good or excellent. 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 has averaged 35% for the 2019-2023 period.

To support our student athletes, we have included a new objective to maintain a culture of academic achievement in athletics with at least 60% of student athletes earning a Grade Point Average of 3.0 or higher. Our current percentage of athletes at 3.0 or higher is 57%. In addition to academic support services available to all students, the Athletic Department also provides Study Halls for student athletes and the P.A.W.S. (Providing Athletes With Success Strategies) Program. P.A.W.S. is a "Life Skills" program designed to provide an optimum experience for every Morgan

State student-athlete. P.A.W.S. focuses on the "total development" of the student athlete including academic, personal, career, service, and athletic development.

Goal 2: Implement Faculty Ascendency and Staff Development Initiatives.

The University will implement a broad range of human resource development initiatives for the benefit of faculty and staff. These initiatives will facilitate the ascendency of faculty to higher ranks and provide staff with progressive opportunities for professional development and merit-based promotions.

Many of the objectives in Goal 2 are new and as such historic data is not available for some objectives. Internally, we have assigned "ownership" of the objectives to relevant offices and staff members who will be responsible for reporting on our progress.

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. Currently, the University has one endowed professor. The average number of Scholarly Publications for the past four years is 221. The average number of faculty and staff engaged in professional publications and creative activities for the past four years is 457.

Goal 3: Elevate Morgan's Status to R1 Very High Doctoral Research University

Over the next ten years, Morgan will emerge as an R1 doctoral research university fully engaged in basic and applied research and creative interdisciplinary inquiries undergirded and sustained through increased research grants and contracts.

In Fiscal Year 2023 (FY2023), MSU's research enterprise was authorized to spend $38.2 million in grants, cooperative agreements, and contracts. In FY2023, MSU had several major grants funded by the National Institutes of Health (NIH), National Aeronautics and Space Administration (NASA), Department of Defense (DoD), the National Science Foundation (NSF), and the Institute for Education Sciences (IES) and the Institute of Museum and Library Studies (IMLS). In addition, the University is partnering with the University of Maryland College Park and the University of Maryland Baltimore County on a $3 million grant from The Andrew W. Mellon Foundation, Breaking the M.O.L.D., which stands for Mellon/Maryland Opportunities for Leadership Development. The purpose of the grant is to address a lack of diverse leadership in higher education—including underrepresentation of women and Black, Hispanic, and American Indian/Alaskan Native arts and humanities faculty in leadership.

The University has increased its full-time Post-Doctoral Research staff from 52 in FY2019 to 111 in FY2023. The University awarded 58 research and scholarship doctorates. Over the next few years, the University expects to hire 100 new tenure-track faculty.

Goal 4: Expand and Improve a Campus-Wide Infrastructure to Support Operational Excellence and Increase Overall Institutional Capacity

Morgan will advance new construction, capital improvement, deferred maintenance, and campus safety projects in keeping with the University's evolving master plan. The University will also implement an information technology plan to accommodate and optimize operational excellence in all aspects of its service delivery.

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'23 audit process but, estimate that the annual private and philanthropic support during FY'23 was $17.4M.

The campus has made progress in reducing energy consumption. The average decrease of electrical usage for the past five years is 3%. The average gas usage in 2023 declined by 5% from 2022 and is the first decline in five years. This decline is mainly due to the ongoing implementation of an Energy Performance Contract which includes key natural gas usage reduction initiatives such as improved infrastructure. A plan was developed in fall 2021 to curtail gas usage and to continue to reduce the use of electricity campus wide.

The Division of Information Technology (DIT) has been working diligently to strengthen the university's cybersecurity posture and regulatory compliance by deploying the following solutions: enhanced endpoint protection, PII safeguarding, and multi-factor authentication (MFA). Proactive penetration test simulations have also been conducted as part of the university's cybersecurity activities. In spring 2023, two major initiatives began to upgrade and improve the enterprise firewall/intrusion prevention system (IPS) and the security information and event management (SIEM) tool for more responsive & scaled agile threat management. The university's first ever Technology Refresh initiative started in mid-2022 where obsolescent desktop office computers will be upgraded in summer 2023. The purpose of the initiative is to help ensure computers that are connected to the university's network comply with the state IT security requirements and continue to receive critical software updates.

Goal 5: Serve as the Premier Anchor Institution for Baltimore City and Beyond

Morgan will expand and deepen its role as a recognized anchor institution with broad social and economic impact. The University will engage community residents and officials in the application of knowledge and policy analyses derived from faculty and student research, an appropriate sharing of mutually beneficial resources and the deployment and utilization of University experts and professionals to address local and regional concerns in the areas of public education, housing, safety, employment and neighborhood revitalization. In this way, Morgan State University will serve as a dynamic epicenter dedicated to the generation, integration and dissemination of new knowledge as a driving force to effect policy and catalyze meaningful social change.

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. Over the course of the next ten years, Morgan expects to expand its partnerships with a focus on providing internships for

Morgan's undergraduate and graduate students. Overall, Morgan executed 35 new partnerships in 2023 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 1,064 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.

The University, with the help of state support, has established seven cross-school research centers that address research and manufacturing challenges through an interdisciplinary lens. These centers provide focal points for the development and transfer of new knowledge, technologies, processes, and equipment in a cooperative environment with academic, industrial, government, non-profit, and community organizations. Output from these centers will allow Morgan to serve as a dynamic epicenter dedicated to the generation, integration, and dissemination of new knowledge as a driving force to affect policy and catalyze meaningful social and technological change.

Goal 6: Accelerate Global Education Initiatives and Expand the University's International Footprint

Morgan will enhance its study abroad program and promote global awareness and intercultural competencies through its diverse curricular and co-curricular programs and activities. The University will also increase international student enrollment and leverage its ongoing presence in West Africa to develop effective and replicable models of excellence in international development and responsive, market-based educational service delivery in Latin America and the Caribbean nations.

The University continues to build back its enrollment of international students that was impacted by the COVID 19 pandemic and changes to federal international student policy. In 2023 the University hosted 360 international students. The University also is in the process of establishing additional partnerships with universities in Africa. Additionally, the University continues to build back its study abroad program which was impacted by COVID 19. In 2023, 83 Morgan students participated in Study Abroad programs, while 2011 participated in the Virtual Exchange-COIL Study Abroad Program. The University expects to increase the number of faculty and staff engaged in both face-to-face Study Abroad programs as well as the Virtual Exchange-COIL Study Abroad Program.

Institutional Response

Responses to the prompts below follow.

• Identifying Long-term Equity Gaps: 1) What are the largest long-term equity gaps that exist in student access, success, and innovation in your institution? Please note the long-term equity gaps

refs to the inequities that existed long before the COVID-19 pandemic and persisted over the years. 2) How are these equity gaps uncovered/discovered/identified at your institution and how are they shared with your community? 3) What interventions have been implemented to eliminate these gaps?

• Measuring Equity Gaps: 1) How has your institution used disaggregated data to identify equity gaps in students' educational opportunities and outcomes? 2) What stakeholder engagement (students, faculty, staff, etc.) is used to collect and review this data? 3) Does your institution set goals/benchmarks in regard to the elimination of equity gaps? If so, what steps does your institution take to ensure accountability in meeting the established goals/benchmarks of equity?

Identifying Long-term Equity Gaps:

Morgan's largest long-term equity gap is related to Pell status. Closing the achievement gap between Pell and non-Pell recipients has been a major focus as the University has continued to hone its student success efforts. In spring 2016 the University launched its 50 by 25 Campaign, a university-wide initiative to increase the six-year graduation rate to 50% by 2025. As part of the campaign launch, the University engaged in an all-day deep dive into our student success data and developed plans to increase our retention and graduation rates. Every semester since then, there is a check-in meeting led by the Senior Vice President for Enrollment Management and Student Success and the Associate Vice President for Student Success and Retention, and attended by academic and administrative leaders (including the President, Provost, vice presidents, deans, department chairs, and directors of student services areas) to review our data, report out on the numerous student success efforts taking place across the university, and discuss new strategies to be implemented.

At the time of our first 50 by 25 meeting in spring 2016, the average gap in the first to second year retention rate of Pell and non-Pell recipients was five percentage points (2011-2016 cohorts). As a result of highly intentional efforts such as those noted below, our average first to second year retention rate gap for Pell recipients has decreased from five to three percentage points for the 2017 to 2020 cohorts. The six-year graduation rate of Pell students has risen significantly over the past few years. For the 2009 cohort, for instance, the six-year graduation rate of Pell recipients was 26% compared to 36% for non-Pell recipients. For the 2015 cohort, the six-year graduation rate for Pell students was 40% and 49% for non-Pell recipients. Even though there is still a significant gap (9 percentage point difference for the 2015 cohort vs. 10 percentage points for the 2009 cohort), it is important to note that the Pell graduation rate is 14 percentage points higher for the 2015 cohort than it was for the 2009 cohort.

Interventions that have been implemented to eliminate the Pell achievement gap have included participation in a Lumina Foundation HBCU Student Success Grant (2017-2020), in which we emphasized closing the Pell achievement gap through implementing EAB's predictive analytic tool, Navigate. We use Navigate to identify, monitor, contact and support students in specific subgroups, such as Pell-eligible students. We also utilized Lumina Foundation's Beyond Financial Aid toolkit, which assists institutions in providing students of limited financial means with information and resources that they may find useful in providing supplemental financial and social support. The University developed a campaign logo and slogan, a print brochure for

campus-wide dissemination, and a comprehensive BFA website: https://www.morgan.edu/bfa. Additionally, the University started a student emergency fund in 2020, the Growing the Future Fund, to support students who may experience emergency housing, food, transportation, technology, or other needs. We also operate a Food Resource Center. Additionally, the University prioritizes Pell students in the awarding of institutional grants. Currently, the University is working with the National Institute for Student Success (NISS) at Georgia State to decrease the achievement gap between our Pell and non-Pell students through a multi-pronged approach including tracking early warning signs of students facing financial risk and providing proactive assistance to those students, and addressing academic progression challenges, such as improving DFW rates in critical required courses. Another current initiative that should continue to help increase overall student success rates and close the Pell/non-Pell gap is our work with the Association for Undergraduate Education at Research Universities (UERU) Curricular Analytics Project (CAP). CAP will assist academic departments in reviewing the impact of curricular complexity on student success, with a focus on examining whether there are inequities that are perpetuated through curricular structure that can be eliminated without reducing curricular quality. We also do extensive work in-house and with vendor partners ReUp and Inside Track to support stopped out students, many of whom are Pell-eligible, in returning to complete their degrees.

Measuring Equity Gaps:

The Office of Institutional Research, the Office of the Provost and Senior Vice President for Academic Affairs, the Office of the Senior Vice President for Enrollment Management and Student Success and the Office of Student Success and Retention work collaboratively to use disaggregated data to identify equity gaps in students' educational opportunities and outcomes. This data is distributed via numerous means, including dashboards on the Office of Institutional Research's web page: https://www.morgan.edu/office-of-institutional-research/interactive-dashboards, presentations at our university-wide 50 by 25 check-in meetings referenced previously, at Cabinet meetings, and at Board of Regents meetings. The University sets goals to eliminate the equity gap between Pell and non-Pell students, and tracks progress in meeting these goals in the Performance Accountability Report.

Morgan State University

MISSION

Morgan State University is, by legislative statute, Maryland's premier public urban research university. Morgan serves the community, region, State, nation, and world as an intellectual and creative resource by supporting, empowering, and preparing high-quality, diverse graduates to lead the world. The University offers innovative, inclusive, and distinctive educational experiences to a broad cross-section of the population in a comprehensive range of disciplines at the baccalaureate, master's, doctoral, and professional degree levels. Through collaborative pursuits, scholarly research, creative endeavors, and dedicated public service, the University gives significant priority to addressing societal problems, particularly those prevalent in urban communities. These goals and objectives reflect the University's ten-year strategic plan, which focuses on the five strategic goals including: Enhancing Student Success and Well-Being, Implement Faculty Ascendency and Staff Development Initiatives, Elevate to R1 Very High Doctoral Research University, Improve Campus-Wide Infrastructure, Serve as a Premier Anchor Institution for Baltimore City and Beyond, and Activate Global Educational Initiatives and Expand International Footprint.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. **Enhance Student Success and Well-Being.**

Obj. 1.1 Increase the graduation rate of Morgan undergraduates to 50 percent by 2027 and 60 percent or higher by 2030.

Obj. 1.2 Increase the graduation rate of Pell recipients to 45 percent by 2027.

Obj. 1.3 Maintain or increase the second-year retention rate of Morgan undergraduates to 70 percent or higher by 2027.

Obj. 1.4 Increase enrollment to 9,500 by Fall 2027 and 10,000 by Fall 2030.

Obj. 1.5 Increase the number of undergraduates in research by 5 percent a year by 2027.

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Six-year graduation rate	42%	46%	48%	47%	47%	47%	48%
Six-year graduation rate of African-Americans	42%	48%	48%	47%	45%	47%	48%
Six-year graduation rate of Pell recipients	36%	38%	42%	40%	38%	43%	44%
FTE student-authorized faculty ratio	18.1:1	17.9:1	18.8:1	22.5:1	24.9:1	24.0:1	23.0:1
Average class size of first year course offering	25	26	28	31	30	30	30
Percent of authorized faculty in first year study	30%	34%	31%	39%	32%	32%	33%
Second-year retention rate	72%	75%	77%	73%	71%	73%	75%
Second-year retention rate of African-Americans	72%	76%	78%	74%	74%	74%	76%
Number of career specialists	0	0	0	0	0	0	0
Total enrollment	7712	7763	7634	8469	9101	9609	10000
Number of Morgan Completes You Enrollment	NA	NA	NA	NA	62	155	490
Number of undergraduate students participating in research classe	230	153	117	93	144	150	160

Total percent of diverse students enrolled	6%	7%	7%	6%	7%	6%	7%
Percent of Asian or Native Hawaiian students enrolled	1%	1%	1%	0%	0%	0%	0%
Percent of Native American students enrolled	0%	0%	0%	0%	0%	0%	0%
Percent of Caucasian students enrolled	2%	2%	2%	1%	1%	1%	1%
Percent of Hispanic students enrolled	3%	4%	4%	4%	5%	5%	6%

Obj. 1.6	Increase the diversity of undergraduate students to 10 percent by 2027.
Obj. 1.7	Increase the number of new transfer students from Maryland community colleges to 212 by 2027.
Obj. 1.8	Maintain or increase the pool of college applicants to Morgan from urban school districts in Maryland at 60 percent of all Maryland applicants by 2027.
Obj. 1.9	Increase the number of bachelor degree recipients in science, technology, engineering, and math (STEM) fields to 270 by 2027.
Obj 1.10	Increase the number of degrees awarded in teacher education to 50 by 2027.
Obj 1.11	Increase the percentage of bachelor's recipients satisfied with education received in preparation for graduate/professional study to 85 percent by 2027.
Obj 1.12	Increase the percentage of bachelor's recipients satisfied with education received in preparation for the workforce to 85 percent by 2027.
Obj 1.13	Increase the percentage of employers satisfied with employees who are Morgan bachelor's recipients to 90 percent by 2027.
Obj 1.14	Maintain a culture of academic achievement in athletics with at least 60 percent of student athletes with a 3.0 grade point average or above.

Performance Measures	**2019 Act.**	**2020 Act.**	**2021 Act.**	**2022 Act.**	**2023 Act.**	**2024 Est.**	**2025 Est.**
Number of Maryland community college transfer students	142	161	116	73	168	170	187
Percent of freshman applicants from urban districts in Maryland c	76%	74%	75%	68%	66%	68%	68%
Percent of students accepted from urban districts	68%	68%	71%	87%	83%	83%	83%
Percent of students enrolled from urban districts	37%	35%	25%	26%	25%	27%	27%
Total number of STEM bachelor's recipients	327	361	319	265	247	341	359
Number of underrepresented minority STEM bachelor's recipient	191	195	231	207	209	236	248
Number of women STEM bachelor's recipients	88	112	106	102	104	134	145
Number of baccalaureates awarded in teacher education	75	51	71	50	27	45	50
Number of new hires teaching in Maryland schools	23	15	22	35	22	40	45
Percent of students who attend graduate/professional schools	44%	45%	25%	31%	20%	33%	35%
Percent of students rating preparation for graduate/professional s	79%	84%	66%	80%	81%	90%	90%
Percent of bachelor's recipients employed one year after graduatio	69%	74%	84%	90%	90%	95%	95%
Percent of bachelor's recipients employed in Maryland one year af	67%	44%	19%	39%	43%	45%	45%
Percent of students rating preparation for jobs excellent or good	77%	68%	69%	76%	72%	85%	100%

Percent of employers satisfied with employees who are Morgan ba	95%	100%	98%	92%	90%	100%	100%
Percentage of student athletes with a 3.0 GPA or above	53%	62%	80%	62%	57%	57%	60%

Goal 2. Implement Faculty Ascendency and Staff Development Initiatives

Obj. 2.1 Establish 10 endowed professorships to recruit, attract, and retain leading scholars world-wide by 2027.

Obj. 2.2 Increase scholarly publications and activities per full-time tenured/tenure track faculty to 3.5 by 2027.

Obj. 2.3 Use a mentoring framework to support and convert 70 percent of the associate professors to full professors by 2027.

Obj 2.4 Increase the percentage of faculty and staff engaged in professional development with emergent technologies on the science of teaching and learning, research and grant writing to 70 percent by 2027.

Obj 2.5 By 2027, conduct two professional development opportunities per year that suppot the health and wellness need of all employees.

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Number of endowed professors	NA	NA	NA	NA	1	3	4
Number of faculty holding membership in the national academies	NA	NA	NA	NA	7	8	9
Number of scholarly publications and activities per full-time tenur	198	219	226	240	746	0	0
Number of faculty and staff engaged in professional publications a	441	452	464	470	184	0	0
Number of faculty engaged as Principal Investigators in funded re	84	67	71	78	94	96	100
Number of associate professors converted to full professors	NA	NA	NA	NA	9	12	12
Percentage of faculty and staff engaged in quality matters training	27%	46%	59%	67%	70%	72%	74%
Number of the faculty and staff with online courses that meet qua	45	69	71	115	146	153	161
Percentage of the faculty and staff using open education resources	NA	NA	NA	NA	5%	5%	7%
Percentage of new faculty and staff engaged in professional devel	NA	NA	NA	NA	63%	65%	70%
Number of faculty and staff engaged in training workshops on res	NA	NA	NA	NA	70	75	80
Number of professional development opportunities on safety, hea	NA	NA	NA	NA	41	50	50
Percentage of faculty and staff engaged in professional developme	NA	NA	NA	NA	90%	95%	100%

Goal 3. Elevate to R1 Very High Doctoral Research University.

Obj. 3.1 Achieve total annual science and engineering research and development expenditures of $40 million by 2030.

Obj. 3.2 Achieve total annual doctoral conferrals per year of >110 by 2030.

Obj. 3.3 Achieve total annual full-time post-doctoral research staff to 140 by 2030.

Obj. 3.4 Increase the number of full-time instructional tenure track faculty to 300 by 2025.

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
S&E R&D Expenditures	$12.8M	$16.9M	$18.9M	$25.2M	$32.1M	$36M	$40M
Non S&E R&D Expenditures	$0.46M	$0.27M	$1.7M	$4.3M	$6.1M	$7.0M	$8.0M
Total R&D Expenditures	$13.3M	$17.2M	$20.6M	$29.5M	$38.2M	$43.0M	$48.0M
Number of STEM research and scholarship doctoral degrees conf	13	18	20	20	14	20	20
Number of humanities research and scholarship doctoral degrees	4	4	5	5	2	5	5
Number of social science research and scholarship doctoral degree	0	0	0	0	0	0	0
Number of other research and scholarship doctoral degrees confe	54	56	46	45	42	45	47
Total number of research and scholarship doctoral degrees confer	71	78	71	70	58	70	72
Number of full-time post-doctoral research staff	52	49	65	102	111	120	129
Full-time instructional tenure track faculty	330	333	323	290	288	296	300

Goal 4. Improve Campus-Wide Infrastructure.

Obj. 4.1 Increase private and philanthropic donations to $50 million by 2027.

Obj. 4.2 Increase the alumni giving rate to 16 percent by 2027.

Obj 4.3 Reduce campus electricity usage by 7 percent by 2027 through effective conservation measures, persistent curtailment, and enhanced efficiency services.

Obj 4.4 Reduce campus natural gas usage by 5 percent by 2027.

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Annual private and philanthropic donations (millions)	63	73.5	15	25	17.4	20.8	24.9
Annual alumni giving rate	17%	14%	14%	14%	11%	12%	15%
Change in electricity usage	-5%	-5%	-5%	1%	-5%	-6%	-7%
Change in natural gas usage	6%	32%	10%	28%	-5%	-6%	-7%

Goal 5. Serve as the Premier Anchor Institution for Baltimore City and Beyond.

Obj. 5.1 Expand mandatory interships for undergraduate and graduate students placed in non-profit agencies and organizations from 150 to over 200 in collaboration with Morgan's Second Year Experience Program by 2027 and 300 by 2030.

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Number of new partnerships	0	12	8	39	35	40	47
Number of students who participated in university-sponsored inte	513	546	900	1031	1064	1100	1150

NOTES

Goal 6.   **Activate Global Educational Initiatives and Expand International Footprint.**

      Obj. 6.1   Enroll 500 international students by 2027 and 800 by 2030.

      Obj. 6.2   Increase and sustain annual student participation in study abroad and experiential global learning activities (both face-to-face and virtual) from 2 percent to 7 percent of total enrollment by 2030.

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Number of international students enrolled	709	512	349	310	360	375	420
Number of international partnerships	0	1	0	0	0	0	1
Number of students participating in the face-to-face study abroad	158	0	0	34	83	110	150
Number of students participating in the virtual exchange-COIL st	19	46	180	284	211	320	400
Number of faculty engaged in the face-to-face study abroad progr	8	0	0	7	12	20	25
Number of faculty engaged in the virtual exchange- COIL study a	1	1	8	4	14	26	38
Number of staff engaged in the face-to-face study abroad progran	2	0	0	2	2	2	3
Number of staff engaged in the virtual exchange- COIL study abr	1	2	4	3	3	4	4

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: SMCM places intentional emphasis on students' completion of high-impact practices (HIPs). Prior to the pandemic, SMCM met the target for both of the related metrics (100% completing at least two and 80% completing at least three HIPs), but has seen these measures decrease for the mid-pandemic Classes of 2021 and 2022. It is likely that the lack of international and experiential opportunities during the pandemic is a major reason for these decreases. The Class of 2023 shows evidence of returning to pre-pandemic participation rates in HIPs, with 99% of graduates completing at least two HIPs and 83% completing at least three. SMCM is actively working to increase HIP opportunities for all students, particularly internships, research experiences, and international experiences, three HIPs that are guaranteed as part of the Honors College Promise. We are confident that moving forward, we will resume meeting these goals.

> *Peer Benchmarks:* The National Survey of Student Engagement (NSSE) periodically releases benchmarks regarding the completion of HIPs among graduating seniors at institutions participating in the survey. The most recent data, released in 2020, reports that 87% of seniors at participating Carnegie Baccalaureate Arts & Sciences institutions completed two or more HIPs. SMCM's rate among graduates has exceeded this for the past eight years (2020 level, 99%; five-year average, 98%). *(Source: NSSE)*

Objectives 1.2 and 1.3: SMCM is committed to offering a rigorous curriculum taught by qualified faculty. For three of 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 declined slightly in 2021 (82%) and 2022 (80%), full-time faculty still teach the great majority of undergraduate credit hours, and the percentage rose to 84% for 2023. Further, the rise of part-time faculty is largely due to SMCM's engagement of expert practitioners in a variety of fields to teach courses in the professional pathways sequence, part of the recently (2020) instituted LEAD Initiative. Students benefit from studying with these professionals while still taking the majority of their traditional coursework with full-time faculty. 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:* According to the most recent available data (Fall 2021), SMCM has the lowest student-faculty ratio (10:1) among the traditional four-year public institutions in Maryland, which average 14:1. The SMCM student-faculty ratio is third lowest among Council of Public Liberal Arts Colleges (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: The target for the percentage of incoming students who identify as students of color was reset last year to 33%. In FY23 (Fall 2022), SMCM recruited a first-year class with 31% students of color – just below this new target, but still a substantial improvement from about a decade ago when the percentage averaged only 20% (data not shown), and the fourth year in a row with a first-year class consisting of 30% or greater students of color. Entering class targets were exceeded for first generation college students for the sixth consecutive year, and for the out-of-state population for the second consecutive year. The latter measure has slowly been rising and is expected to hold steady just above the target of 10% for the next few 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 (3.50, unweighted) and is projected to hold steady at this level with the next entering class.

Objective 2.2: Both four-year graduation rates (Fall 2019 cohort graduating by Summer 2023) and six-year graduation rates (Fall 2017 cohort graduating by Summer 2023) were below targets for all groups. Note that four-year and/or six-year targets for students of color, African American students, first generation students, and Pell recipients were reset to aspirational levels last year to reflect SMCM's commitment to narrowing equity gaps in student success. SMCM will focus on providing all students with resources and strategies to support timely graduation, with particular emphasis on students from these historically underrepresented and/or marginalized groups. We know that reaching certain early academic milestones is crucial for students to make timely progress toward their degree, and we will explore additional ways to communicate and support the attainment of these milestones to students, faculty advisors and academic support staff. In addition, we will 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, and to explore how to make these inter-session offerings accessible. For entering first generation students, the recently expanded *Sum primus* ("I am first") program offers extended pre-orientation activities, focusing on academic, financial, social, and cohort-building activities. Finally, SMCM's recently adopted 2023 – 26 strategic plan contains several diverse initiatives aimed at improving student retention and persistence to graduation, including expanding access to global opportunities, promoting holistic student wellness and belongingness, increasing student leadership activities, and enhancing the student advising and degree-planning experiences.

> *Peer Benchmarks:* Based on the most recent national comparison data available (FY19), SMCM's overall four-year graduation rate (64% for the 2015 entering cohort graduating by 2019) exceeded those of other COPLAC institutions and other Maryland public and private

four-year institutions, and was on par with rates at 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, SMCM's four-year graduation rates for African American students were at or above the corresponding rates at other COPLAC, Maryland public and private, and peer institutions, but rates for Hispanic students fell below the comparison rates at Maryland private and peer institutions. Benchmark four-year graduation rates for Pell recipients are not available from IPEDS. Because of the lag in reporting four-year graduation rates to IPEDS, additional comparison data are shown below from 44 Baccalaureate Arts & Sciences institutions (all private) that participate in the Higher Education Data Sharing Consortium (HEDS). These data are three years more recent (2018 cohort graduating by 2022) and additionally include Pell student data. These comparisons reveal that SMCM's four-year graduation rates for Pell students are on par with these other private institutions, but that overall rates, and rates for African American and Hispanic students, are lagging behind. *(Sources: As shown in tables below)*

Four-Year Graduation Rates, FY19 (Fall 2015 cohort)					
Institution(s)	N	Overall	Students of Color	African American	Hispanic
SMCM	1	64%	52%	51%	53%
COPLAC	28	40%	31%	27%	32%
MD Public	11	31%	27%	24%	28%
MD Private	9	60%	54%	47%	60%
Peer	12	65%	60%	51%	59%
Aspirant	6	85%	82%	79%	84%

Source: IPEDS Data Center

Four-Year Graduation Rates, FY22 (Fall 2018 cohort)					
Institution(s)	N	Overall	African American	Hispanic	Pell
SMCM	1	60%	37%	42%	62%
Bacc A&S	44	65%	54%	62%	60%

Source: Higher Education Data Sharing Consortium

For six-year graduation rates, the most recent comparison data available (FY21) reveal that SMCM's overall rate (73%, for the 2015 entering cohort) equaled or exceeded that of other COPLAC, Maryland public and private, and peer (primarily private) institutions. SMCM's six-year rate for African American, Pell recipients, and need-based aid recipients also met or exceeded rates at these comparison institutions. Similar to the four-year rates described above for the same entering cohort, SMCM's Hispanic students graduated at higher six-year rates than students at COPLAC or Maryland public institutions, but fell behind the rates at Maryland private and peer institutions. *(Source: IPEDS Data Center)*

Six-Year Graduation Rates, FY21 (Fall 2015 cohort)							
Institution(s)	N	Overall	Students of Color	African American	Hispanic	Pell	Need-Based Aid
SMCM	1	73%	64%	69%	58%	76%	69%
COPLAC	28	53%	45%	42%	46%	48%	50%
MD Public	11	49%	47%	46%	48%	46%	47%
MD Private	9	67%	60%	54%	65%	65%	66%
Peer	12	73%	69%	62%	69%	70%	72%
Aspirant	6	89%	88%	85%	88%	81%	86%

Source: IPEDS Data Center

Objective 2.3: The second-year retention rate continues to fluctuate, falling slightly to 82% in FY23. While still not meeting the target, this year's retention rate still exceeds many benchmarks.

> *Peer Benchmarks:* Based on the most recent data available (FY22), SMCM's first-to-second year retention rate last year (85%) exceeded those of other public liberal arts colleges (COPLAC institutions, average = 70%), Maryland public four-year institutions (average = 73%), Maryland private institutions (average = 78%), and peer institutions (average = 83%), many of which are private. Retention rates at private aspirant institutions averaged 93% in FY20, above SMCM's aspirational target but underscoring how important it is 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 FY23. Racial and ethnic diversity targets were reset to 33% last year to match the goal for diversity of the student body. SMCM has been making slow but steady progress toward this goal in the faculty; recent efforts to advance cluster hiring (the Ross Fellows initiative) and diversify search processes are expected to assist with continuing to improve toward the target. The percent of staff who are people of color is on track to meet the target within the next few years.

Objective 2.5: Between FY14 and FY20, SMCM met or exceeded the target of an entering class that contains 20% transfer students each year, but the percentage fell to 17% in FY21 and has remained under the target since then. This is directly related to the enrollment challenges at community colleges since the pandemic. We will continue to focus on recruiting a strong incoming class of transfer students.

Objective 2.6: Among transfer students, the four-year graduation rate (70%, Fall 2019 entering students graduating by Summer 2023) met the target, while the three-year graduation rate (56%, Fall 2020 entering students graduating by Summer 2023) fell below the target after four years of exceeding it. Transfer students who entered in Fall 2020, at the height of the pandemic, likely experienced particular challenges to persistence that can also be seen in the low projection for this cohort's four-year graduation rate (2024 Est., 64%). However, analysis of all transfer students' degree progress suggests that this is a localized drop, as other projections for three- and four-year graduation rates 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.

> *Peer Benchmarks:* Benchmark information for transfer student four-year rates is available from IPEDS, but with quite a delay. The most recently available data is from transfer students who entered during 2013-14 and graduated by 2017. In that year, SMCM's four-year graduation rate for transfer students (62%) was the lowest among SMCM's most recent six years (SMCM average 71%), but still exceeded the average rates for Maryland public and private four-year institutions (51%) and COPLAC institutions (52%). Transfer students at peer institutions averaged a 71% four-year graduation rate, on par with SMCM's six-year average, and the average at aspirant institutions was 89%. *(Source: IPEDS Data Center)*

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. Given the particularly sensitive financial situation of students receiving need-based aid, this gap warrants increased attention. On the other hand, the leading indicator of retention to the second year, while not meeting the target of 90%, was higher than previous years at 84% and was above the all-student level of 82%.

> *Peer Benchmarks:* Similar to findings for graduation rates among Pell recipients, SMCM's six-year graduation rate for students receiving need-based aid (69% in FY21, most recent comparison data available) was well above that of other COPLAC institutions (50%), Maryland public institutions (47%), and Maryland private institutions (66%), and approached the FY20 rate at peer institutions (72%). *(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 fourth time in five years after many years of consistently higher levels. It is unclear whether this is a lingering effect of the pandemic, changes in student priorities, or related to the availability of community service opportunities. SMCM's 2023-26 strategic plan contains a pillar focusing on community engagement, and specifically outlines a plan to expand community leadership and service opportunities for students. Internship participation decreased to below 40% after several years at 40% or higher, but is expected to recover and grow over the next few years as students move through the professional skills component of the LEAD Initiative. Both the six-month employment rate (67%) and the six-month continuing education rate (28%) for the Class of 2022 met the specified target, indicating that SMCM graduates are successful after graduation.

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 2021, the most recent graduating class for which benchmark data is available, SMCM's employment rate was 61% and the national rate was 68%, while SMCM's continuing education rate was 35% and the national rate was 21%. The total Career Outcome Rate (rate of graduates with a "positive career outcome", such as employment, continuing education, fellowship, or service experience) for the SMCM Class of 2021 was 97%, exceeding the national rate of 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 2021 Report)*

B. Response to Commission Questions

Identifying Long-term Equity Gaps:
- **What are the largest long-term equity gaps that exist in student access, success, and innovation in your institution? Please note the long-term equity gaps refers to the inequities that existed long before the COVID-19 pandemic and persisted over the years.**
- **How are these equity gaps uncovered/discovered/identified at your institution and how are they shared with your community?**
- **What interventions have been implemented to eliminate these gaps?**

SMCM is committed to providing access to a rigorous liberal arts education to all students. The Office of Institutional Research and Planning routinely monitors disaggregated data to assess equity in student access, success, and innovation. These data are shared with the community via the public web site, presented to the Board of Trustees, and communicated during Town Hall-style meetings with faculty and staff.

As discussed above in Goal 2, diversity goals in the entering class have been met or exceeded for a number of years and have recently been reset to be even more ambitious. Tuition has been frozen at 2019 levels for the past four years to help provide affordable access to more students and their families. SMCM prioritizes completion of high-impact practices among all students, and works to make these accessible and affordable. The graph at right shows that students of color, low-income students (Pell students), and first generation students complete many of the same high-

Equity in High-Impact Practices (HIPs) at SMCM *(5-yr average)*

Completed 3+ HIPs: All Students 80%, Students of Color 81%, Pell Recipients 81%, First Generation 81%

Capstone experience: All Students 82%, Students of Color 82%, Pell Recipients 83%, First Generation 83%

Conducted research: All Students 58%, Students of Color 63%, Pell Recipients 56%, First Generation 68%

Internship: All Students 43%, Students of Color 43%, Pell Recipients 49%, First Generation 30%

Legend: All Students, Students of Color, Pell Recipients, First Generation

impact practices at the same or even higher rates than the general student population. Internships and study abroad (not shown) are less frequently completed among first generation students; these are the more expensive experiences both in terms of actual financial cost and loss of other income opportunities. In response, SMCM has expanded opportunities for paid internships on and off campus, and has committed to increasing scholarships for international experiences.

Gaps do exist in retention and graduation rates, as discussed under Goal 2 in the previous section and as shown at right. Program such as the DeSousa-Brent Scholars Program, the Landers Scholars Program, and the Sum Primus ("I am first") Program are designed to provide additional support, mentoring, and opportunities for students in

Student Outcomes at SMCM *(5-yr average)*

	All Students	Students of Color	Pell Recipients	First Generation
First-to-Second Year Retention	84%	80%	80%	80%
Four-Year Graduation	60%	48%	54%	52%
Six-Year Graduation	72%	63%	64%	65%
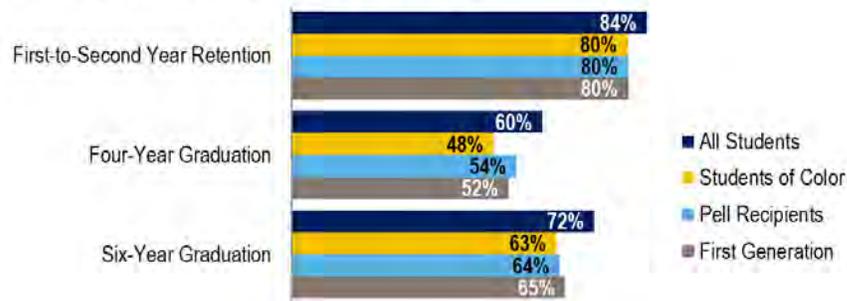
at-risk groups. In addition, SMCM has implemented a "16 to Succeed" campaign which emphasizes the importance of attempting 16 credits each semester (along with other meeting other academic milestones) in order to facilitate timely graduation. Students, advisors, and staff are informed of the importance of these milestones for retention and graduation – and their particular importance for students from historically underrepresented and/or marginalized groups at SMCM – through email messages, announcements, and flyers, and each semester advisors receive a comprehensive data set on each of their advisees that includes progress on meeting academic milestones. Finally, the recent Ross Fellows cluster hire initiative successfully recruited six new tenure-track faculty members across a range of disciplines with pedagogical expertise in supporting students from historically underrepresented and/or marginalized groups, and stipends are available to any faculty member to support pedagogical innovation and the development of more equitable teaching and grading practices.

Measuring Equity Gaps:
- **How has your institution used disaggregated data to identify equity gaps in students' educational opportunities and outcomes?**
- **What stakeholder engagement (students, faculty, staff, etc.) is used to collect and review this data?**
- **Does your institution set goals/benchmarks in regard to the elimination of equity gaps? If so, what steps does your institution take to ensure accountability in meeting the established goals/benchmarks of equity?**

SMCM examines disaggregated data on retention, graduation rates, participation in high-impact practices, and overall course success. These data are gathered from multiple sources, including the student information system, transcripts, surveys of faculty and teaching staff, input from offices such as the Center for Career and Professional Development and the Office of International Education, and surveys of graduating students and alumni. As discussed in the previous answer, the data are shared publicly and internally via a number of mechanisms. Beginning in FY22, academic departments also engage in an annual review of program data that

includes equity markers, and are asked to address gaps and propose interventions.

SMCM has set ambitious goals for the elimination of equity gaps. As seen on the MFR, for example, goals for six-year graduation rates are set at the same level for all students regardless of identity. The 2023-26 strategic plan sets a similar goal of equal first-to-second year retention across all groups. Other goals in the strategic plan include the development of a Student Success Center, establishment of new onboarding programs and support teams for new students, improvements to early alert and intervention systems, and an emphasis on mentoring and fostering students' sense of belonging at SMCM. Progress toward these goals will be monitored regularly and reported to the campus community, the President, and the Board of Trustees. Further accountability discussions take place at executive, divisional, and departmental levels. The Vice President for Equity and Strategic Initiatives will lead such discussions and provide guidance to identify acceptable, consistent equity goals and steps toward achieving them.

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	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Percent of the graduating class successfully completing at least two high-impact practices	100%	99%	95%	97%	99%	100%	100%
Percent of the graduating class successfully completing at least three high-impact practices	87%	82%	72%	76%	83%	83%	83%
Percent of all full-time faculty who have terminal degrees	98%	98%	98%	97%	96%	98%	98%
Percent of undergraduate credit hours taught by full-time faculty	88%	87%	82%	80%	84%	84%	84%
Undergraduate student to faculty ratio	10:1	9:1	9:1	10:1	10:1	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: Average high school grade point average (GPA) of at least 3.40 (4 point scale), enrollment of students from historically underrepresented racial/ethnic groups at least 33 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), students from all historically underrepresented racial/ethnic groups (65 percent), African-American students (65 percent), Hispanic students (70 percent), all first generation students (65 percent), and all students with a Pell Grant disbursed during their first semester (65 percent). Achieve and maintain 6-year graduation rates at 80 percent for all students and all student subgroups, including students from all historically underrepresented racial/ethnic groups, African-American students, Hispanic students, first-generation students, and students with a Pell Grant disbursed during their first semester.

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Average high school GPA	3.38	3.38	3.44	3.45	3.50	3.49	3.49
Percent of entering first year class who identify as members of	25%	34%	32%	31%	31%	30%	32%
Percent of entering first year class who originate from outside of Maryland	7%	6%	9%	11%	13%	15%	16%
Percent of entering first year class from first generation households	21%	23%	25%	21%	25%	28%	25%
Percent of entering first year class receiving Pell Grants disbursed during their first semester	17%	22%	24%	18%	20%	21%	21%
Four-year graduation rate for all students	64%	60%	58%	60%	56%	62%	64%
Four-year graduation rate for students from historically	52%	49%	44%	41%	50%	51%	57%
Four-year graduation rate for African-American students	51%	48%	38%	37%	41%	56%	58%
Four-year graduation rate for Hispanic students	53%	44%	44%	42%	52%	55%	48%
Four-year graduation rate for all first generation students	60%	53%	44%	57%	44%	53%	58%
Four-year graduation rate for students with a Pell Grant disbursed during their first semester	60%	58%	43%	58%	46%	58%	64%
Six-year graduation rate for all students	77%	72%	73%	71%	68%	70%	65%
Six-year graduation rate for students from historically	69%	67%	64%	60%	54%	53%	56%
Six-year graduation rate for African-American students	70%	51%	69%	59%	44%	45%	51%
Six-year graduation rate for Hispanic students	70%	74%	58%	50%	52%	58%	56%
Six-year graduation rate for all first generation students	69%	64%	71%	63%	58%	66%	53%
Six-year graduation rate for students with a Pell Grant disbursed during their first semester	69%	62%	76%	65%	48%	69%	59%

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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 goals for full-time faculty and staff will be: 33 percent from historically underrepresented racial/ethnic groups and 50 percent women.

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	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
First to second-year retention rate	82%	85%	83%	85%	82%	81%	83%
Percent of all full-time tenured or tenure-track faculty who identify as members of historically underrepresented racial/ethnic groups	18%	15%	16%	18%	19%	21%	23%
Percent women of all full-time tenured or tenure-track faculty	51%	52%	51%	50%	50%	50%	50%
Percent of all full-time (non-faculty) staff who identify as members of historically underrepresented racial/ethnic groups	30%	28%	27%	30%	27%	30%	33%
Percent women of all full-time (non-faculty) staff	57%	57%	57%	58%	61%	60%	60%
Percentage of entering fall class who are transfer students	22%	21%	17%	18%	15%	13%	15%
3-year graduation rate for all transfer students	62%	69%	68%	64%	56%	68%	81%
4-year graduation rate for all transfer students	74%	69%	74%	74%	70%	64%	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	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Average percent of first-time full-time degree-seeking student need met by awarding need-based aid	73%	78%	84%	78%	78%	80%	80%
First-to-second year retention rate for students receiving need-based aid in the first semester	80%	81%	79%	87%	84%	83%	85%
Four-year graduation rate for students receiving need-based aid in the first semester	59%	56%	54%	54%	46%	58%	67%
Six-year graduation rate for students receiving need-based aid in the first semester	78%	68%	69%	64%	63%	63%	54%

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	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Percent of graduating seniors who will have performed community service while at SMCM	69%	63%	50%	39%	37%	40%	45%
Percent of graduating seniors who fulfilled a paid or unpaid internship	40%	45%	44%	47%	38%	40%	45%
Employment rate of graduates within six months of graduation	62%	58%	53%	61%	67%	67%	67%
Percent of graduates continuing their education (at any level) within six months of graduation	28%	30%	34%	35%	28%	30%	30%

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

As the community has become more acclimated to the COVID-19 pandemic winding down, Allegany College of Maryland has experienced a gradual return of interest by students in higher education. It would be inaccurate to state that the College is returning to pre-pandemic behavior, as many things have changed, such as course delivery methods, student and faculty expectations, and how students engage with the institution and its services. However, Access remains a high priority for the College regardless of these or other challenges and, in many ways, thrives with educational offerings reaching students regardless of their access to transportation, their work and family schedules, and even geographic boundaries.

ACM's 2020-2023 Strategic Plan has as its first strategic priority Success & Access. The College developed a new Strategic Marketing plan to support the priority, expanding marketing of career and allied health programs, working with Allegany County Schools, and increasing engagement with dual enrollment students.

FY22 saw a marginal decrease in credit student counts (-1.4%) but a substantial increase in continuing education (+9%) (Measure #1). These numbers are still well below the benchmark which was set relative to pre-pandemic enrollment numbers. Enrollment in credit increased in FY23 and continuing education is forecasted to have its best year ever in CY2023. Credit enrollment growth continues to be driven primarily by the online LPN to RN program, but has been buoyed also by new programs, increasing interest in dual enrollment, and a return of students who were absent from higher education during the pandemic.

As demonstrated by MHEC's Enrollment by Place report, Allegany College of Maryland maintained its market share of first-time full-time freshmen (Measure #2) at 50.8% from the prior year and the share of part-time undergraduates (Measure #3) at 82.8%. Although the former is away from the four-year high, maintaining market share in an increasingly competitive market remains valuable to the institution.

In the College's favor, the market share of recent, college-bound high school graduates (Measure #4) increased from 59.4% in fall 2020 to 63.6% in fall 2021. This represents a comparatively smaller number of students, but reflects the positive relationships ACM has worked hard to build with local k-12 systems. Continued work in this area may lead to increases in the market share of first-time full-time freshmen in the coming years.

Fall 2022 saw another high school student enrollment (Measure #5), also referred to as Early College or dual enrollment, increase by 8.5%, from 729 to 791. The College's development of the career coach model, building relationships with local school systems, and offering competitive educational opportunities.

With the pandemic waning, course structure has begun to return towards what it was before, with students demonstrating a preference for face-to-face courses when available and career programs generally requiring them. Online enrollments (Measure #6) for credit offerings decreased in FY22 reflecting these changes. Hybrid courses also decreased as Instructional and Student Affairs moved to ensure greater consistency between offerings, reduce the number of delivery methods available, and make it easier for students to determine what is being offered. These trends were mirrored by continuing education, as courses are more likely to be available in person now.

With careful consideration of the institutional budget, tuition and fees to attend ACM were held flat for FY23, leading to a decrease in annual tuition and fees relative to Maryland public four-year institutions (Measure #7). As cost is one of the biggest drivers of Access, especially in a region such as Allegany County, continuing efforts to keep this measure low remain extremely important for the institution. In addition to the comparatively low tuition and fees, students can avail themselves of financial aid and scholarship assistance – Characteristic E shows that 94.4% of students received some form of financial aid in FY22 which is a testament both to the need of ACM students and the strength of its financial aid opportunities.

After the severe slump in FY21, continuing education offerings for community service and lifelong learning (Measure #8) rebounded substantially up to 623 students taking 650 courses. This is expected to increase further in FY23. Enrollment in basic skills and literacy courses (Measure #9) remained relatively flat from FY21 to FY22. The College does not have sufficient enrollments in adult education to report on Measure #10.

As the College has expanded its operations with the online LPN to RN program, the student body demographic has diversified beyond what is representative of the county or regional population. In Fall 2022, 18.7% of the student body identified as non-white (Measure #11) while only 12.9% of the service population identifies similarly. At the same time, the College's non-white faculty (Measure #12) and professional and administrative staff (Measure #13) representation has remained relatively the same at 2% and 1.7% respectively.

Goal 2: Success

Once students are enrolled, the priority of the institution becomes ensuring the student is successful in their educational experience in a way that meets the students' expectations. Services are available across campus for a wide variety of student needs, from tutoring in academic areas to a well-stocked and staffed food pantry to student life activities to foster engagement with many other as well.

To reach more complex and difficult expectations of success, a student must first return from one year to the next. Fall-to-fall retention for the Fall 2021 cohort (Measure #14) was down to 54.7% from 57% in the year prior. Within the subgroups, this decline is spread cleanly across Pell, Developmental, and College-ready students at roughly 3% each.

The rate at which students testing into developmental education are able to complete their developmental requirements after four years (Measure #15) has remained relatively constant with a small decrease for the Fall 2018 cohort down to 54.4% from 58% the year prior. With the drastic decrease in the number of students requiring developmental education several years ago after the introduction of multiple measures, students still requiring developmental education tend to be those with more severe needs which therefore makes it more impressive for over half of them to be able to transition into credit-bearing courses.

Students entering higher education in Fall 2018 were unexpectedly faced with the monumental task of completing their education in the midst of a global pandemic. The 100% time for these students is Spring 2020, which would have been the final semester for those graduating on target. The 150% mark incorporates the following academic year as well, which was still facing a number of uncertainties. For the Fall 2018 cohort to have attained success-persistence (Measure #16) and graduation-transfer (Measure #18) rates generally in line with prior years is nothing short of impressive. The cohort reported in next year's PAR, Fall 2019, is expected to have been more severely impacted by the pandemic.

Unfortunately, one sub-group that was most severely impacted during this time was Black/African American students (Measures #17 & 19). This group saw a 14% decrease to its successful-persistence rate and a 17% decrease to its graduation-transfer rate. Many of the College's Black/African-American students are not from the College's service region and live in the residence halls. COVID-19 more severely impacted their ability to complete their education at ACM, to return to campus in Fall 2021 with safety concerns, and therefore to maintain enrollment, much less graduate or persist with successful academic experiences.

Measure #20, associate degrees and certificates awarded, shows the lagging results of decreasing enrollment over the prior years. As fewer students enroll, even with good graduation rates, the number of awards given out will necessarily decrease as well. The College has seen some increases to enrollments in FY23 and FY24, but it will take several years for these to have any meaningful effect on this measure.

The College continues to demonstrate excellent capacity for preparing students to be academically successful at their transfer institutions with 87.5% of students demonstrating a GPA of 2.0 or greater in their first year (Measure #21) and 31.8% graduating within a year.

Goal 3: Innovation

Academic innovation for a two-year institution is often demonstrated by the continuing ability of its to students to meet employer and industry expectations. For Allied Health programs to continue meeting accreditation expectations and career programs to prepare students for

workforce, instruction must necessarily keep pace with the tools, techniques, and procedures those organizations expect students to be prepared for.

Students in Allied Health programs continue to exceed the benchmark of 85% pass rate on licensure and certification examinations (Measure #23) with the exception of Registered Nursing, which decreased to 83.9% in FY22.

Graduates employed within a year (Measure #24) saw an increase from 70% to 79%. As this is for students graduating in Spring 2021, this is consistent with national trends to show lower unemployment and greater rates of economic recovery as business returned from pandemic distortions. In conjunction with this, Measure #25 shows not only the recovery of median wages for graduates, but the surpassing of pre-COVID figures, again consistent with regional economic information.

All Continuing Education offerings in workforce development (Measure #26), trainings leading to licensure/certification (Measure #27), and contract training (Measure #28) saw increases during FY22 to the number of students registering for the courses. Total enrollments were also up for workforce development and contract training. Enrollments and registrations are anticipated to increase for all three areas in FY23.

Diversity, Equity, and Inclusion

MHEC's Diversity, Equity, and Inclusion Committee requested institutional responses to the following issues:

Identifying Long-term Equity Gaps
What are the largest long-term equity gaps that exist in student access, success, and innovation in your institution? Please note the long-term equity gaps refers to the inequities that existed long before the COVID-19 pandemic and persisted over the years.

The largest long-term equity gap at Allegany College of Maryland is the graduation rate of white students compared against Black/African American students. For the 150% Degree Progress cohort in this year's submission (Fall 2018 entry cohort), 52.3% of white students graduated during the study period compared with 14.3% of Black/African American students, making a differential of 38 points. To contextualize this over the last several years, the gap differentials are:

    2018FA Cohort – 38
    2017FA Cohort – 41.3
    2016FA Cohort – 30.3
    2015FA Cohort – 26.3
    2014FA Cohort – 26.8

How are these equity gaps uncovered/discovered/identified at your institution and how are they shared with your community?

All data generated for the Performance Accountability Report are shared with the President's Staff and the Board of Trustees. The entire report is made available to all employees on the College's intranet. Specific items are extracted for use on the College's Diversity KPI, used by the Diversity, Equity, and Inclusion Committee as well as the Office of Student & Legal Affairs for general utility and the Diversity Report submitted to MHEC annually.

What interventions have been implemented to eliminate these gaps?

The College hired a Retention Specialist position in FY21 to begin working with all students using early alerts and faculty interventions to identify students at risk of dropping out who may benefit from additional student support services. This was funded through the Perkins grants and works with the Admission and Registration office. The position is designed to assist students from many different backgrounds to be more successful in higher education.

Pathways for Success has been a TRIO grant program through the Department of Education. Pathways focuses on increasing student success from traditionally underrepresented populations and demonstrates consistently high rates of GPA, retention, and graduation for students served.

The Aspiring Young Mentors program was initiated to "lead young African-American men at Allegany College of Maryland in achieving their dream." It has since expanded to also include women. Aspiring Young Mentors focuses on providing support networks and regular meetings for African-American students to improve their retention and graduation at the institution.

Measuring Equity Gaps
How has your institution used disaggregated data to identify equity gaps in students' educational opportunities and outcomes?

Allegany College of Maryland utilizes institutional student access, success, and persistence data disaggregated by student demographics and student academic experience to make decisions for institutional and academic improvement. The Strategic Planning Council makes use of these data in the construction and evaluation of the Strategic Plan. Similarly, the Educational Master Plan development committee takes similar steps to evaluate these student datapoints and use them in the creation of the Educational Master Plan.

Data are also used by individual programs, such as the Nursing Program, in the administration of their accreditation requirements.

What stakeholder engagement (students, faculty, staff, etc.) is used to collect and review this data?

The College collects student engagement data annually through the Ruffalo Noel Levitz Revealing Institutional Strengths and Challenges (RISC) survey. This survey is conducted each Spring and is sent to all credit students. Questions on the survey provide feedback for how students are engaging with student services while providing demographic data to facilitate student service offices being able to make use of the results.

Does your institution set goals/benchmarks in regard to the elimination of equity gaps? If so, what steps does your institution take to ensure accountability in meeting the established goals/benchmarks of equity?

Outside the Performance Accountability Report, the College has not set benchmarks for equity gaps as an institution, but has been in discussion to incorporate Diversity, Equity, and Inclusion into its Strategic Plan which is currently under development for 2023-2026.

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. We are proud of TRIO's success rates compared to target benchmarks: 89% persistence rate (target 75%), 92% good academic standing (target 90%), 67.7% graduation rate (35% target).

Western Maryland Information Technology Center of Excellence (Maryland Department of Labor, Licensing, and Regulation) is an industry-led Strategic Industry Partnership project that will provide the framework to grow the State's economy and increase sustainable employment for Maryland families. This project includes the key community stakeholders who are committed to meeting the needs of the Information Technology industry and making Allegany County a "technology-ready" region. The IT Center is working through a $566,000.00 grant from EARN, Managed by the MD dept of Labor. Funds from this grant provide training to incumbent workers in the region, and also fund Tech at the Gap, among other community outreach events.

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

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.

Psychology Open Source Textbook Project (Maryland Open Source Textbook Initiative) allows for faculty members in the ACM Psychology Department to utilize open-source texts and resources to lower the cost of books for students who enroll in general psychology courses. This initiative will allow several sections of the PSYC 101 course at ACM to offer class resources for no cost at all and will allow faculty members the opportunity to disseminate the outcomes of this project to other faculty members at colleges and universities throughout the state of Maryland. For Fall 2023, two more faculty members have applied for the grant.

Open Educational Resources (OER) are defined as low-cost ($60 or less) or no cost textbook options for students. Textbook prices affect student's ability to pay for college and can be a financial barrier for attendance. We are proud to say that 41% of our course sections in 2022, and 43% in 2023, used a low-cost/no-cost textbook option. Our goal to increase this number above 50%.

Allied Health Simulation Project (Appalachian Regional Commission) provides several forms of modern, state-of-the-art technology to ACM students studying in career programs. Examples of these items include an *Anatomage* virtual dissection table for physical therapy assistant students, training mannequins for both the nursing and respiratory therapy program, and Z-space 3-D laptop technology that allows students to virtually engage in learning activities.

"Driving the Future of Workforce Development" Project (Maryland State Department of Education) focuses on providing a fleet of new vehicles to the Automotive Technology program. This modern equipment replaces the existing fleet, providing students a better opportunity to learn with new technology and to practice their skills on more up-to-date equipment.

MHEC Workforce Development project (Maryland Higher Education Commission) provides funding to support specific workforce education initiatives at Allegany College of Maryland— primarily through technological and software-based enhancements to programs in the Continuing Education department. Such programs include Automated Manufacturing Engineering, Advanced Manufacturing, Welding, and several others that help fuel the local workforce in Allegany County.

"Tackling the Opioid Epidemic Phase 2: An Expansion of the Statewide Resilience Approach" project (Maryland Opioid Operational Command Center) further supports the collaboration between ACM and the Center for Mind-Body Medicine to infuse a culture of care and support into the community and across the state of Maryland to help those who are struggling with opioid addiction. This model began in Allegany County and has now been spread to nearly every corner of Maryland, furthering the impact for those communities most overwhelmed by the opioid epidemic.

Scholarships

FY2022 Foundation Year to date (preliminary and unaudited) scholarships for the Cumberland Foundation follow:

- Scholarships: $1,451,216

(represents an <u>increase of 36%</u> from the previous year)

The FY2023 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 – 67, with an average age of 22.
- 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. 383 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. 245 awards were made.
- The Allegany County Opportunity Continuing Education and Workforce Development Scholarship supports Allegany County residents who are taking Professional and Workforce Training. 152 awards were made.

Allegany College of Maryland
2023 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 2019	Fall 2020	Fall 2021	Fall 2022
A	Fall credit enrollment				
	a. Unduplicated headcount	2,589	2,527	2,421	2,577
	b. Percent of students enrolled part time	55.5%	65.5%	67.9%	68.0%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
B	First-time credit students with developmental education needs	42.9%	33.6%	30.5%	32.9%

		FY 2019	FY 2020	FY2022	FY2023
C	Credit students who are first-generation college students (neither parent attended college) *Collection changed in FY2022 to the RISC Survey	38.0%	NA	57.0%	55.0%

		FY 2019	FY 2020	FY2021	FY2022
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	0	0	0	0

		FY 2019	FY 2020	FY2021	FY2022
E	Credit students receiving financial aid				
	a. Receiving any financial aid	87.4%	91.8%	89.7%	94.4%
	b. Receiving Pell grants	35.6%	35.3%	30.6%	32.1%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
F	Students 25 years old or older				
	a. Credit students	23.3%	26.1%	30.4%	29.6%

		FY 2019	FY 2020	FY2021	FY2022
	b. Continuing education students	81.9%	82.0%	82.9%	83.1%

		FY 2019	FY 2020	FY2022	FY2023
G	Credit students employed more than 20 hours per week *Collection changed in FY2022 to the RISC Survey	36.0%	NA	53.0%	41.0%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	2.1%	1.9%	2.5%	2.7%
	b. Black/African American only	9.4%	9.0%	9.3%	10.8%
	c. American Indian or Alaskan native only	0.1%	0.1%	0.2%	0.2%
	d. Native Hawaiian or other Pacific Islander only	0.0%	0.1%	0.1%	0.2%
	e. Asian only	0.5%	0.8%	0.8%	0.7%
	f. White only	83.4%	83.4%	82.3%	80.1%
	g. Multiple races	2.9%	3.1%	3.1%	3.3%
	h. Foreign/Non-resident alien	0.7%	1.0%	1.2%	1.1%
	i. Unknown/Unreported	0.8%	0.7%	0.5%	0.9%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
I	Credit student distance education enrollment				
	a. Enrolled exclusively in distance education	19.2%	36.6%	23.5%	26.0%
	b. Enrolled in some, but not all, distance education	25.5%	32.3%	24.6%	26.4%
	c. Not enrolled in any distance education	55.4%	31.1%	51.9%	47.7%

Allegany College of Maryland
2023 ACCOUNTABILITY REPORT

		FY 2019	FY 2020	FY2021	FY2022	
J	Unrestricted revenue by source					
	a. Tuition and fees	42.0%	43.0%	44.0%	41.7%	
	b. State funding	28.0%	28.0%	22.0%	25.0%	
	c. Local funding	27.0%	26.0%	26.0%	25.3%	
	d. Other	3.0%	3.0%	8.0%	8.0%	

		FY 2019	FY 2020	FY2021	FY2022	
K	Expenditures by function					
	a. Instruction	35.3%	34.2%	34.4%	34.1%	
	b. Academic support	20.4%	18.8%	18.9%	19.7%	
	c. Student services	7.9%	8.0%	7.7%	8.5%	
	d. Other	36.4%	39.0%	39.0%	37.7%	

Goal 1: Access

		FY 2019	FY 2020	FY2021	FY2022	Benchmark FY 2025
1	Annual unduplicated headcount					
	a. Total	9,874	9,937	6,752	6,949	**10,250**
	b. Credit students	3,172	3,248	3,117	3,072	**3,300**
	c. Continuing education students	7,237	6,388	3,906	4,271	**7,050**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
2	Market share of first-time, full-time freshmen	60.2%	55.7%	50.7%	50.8%	**61.0%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
3	Market share of part-time undergraduates	80.5%	80.7%	82.3%	82.80%	**81.5%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Benchmark Fall 2024
4	Market share of recent, college-bound high school graduates	57.8%	60.7%	59.4%	63.6%	**61.5%**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
5	High school student enrollment	739	736	729	791	**725**

		FY 2019	FY 2020	FY2021	FY2022	Benchmark FY 2025
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	2,778	3,468	5,358	4,710	**4,000**
	b. Continuing education, online	43	704	1,697	839	**100**
	c. Credit, hybrid	1,517	1,956	3,340	1,082	**1,750**
	d. Continuing education, hybrid	NA	NA	NA	874	**NA**

		FY 2020	FY 2021	FY2022	FY2023	Benchmark FY 2026
7	Tuition and mandatory fees					
	a. Annual tuition and fees for full-time students	$4,800	$4,920	$4,912	$4,912	**NA**
	b. Percent of tuition/fees at Md public four-year institutions	49.6%	50.9%	50.0%	48.9%	**47.0%**
	Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

		FY 2019	FY 2020	FY2021	FY2022	Benchmark FY 2025
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	1,316	1,238	142	623	**1,350**
	b. Annual course enrollments	2,306	2,128	169	650	**2,250**

		FY 2019	FY 2020	FY2021	FY2022	Benchmark FY 2025
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	388	367	196	155	**400**
	b. Annual course enrollments	988	700	469	477	**1,000**

		FY 2019	FY 2020	FY2021	FY2022	Benchmark FY 2025
10	Adult education student achievement of:					
	a. At least one ABE educational functioning level	57	<50	<50	<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 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
11	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	15.0%	15.0%	17.2%	18.7%	**15.0%**

	FY 2019	FY 2020	FY2021	FY2022	Benchmark FY 2025
b. Percent nonwhite continuing education enrollment	NA	NA	NA	NA	**NA**

	July 2019	July 2020	July 2021	July 2022	Benchmark Not Required
c. Percent nonwhite service area population, 15 or older	13.4%	13.6%	13.9%	12.9%	**NA**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
12	Percent minorities (nonwhite) of full-time faculty	3.2%	2.2%	1.0%	2.0%	**3.0%**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
13	Percent minorities (nonwhite) of full-time administrative and professional staff	1.8%	1.0%	1.8%	1.7%	**2.0%**

Goal 2: Success

		Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Benchmark Fall 2024 Cohort
14	Fall-to-fall retention					
	a. All students	58.1%	51.9%	57.0%	54.7%	**60.0%**
	b. Pell grant recipients	51.8%	47.8%	52.4%	49.7%	**52.0%**
	c. Developmental students	53.0%	33.6%	44.2%	41.1%	**50.0%**
	d. College-ready students	66.9%	61.6%	63.5%	61.9%	**65.0%**

Allegany College of Maryland
2023 ACCOUNTABILITY REPORT

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	49.9%	55.0%	58.0%	54.4%	**57.0%**

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	85.2%	90.8%	89.1%	83.1%	**91.0%**
b. Developmental completers	74.6%	79.6%	80.7%	81.3%	**80.0%**
c. Developmental non-completers	33.5%	44.9%	37.2%	35.7%	**NA**
d. All students in cohort	62.5%	71.7%	73.8%	73.2%	**72.0%**

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	63.0%	74.1%	76.4%	76.2%	**NA**
b. Black/African American only	56.5%	65.7%	71.2%	57.1%	**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 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	79.6%	80.3%	80.6%	75.4%	**81.5%**
b. Developmental completers	63.6%	58.4%	69.6%	62.0%	**64.0%**
c. Developmental non-completers	32.3%	42.5%	33.7%	35.7%	**NA**
d. All students in cohort	55.6%	57.6%	65.3%	62.2%	**60.5%**

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	53.8%	57.0%	67.7%	65.0%	**NA**
b. Black/African American only	55.6%	62.0%	64.4%	47.1%	**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 2019	FY 2020	FY2021	FY2022	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	586	533	636	566	**525**
b. Career degrees	340	282	348	303	**NA**
c. Transfer degrees	149	149	171	165	**NA**
d. Certificates	97	102	117	98	**NA**
e. Unduplicated graduates	511	427	535	477	**NA**

	AY 18-19	AY 19-20	AY 19-20	AY 20-21	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	88.0%	82.0%	89.6%	87.5%	**90.0%**

	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year	27.7%	29.1%	28.1%	31.8%	**30.0%**

Goal 3: Innovation

	FY 2019	FY 2020	FY2021	FY2022	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Registered Nursing Licensure Exam	97.8%	88.6%	85.7%	83.9%	**85.0%**
Number of Candidates	92	79	98	112	
b.Practical Nursing Licensure Exam	100.0%	100.0%	100.0%	90.0%	**85.0%**
Number of Candidates	15	7	13	20	
c.Dental Hygiene National Board Exam	100.0%	89.5%	93.8%	100.0%	**80.0%**
Number of Candidates	20	19	15	18	
d.National MLT Registry	90.0%	100.0%	87.5%	<5*	**80.0%**
Number of Candidates	10	6	8	<5*	
e.Respiratory Therapy Certification Exam	75.0%	90.0%	87.0%	86.0%	**80.0%**
Number of Candidates	16	19	23	14	
f.Occupational Therapy Assistant Cert. Exam	94.0%	<5*	100.0%	83.3%	**85.0%**
Number of Candidates	17	<5*	7	6	
g.Physical Therapist Assistant Cert. Exam	80.0%	100.0%	93.8%	88.0%	**85.0%**
Number of Candidates	15	12	16	9	
h.Medical Assistant	100.0%	100.0%	90.0%	92.0%	**85.0%**
Number of Candidates	7	11	10	12	
Note: Not reported if <5 candidates in a year					

	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	Benchmark Not Required
24 Graduates employed within one year	76.0%	74.0%	70.0%	79.0%	**NA**

	FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	$11,060	$10,888	$12,532	$11,140	**NA**
b. Median annualized income three years after graduation	$33,036	$30,484	$25,244	$41,156	**NA**

	FY 2019	FY 2020	FY2021	FY2022	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	5,345	4,238	3,183	3,332	**5,100**
b. Annual course enrollments	9,256	7,239	5,110	5,473	**9,100**

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	FY 2019	FY 2020	FY2021	FY2022	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	3,204	2,922	1,569	1,780	**3,200**
b. Annual course enrollments	4,817	3,765	2,573	2,091	**4,700**

	FY 2019	FY 2020	FY2021	FY2022	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	4,662	4,238	2,919	3,143	**4,400**
b. Annual course enrollments	8,006	6,815	4,479	5,040	**8,100**

Note: NA designates not applicable
   * designates data not available

Allegany College of Maryland
Degree Progress Four Years after Initial Enrollment
Fall 2018 Entering Cohort

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	450		158		159		133	
2	Number attempting fewer than 18 hours over first 2 years	88		16		9		63	
3	Cohort for analysis (Line 1 – Line 2)	362	100.0%	142	100.0%	150	100.0%	70	100.0%
4	Earned Associate degree from this community college	142	39.2%	80	56.3%	62	41.3%	0	0.0%
5	Earned certificate, but no degree, from this community college	16	4.4%	3	2.1%	6	4.0%	7	10.0%
6	Total associate and certificate graduates (Line 4 + Line 5)	158	43.6%	83	58.5%	68	45.3%	7	10.0%
7	Transferred to Maryland two-year/technical college	20	5.5%	3	2.1%	5	3.3%	12	17.1%
8	Transferred to Maryland public four-year college	66	18.2%	36	25.4%	30	20.0%	0	0.0%
9	Transferred to Maryland private four-year college or university	1	0.3%	1	0.7%	0	0.0%	0	0.0%
10	Transferred to out-of-state two-year/technical college	11	3.0%	4	2.8%	4	2.7%	3	4.3%
11	Transferred to out-of-state four-year college or university	49	13.5%	29	20.4%	17	11.3%	3	4.3%
12	Total transfers (sum of Lines 7 - 11)	147	40.6%	73	51.4%	56	37.3%	18	25.7%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	80	22.1%	49	34.5%	31	20.7%	0	0.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	225	62.2%	107	75.4%	93	62.0%	25	35.7%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	39	10.8%	11	7.7%	28	18.7%	0	0.0%
16	Successful transition to higher ed (Line 14 + Line 15)	264	72.9%	118	83.1%	121	80.7%	25	35.7%
17	Enrolled at this communtiy college last term of study period	1	0.3%	0	0.0%	1	0.7%	0	0.0%
18	Successful or persisting (Line 16 + Line 17)	265	73.2%	118	83.1%	122	81.3%	25	35.7%

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Allegany College of Maryland
Degree Progress Four Years after Initial Enrollment
Fall 2018 Entering Cohort

		African American Students		Asian Students		Hispanic Students		White Students (optional data)	
1	First-time full- and part-time fall headcount	90		5		9		317	
2	Number attempting fewer than 18 hours over first 2 years	20		0		3		57	
3	Cohort for analysis (Line 1 – Line 2)	70	100.0%	5	100.0%	6	100.0%	260	100.0%
4	Earned Associate degree from this community college	10	14.3%	2	40.0%	2	33.3%	123	47.3%
5	Earned certificate, but no degree, from this community college	0	0.0%	1	20.0%	0	0.0%	13	5.0%
6	Total associate and certificate graduates (Line 4 + Line 5)	10	14.3%	3	60.0%	2	33.3%	136	52.3%
7	Transferred to Maryland two-year/technical college	16	22.9%	0	0.0%	2	33.3%	2	0.8%
8	Transferred to Maryland public four-year college	8	11.4%	2	40.0%	1	16.7%	53	20.4%
9	Transferred to Maryland private four-year college or university	1	1.4%	0	0.0%	0	0.0%	0	0.0%
10	Transferred to out-of-state two-year/technical college	1	1.4%	1	20.0%	1	16.7%	7	2.7%
11	Transferred to out-of-state four-year college or university	3	4.3%	1	20.0%	2	33.3%	38	14.6%
12	Total transfers (sum of Lines 7 - 11)	29	41.4%	4	80.0%	6	100.0%	100	38.5%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	6	8.6%	2	40.0%	2	33.3%	67	25.8%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	33	47.1%	5	100.0%	6	100.0%	169	65.0%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	7	10.0%	0	0.0%	0	0.0%	28	10.8%
16	Successful transition to higher ed (Line 14 + Line 15)	40	57.1%	5	100.0%	6	100.0%	197	75.8%
17	Enrolled at this community college last term of study period	0	0.0%	0	0.0%	0	0.0%	1	0.4%
18	Successful or persisting (Line 16 + Line 17)	40	57.1%	5	100.0%	6	100.0%	198	76.2%

ANNE ARUNDEL COMMUNITY COLLEGE

SECTION 1: MISSION

With learning as its central mission, Anne Arundel Community College (AACC) 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 and Relationships, Opportunity, Positivity, Innovation and Creativity, and Equity and Inclusion.

SECTION 2: INSTITUTIONAL ASSESSMENT

MHEC Prompts
Question 1: What are the largest long-term equity gaps that exist in student access, success, and innovation in your institution? Please note the long-term equity gaps refers to the inequities that existed long before the COVID-19 pandemic and persisted over the years. How are these equity gaps uncovered/discovered/identified at your institution and how are they shared with your community? What interventions have been implemented to eliminate these gaps?

AACC is committed to a data decision culture and undertaking comprehensive and timely analyses of student success is essential. Disaggregating data by student characteristics is important to reveal patterns that can be masked by overall data. Examining the data specifically by student groups can help the College assess specific programs, which leads to equity, continuous improvement, and inclusive excellence.

Mirroring the national issue of African American male student success in higher education, AACC's data also suggest there is an equity gap for this group of students. For example, according to the institutional trend data documented by the Planning, Research, and Institutional Assessment (PRIA) office, the average first-year retention rate for African American male students for the past seven years is 42.5%, compared to the institutional average 60.3% during the same period. To address the issue, as part of the College's Enrollment, Retention, and Completion Council, an African American Male Success Team was formed to identify factors that may have a positive or negative impact on African American male students and implement and assess initiatives to increase their success. In Fall 2022, the retention rate for African American male students increased by 4.6% due to these deliberate, collaborative efforts (source: AACC PRIA).

Additionally, the College adopted a new diversity, equity, and inclusion (DEI) professional growth and development plan in 2022 to increase awareness of the longstanding racial inequities

that undermine success for students of color. All full-time faculty and staff at the College were required to complete three professional development sessions about DEI foundations (Diversity 101, Unconscious Bias, and Fostering a Community of Equity and Inclusion); attend two elective diversity, equity, inclusion, antiracism and accessibility (DEIAA) professional development sessions; and to implement an equity-informed, role-specific professional development goal.

AACC is committed to developing and supporting initiatives that serve students who have been historically marginalized in higher education. The Model Course initiative, one of the signature programs at the College, is an intervention with targeted efforts to eradicate equity gaps in course outcomes for thousands of students each semester enrolled in entry-level gatekeeper courses. Over the past five years, Model Course strategies have helped increase equity and inclusion in course and department policies; have allowed faculty space to learn how to make their course content more inclusive; and have set the stage for positive, measurable changes in the college's course-level success data.

The College continues to see promising results with the Model Course initiative. For example, in FY 2023, the equity gaps were eradicated in some of the highly enrolled courses, such as Art 100 (Two-Dimensional Design) where African American students outperformed the institutional average. In other courses, such as Business Administration 111 (Introduction to Business), History 211 (United States History), and Physical Science-109 (General Oceanography), the equity gaps were narrowed as well (source: AACC PRIA).

Further, to better understand student engagement and success, foster continuous improvement, and design strategies to eliminate equity gaps, in FY2023, the College implemented section-level data review. This practice was initially piloted with one school and then scaled up across all schools. The section-level data review enhances teaching excellence and encourages faculty's active involvement in student success, reinforcing equity-mindedness versus deficit-mindedness.

Question 2: How has your institution used disaggregated data to identify equity gaps in students' educational opportunities and outcomes? What stakeholder engagement (students, faculty, staff, etc.) is used to collect and review this data? Does your institution set goals/benchmarks in regard to the elimination of equity gaps? If so, what steps does your institution take to ensure accountability in meeting the established goals/benchmarks of equity?

As indicated above, the College examines student success through the lens of equity. Success indicators, such as course success rates, retention, and completion by student characteristics, are infused throughout the College's Key Performance Indicators (KPIs), which are disaggregated by student groups.

Data transparency is paramount. The PRIA office uses a data visual analytics platform, Tableau, to create interactive dashboards, which provide faculty and staff access to the College's KPIs, and course success, student engagement, and retention and other performance measures. Not only is the data disaggregated by student groups, but it can also be disaggregated by school and department level as well. That office also regularly prepares and disseminates research briefs to the College community.

The College provides regular updates to the Board of Trustees about KPIs, including progress towards its benchmarks. The College utilizes benchmarks from the MHEC Performance Accountability Report, and metrics used by Achieving the Dream and the Aspen Institute Prize for Community College Excellence that focus on equity and student success.

This past year, the Board of Trustees created a new Student Success Committee, which reviews and provides feedback on policy-level strategies related to recruitment, enrollment, retention, and completion that support the mission of the College.

Overview

To ensure equity is at the forefront of AACC's student success efforts, it has been the focus of the two most recent 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* (FY2021-2024). *Engagement Matters II* provides an intentional and focused approach to institutional assessment as the College continues to emphasize equity and culture with the objectives of excellence, engagement, innovation, and resources.

The strategic plan is a living document and reviewed regularly. As part of the review, the College recognized that some of the strategic activities had been completed, and some needed to be expanded to be more comprehensive and inclusive of all divisions. In FY2023, The Board of Trustees approved the revisions to the activities of the strategic plan as well as extending the plan to FY2025.

The institutional focus on access, equity, high-quality learning opportunities, and completion aligns well with the goals of the 2022 State Plan for Postsecondary Education. The three overall institutional goals in *Engagement Matters II* are (1) Engagement & Entry – increase engagement with students, employees, and the community; (2) Progress and Growth – increase progress, growth, and connection of students and employees; and (3) Retention and Completion – increase retention and completion of all students.

In March 2023, the Middle States Commission of Higher Education evaluation team conducted a site visit at AACC. The goal of the evaluation team was to assess the College's compliance with the Accreditation Standards. The Commission concluded that the College has met each of the Standards for Accreditation and reaffirmed AACC's accreditation status in June 2023. The evaluation team acknowledged the College's development of a robust culture of assessment.

Student Characteristics

AACC serves an increasingly diverse student population. In fall 2022, 43.7% of the credit student body identified as nonwhite students compared to 39.6% in fall 2019 (Ind. 11a). Like Anne Arundel County, the greatest growth by percentage at the College is among

Hispanic/Latino students, who in fall 2022 were 11.3% of the credit student population up from 9.3% in fall 2019 (Ind. H-a).

The majority of AACC's student population attends part-time, comprising 72.1% of enrolled credit students (Ind. A-b). In FY2022, 24.7% of credit students were first-generation college students (Ind. C). Credit students with developmental education needs at entry in fall 2022 were 35.0%, the highest point during the last four years (Ind. B). Regarding the age of credit students in fall 2022, 32.6% were 25 years of age or older (Ind. F-a.). Of continuing education students, 85.1% were 25 years of age or older in FY2022 (Ind. F-b).

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

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 90 credit degree and 70 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.

As a public, comprehensive, open-admission institution committed to affordable education, the Board of Trustees recognizes the significance of keeping tuition and fees for credit and continuing education programming affordable. The College's tuition and fees as a percentage of tuition and fees at Maryland public four-year institutions have remained stable, below 45% (Ind. 7-b).

The AACC Foundation expands private philanthropy and cultivates partnerships to enhance the College's ability to support students and initiatives that strengthen the community. In FY2022, the AACC Foundation raised $2.6 million in new gifts for scholarships and college programs. Additionally. AACC's Office of Sponsored Programs also secured $1.86 million in grant resources to support college programs.

Regarding credit students at AACC needing financial assistance, 71.1% received some form of loans, scholarships and/or need-based financial aid (Ind. E-a), significantly higher than the previous years. This is due to the large number of students who received the Higher Education Emergency Relief Fund (HEERF) and Governor's Emergency Education Relief (GEER) Fund in FY2022, which supported continued access and success for students during the COVID-19 pandemic. Specifically, during FY2022, $8.09 million HEERF federal emergency student aid was distributed to 11,603 AACC students who were at risk of dropping out due to pandemic-related factors. The percentage of students at AACC who received Pell grants is stable; 16.6% of credit students received Pell grants in FY2022 (Ind. E-b).

The College has a close partnership with the Anne Arundel County Public Schools (AACPS) system. There are over 90 program pathways from AACPS to AACC associate degrees and certificates. These pathways offer high school students the opportunity to earn credit through dual enrollment as well as articulated and proficiency credit that helps transition completed high

school programs of study into college degrees and certificate programs.

With the Blueprint for Maryland's Future legislation passed in 2021, AACC is poised to provide affordable and high-quality education to dually enrolled high school students. In fall 2022, there were 1,172 high school students enrolled at the College. In FY2022, 1,469 high school students were enrolled in 3,537 courses earning a total of 10,460 credits at AACC (source: AACC PRIA).

Indicators positively influencing access include:
- Annual unduplicated headcount of continuing education students in FY2022 (11,049) increased compared to FY2021 (9,431) (Ind 1-c).
- Market share of first-time, full-time freshmen increased from 40.2% in fall 2021 to 41.2% in fall 2022 (Ind. 2).
- Annual enrollments in credit hybrid courses increased from 598 in FY2021 to 4,144 in FY2022 (Ind. 6-c).
- Unduplicated annual enrollment headcount in continuing education community service and lifelong learning courses increased from 2,871 in FY2021 to 3,915 in FY2022 (Ind. 8-a) and annual course enrollments increased from 15,983 to 17,977 (Ind. 8-b) during the same period.
- Increase in unduplicated annual headcount in continuing education basic skills and literacy from 1,695 in FY2021 to 2,640 in FY2022 (Ind. 9-a).
- Increase in annual course enrollments in continuing education basic skills and literacy courses from 3,650 in FY2021 to 5,041 in FY2022 (Ind. 9-b).
- Between fall 2018 and fall 2022, the percentage of nonwhite credit enrollment increased from 37.9% to 43.7% (Ind. 11-a).
- The percentage of minorities (nonwhite) of full-time administrative and professional staff increased from 15.3% in fall 2021 to 17.5% in fall 2022 (Ind.13).

The College continues to work on the following indicators:
- The total annual unduplicated headcount of credit students in FY2022 (15,555) decreased compared to FY2021 (17,509) (Ind 1-b).
- Market share of part-time undergraduates decreased from 67.3% in fall 2021 to 65.8% in fall 2022 (Ind. 3).
- Market share of recent, college-bound high school graduates decreased from 58.9% in fall 2020 to 51.5% in fall 2021 (Ind. 4).
- High school enrollment in credit courses decreased from 1,362 in fall 2021 to 1,172 in fall 2022 (Ind. 5).
- Annual enrollments in continuing education online courses decreased from 23,379 in FY2021 to 21,149 in FY2022 (Ind. 6-b).
- The percentage of minorities that are full-time faculty decreased from fall 2021 (25.0%) to fall 2022 (22.2%) (Ind. 12).

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

AACC strives to create a welcoming and accepting climate that supports the growth and success of all students. The College is realizing positive momentum in retention rates, successful-

persister rates, and graduation transfer rates as of completely redesigning the student experience with intentional scaling of equity-focused student success interventions in the strategic plan.

Retention Rates:
- Fall-to-Fall retention rate for Pell grant recipients increased from 55.7% for fall 2020 cohort to 62.2% for fall 2021 cohort (Ind. 14-b)
- Increase in the Fall-to-Fall retention rate for all developmental students from 49.2% for fall 2020 cohort to 55.3% for fall 2021 cohort (Ind. 14-c).
- Increase in the Fall-to-Fall retention rate for college-ready students from 57.1% for fall 2020 cohort to 64.4% for fall 2021 cohort (Ind. 14-d).

The Enrollment, Retention, and Completion Council reviews essential enrollment management policies, procedures, practices, and protocols through a collaborative process and addresses defined strategic enrollment management areas to include strategic, data-driven, academic, recruitment, retention, operational/tactical, policy, and analytical initiatives related to enrollment and successful completion. As a result of these campus-wide, collaborative initiatives, AACC's fall-to-spring overall retention rate improved from 70% to 74% in FY 2022 (source: AACC PRIA), fall-to-fall retention rate for all students improved from 55.2% for fall 2020 cohort to 61.4% for fall 2021 cohort (Ind. 14-a). The Council is committed to accomplishing enrollment and retention goals through continuous assessment and improvement, which is evidenced by the assessment measures built into the implemented initiatives.

Successful-Persister Rates:
- Increase in successful-persister rate after four years for college-ready students from 88.2% in fall 2017 cohort to 93.1% in fall 2018 cohort (Ind. 16-a)
- Increase in successful-persister rate after four years for developmental non-completers from 43.9% in fall 2017 cohort to 62.5% in fall 2018 cohort (Ind. 16-c).
- Increase in successful-persister rate after four years for all students in cohort from 77.0% in fall 2017 cohort to 89.1% in fall 2018 cohort (Ind. 16-d)
- Increase in successful-persister rate after four years for all race/ethnicity groups, including White students from 79.5% to 90.6%, Black/African American students from 67.9% to 84.6%, Asian students from 85.9% to 93.8%, and Hispanic/Latino students from 73.8% to 83.5% (Ind. 17-a-d).

Graduation-Transfer Rates
- The graduation-transfer rate after four years for college-ready students increased from 73.3% in fall 2017 cohort to 76% in fall 2018 cohort (Ind. 18-a).
- The graduation-transfer rate after four years for all students increased from 58.8% for fall 2017 cohort to 67.2% for fall 2018 cohort (Ind. 18-d).
- Graduation-transfer rate after four years increased across all race/ethnicity groups, including White students from 62.0% to 70.2%, Black/African American students from 50.2% to 58.7%, Asian students from 65.4% to 75.0%, and Hispanic/Latino students from 52.5% to 59.0% (Ind. 19-a-d).

The College continues to work on the following indicators:
- Decrease in number of total awards from 2,548 in FY2021 to 2,462 in FY2022 (Ind. 20-

a).

- Decrease in number of associate career degree awards from 769 in FY2021 to 727 in FY2022 (Ind. 20-b).
- Decrease in number of associate transfer degree awards from 1,023 in FY2021 to 843 in FY2022 (Ind. 20-c).
- The graduation-transfer rate after four years for developmental non-completers in the fall 2018 cohort decreased to 31.3% from the fall 2017 (33.7%) cohort (Ind. 18-c).
- First-year GPA of 2.0 or above at transfer institution decreased from 88.5% in AY 2020-21 to 86.2% in AY 2021-22 (Ind. 21)

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

To address student needs, the College offers courses in a variety of modalities. In addition to traditional face-to-face courses, students can be engaged in synchronous and asynchronous online courses, online blended, hybrid, and hybrid synchronous course formats. The innovative pedagogical practices provide flexibility for students and make it easier for students to fit a college education into their schedule.

AACC offers 10 credit academic programs in the health professions requiring external licensing and/or certification upon completion. Three programs had 100% pass rates in FY2022 (Practical Nursing, Radiological Technology, and Therapeutic Massage). Three programs had pass rates over 90%: Medical Laboratory Technician (92.3%), Physical Therapy Assistant (90.9%), and Physician Assistant (97.4%) (Ind. 23). Further, 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 $52,700 for FY2018 graduates to $54,232 for FY2019 graduates (Ind. 25).

The College was awarded grant funds in FY2023 to develop an Interpreter Certification program in partnership with AACPS. This funding will support the creation of a new youth apprenticeship dual enrollment Certificate of Teaching pathway in the rapidly growing field of community interpretation and translation in Anne Arundel County. Through applied learning experiences, students will learn how best to facilitate productive interpretation events, address cultural and communication barriers, and project manage a translation assignment using a computer assisted translation tool.

Other indicators positively influencing success include:
- Graduates employed within one year increased from 72.0% for FY2020 graduates to 75.0% for FY2021 graduates (Ind. 24).
- Enrollment increase in continuing professional education leading to government or industry-required certification or licensure unduplicated annual headcount from 1,716 in FY2021 to 1,854 in FY2022 (Ind 27-a.)

The College continues to work on the following indicators:
- Enrollment in continuing education workforce development courses decreased on both unduplicated annual headcount and annual course enrollments. The unduplicated annual

headcount decreased from 5,819 in FY2021 to 5,457 in FY2022 (Ind 26-a). For this same time period, annual course enrollments decreased from 12,724 to 12,647 (Ind. 26-b).

- Unduplicated annual headcount in contract training courses decreased from 3,046 in FY2021 to 2,630 in FY2022 (Ind. 28-a). Annual course enrollments in contract training courses decreased from 6,066 in FY2021 to 3,963 in FY2022 (Ind. 28-b).

SECTION 3: COMMUNITY OUTREACH & IMPACT

One of the College's activities in its strategic plan is collaboration with community stakeholders to prepare students to address the needs of our local economy and community. The Clauson Center for Innovation and Skilled Trades building, which was the College's first building funded solely through philanthropy, was built by the community for the community to help meet the growing demand for skilled trade workers. In FY2022, the AACC Foundation Board formally transferred ownership of the $5 million building to the College.

The College offers many opportunities for students to engage with the community. The Center for the Study of Local Issues engages students in hands-on public opinion data collection experiences with county citizens, community groups and clients. The Center conducts semi-annual surveys of county citizens and provides access to the community to search a database of topics and facilitates candidate forums during election years.

The Sarbanes Center for Career and Civic Engagement prepares students for their professional endeavors and provides opportunities for them to become engaged citizens in a diverse community, fostering connections within curriculum and partnerships with the community. The Center collaborates with business, nonprofit organizations, government agencies, and schools to provide opportunities for students to become civically engaged.

The Volunteer Tax Income Tax Assistance program through the College's School of Business and Law is a free service providing income tax assistance, preparation, review, and e-filing of federal and state returns for taxpayers who learned less than $60,000 in 2022. This provides students and alumni, who complete extensive training and passed the IRS volunteer examinations, the opportunity to engage and assist members of the community.

In partnership with local senior centers, the College delivers a robust adult senior program to county residents ages 55 and older to enhance the life quality. The program is designed to improve skills, sharpen minds, and enrich life. Seniors can take classes at local senior centers, online, or on the Arnold campus. While COVID-19 significantly impacted the program, enrollment continues to increase each fiscal year.

Additionally, the College has external advisory boards for schools and programs, partnerships with workforce development boards, and collaborations with numerous organizations and businesses in the community that provide support for community-based learning and scholarly outreach to enhance learning beyond the classroom and encourage civic participation.

Anne Arundel Community College Degree Progress Four Years after Initial Enrollment Fall 2018 Entering Cohort

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	2058		876		796		386	
2	Number attempting fewer than 18 hours over first 2 years	794		194		262		338	
3	Cohort for analysis (Line 1 – Line 2)	1264	100.0%	682	100.0%	534	100.0%	48	100.0%
4	Earned Associate degree from this community college	543	43.0%	340	49.9%	203	38.0%	0	0.0%
5	Earned certificate, but no degree, from this community college	31	2.5%	16	2.3%	10	1.9%	5	10.4%
6	Total associate and certificate graduates (Line 4 + Line 5)	574	45.4%	356	52.2%	213	39.9%	5	10.4%
7	Transferred to Maryland two-year/technical college	53	4.2%	22	3.2%	30	5.6%	1	2.1%
8	Transferred to Maryland public four-year college	498	39.4%	324	47.5%	170	31.8%	4	8.3%
9	Transferred to Maryland private four-year college or university	20	1.6%	13	1.9%	7	1.3%	0	0.0%
10	Transferred to out-of-state two-year/technical college	14	1.1%	7	1.0%	5	0.9%	2	4.2%
11	Transferred to out-of-state four-year college or university	88	7.0%	59	8.7%	26	4.9%	3	6.3%
12	Total transfers (sum of Lines 7 - 11)	673	53.2%	425	62.3%	238	44.6%	10	20.8%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	398	31.5%	263	38.6%	135	25.3%	0	0.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	849	67.2%	518	76.0%	316	59.2%	15	31.3%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	262	20.7%	113	16.6%	135	25.3%	14	29.2%
16	Successful transition to higher ed (Line 14 + Line 15)	1111	87.9%	631	92.5%	451	84.5%	29	60.4%
17	Enrolled at this community college last term of study period	15	1.2%	4	0.6%	10	1.9%	1	2.1%
18	Successful or persisting (Line 16 + Line 17)	1126	89.1%	635	93.1%	461	86.3%	30	62.5%

Anne Arundel Community College Degree Progress Four Years after Initial Enrollment Fall 2018 Entering Cohort

		African American Students		Asian Students		Hispanic Students		White Students (optional data)	
1	First-time full- and part-time fall headcount	329		96		223		1110	
2	Number attempting fewer than 18 hours over first 2 years	186		32		84		385	
3	Cohort for analysis (Line 1 – Line 2)	143	100.0%	64	100.0%	139	100.0%	725	100.0%
4	Earned Associate degree from this community college	44	30.8%	31	48.4%	52	37.4%	341	47.0%
5	Earned certificate, but no degree, from this community college	8	5.6%	0	0.0%	2	1.4%	16	2.2%
6	Total associate and certificate graduates (Line 4 + Line 5)	52	36.4%	31	48.4%	54	38.8%	357	49.2%
7	Transferred to Maryland two-year/technical college	8	5.6%	1	1.6%	10	7.2%	27	3.7%
8	Transferred to Maryland public four-year college	42	29.4%	41	64.1%	48	34.5%	293	40.4%
9	Transferred to Maryland private four-year college or university	1	0.7%	0	0.0%	2	1.4%	14	1.9%
10	Transferred to out-of-state two-year/technical college	2	1.4%	1	1.6%	0	0.0%	10	1.4%
11	Transferred to out-of-state four-year college or university	10	7.0%	2	3.1%	9	6.5%	56	7.7%
12	Total transfers (sum of Lines 7 - 11)	63	44.1%	45	70.3%	69	49.6%	400	55.2%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	31	21.7%	28	43.8%	41	29.5%	248	34.2%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	84	58.7%	48	75.0%	82	59.0%	509	70.2%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	33	23.1%	12	18.8%	33	23.7%	143	19.7%
16	Successful transition to higher ed (Line 14 + Line 15)	117	81.8%	60	93.8%	115	82.7%	652	89.9%
17	Enrolled at this community college last term of study period	4	2.8%	0	0.0%	1	0.7%	5	0.7%
18	Successful or persisting (Line 16 + Line 17)	121	84.6%	60	93.8%	116	83.5%	657	90.6%

ANNE ARUNDEL COMMUNITY COLLEGE
2023 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 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
A	Fall credit enrollment					
	a. Unduplicated headcount	12,886	12,655	11,948	10,630	10,192
	b. Percent of students enrolled part time	71.6%	71.5%	73.3%	74.4%	72.1%

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
B	First-time credit students with developmental education needs	61.0%	23.9%	25.0%	32.7%	35.0%

		FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
C	Credit students who are first-generation college students (neither parent attended college)	26.6%	26.6%	25.1%	23.7%	24.7%

		FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	1,913	1,974	1,817	1,042	1,284

		FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
E	Credit students receiving financial aid					
	a. Receiving any financial aid	30.5%	29.0%	30.8%	46.9%	71.1%
	b. Receiving Pell grants	18.3%	17.3%	17.3%	15.5%	16.6%

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
F	Students 25 years old or older					
	a. Credit students	35.2%	33.4%	34.6%	34.4%	32.6%

		FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
	b. Continuing education students	79.9%	83.1%	82.6%	82.6%	85.1%

		FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
G	Credit students employed more than 20 hours per week	56.0%	55.6%	N/A	46.0%	N/A

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
H	Credit student racial/ethnic distribution					
	a. Hispanic/Latino	8.2%	9.3%	9.3%	10.0%	11.3%
	b. Black/African American only	16.8%	16.9%	17.1%	16.7%	17.6%
	c. American Indian or Alaskan native only	0.5%	0.3%	0.2%	0.3%	0.4%
	d. Native Hawaiian or other Pacific Islander only	0.2%	0.1%	0.2%	0.1%	0.2%
	e. Asian only	4.6%	4.5%	4.7%	4.8%	4.8%
	f. White only	57.0%	55.2%	54.5%	53.8%	51.5%
	g. Multiple races	4.7%	5.1%	5.6%	5.7%	5.8%
	h. Foreign/Non-resident alien	1.6%	1.6%	1.3%	1.5%	1.8%
	i. Unknown/Unreported	6.6%	6.9%	7.1%	7.2%	6.7%

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
I	Credit student distance education enrollment					
	a. Enrolled exclusively in distance education	19.1%	19.4%	92.6%	60.2%	41.3%
	b. Enrolled in some, but not all, distance education	25.1%	26.8%	3.2%	22.2%	25.6%
	c. Not enrolled in any distance education	55.9%	53.8%	4.2%	17.6%	33.1%

ANNE ARUNDEL COMMUNITY COLLEGE
2023 ACCOUNTABILITY REPORT

		FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	
J	Unrestricted revenue by source						
	a. Tuition and fees	34.0%	33.0%	32.0%	31.0%	25.0%	
	b. State funding	27.0%	26.0%	26.0%	25.0%	26.0%	
	c. Local funding	39.0%	40.0%	42.0%	43.0%	40.0%	
	d. Other	1.0%	1.0%	1.0%	0.0%	9.0%	

		FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	
K	Expenditures by function						
	a. Instruction	49.9%	48.8%	49.1%	49.3%	48.2%	
	b. Academic support	15.8%	16.7%	16.0%	16.0%	16.5%	
	c. Student services	9.7%	9.9%	10.0%	10.1%	10.4%	
	d. Other	24.7%	24.6%	24.9%	24.6%	24.9%	

Goal 1: Access

		FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
1	Annual unduplicated headcount						
	a. Total	39,695	40,391	35,362	26,007	26,044	36,871
	b. Credit students	18,734	18,692	18,424	17,509	15,555	17,871
	c. Continuing education students	22,409	23,074	18,184	9,431	11,049	19,000

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
2	Market share of first-time, full-time freshmen Note: Methodology changed starting in Fall 2019.	43.9%	49.4%	43.0%	40.2%	41.2%	55.0%

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
3	Market share of part-time undergraduates Note: Methodology changed starting in Fall 2019.	70.2%	71.0%	68.9%	67.3%	65.8%	74.0%

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Benchmark Fall 2025
4	Market share of recent, college-bound high school graduates	62.0%	58.3%	61.9%	58.9%	51.5%	67.0%

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
5	High school student enrollment	1,125	1,373	1,468	1,362	1,172	2,055

		FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
6	Annual enrollment in online/hybrid courses						
	a. Credit, online	20,153	22,314	23,856	66,912	42,015	40,500
	b. Continuing education, online	3,581	2,807	5,881	23,379	21,149	2,800
	c. Credit, hybrid	4,249	4,096	3,546	598	4,144	3,500
	d. Continuing education, hybrid	555	723	542	1,158	1,041	1,100

		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2026
7	Tuition and mandatory fees						
	a. Annual tuition and fees for full-time students	$4,160	$4,280	$4,400	$4,400	$4,460	**NA**
	b. Percent of tuition/fees at Md public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	44.0%.	44.2%	45.6%	44.8%	44.4%	**45.0%**

		FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
8	Enrollment in continuing education community service and lifelong learning courses						
	a. Unduplicated annual headcount	9,179	9,065	7,663	2,871	3,915	8,900
	b. Annual course enrollments	34,025	36,388	26,746	15,983	17,977	38,300

		FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
9	Enrollment in continuing education basic skills and literacy courses						
	a. Unduplicated annual headcount	3,248	3,361	2,923	1,695	2,640	3,100
	b. Annual course enrollments	5,794	5,985	5,376	3,650	5,041	5,400

		FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
10	Adult education student achievement of:						
	a. At least one ABE educational functioning level	33.4%	27.1%	16.0%	16.1%	18.2%	**30.0%**
	b. At least one ESL educational functioning level	23.7%	28.6%	28.2%	26.3%	29.9%	**30.0%**
	Note: Not reported if < 50 students in the cohort						

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
11	Minority student enrollment compared to service area population						
	a. Percent nonwhite credit enrollment	37.9%	39.6%	40.5%	41.1%	43.7%	42.0%

		FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
	b. Percent nonwhite continuing education enrollment	38.3%	37.6%	36.7%	43.9%	41.4%	37.8%

		July 2018	July 2019	July 2020	July 2021	July 2022	Benchmark Not Required
	c. Percent nonwhite service area population, 15 or older	30.2%	31.0%	31.8%	32.5%	34.1%	NA

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
12	Percent minorities (nonwhite) of full-time faculty	19.2%	21.2%	23.2%	25.0%	22.2%	26.0%

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
13	Percent minorities (nonwhite) of full-time administrative and professional staff	17.7%	16.1%	15.1%	15.3%	17.5%	20.0%

Goal 2: Success

		Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Benchmark Fall 2024 Cohort
14	Fall-to-fall retention						
	a. All students	61.4%	62.3%	57.3%	55.2%	61.4%	62.0%
	b. Pell grant recipients	58.0%	59.7%	55.7%	55.7%	62.2%	62.0%
	c. Developmental students	57.8%	57.4%	41.8%	49.2%	55.3%	61.0%
	d. College-ready students	67.8%	70.6%	62.2%	57.1%	64.4%	70.0%

		Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
15	Developmental completers after four years	43.6%	36.1%	23.7%	45.7%	67.3%	50.0%

		Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
16	Successful-persister rate after four years						
	a. College-ready students	86.0%	89.7%	89.3%	88.2%	93.1%	87.0%
	b. Developmental completers	87.2%	86.0%	83.7%	87.6%	86.3%	85.0%
	c. Developmental non-completers	43.2%	56.0%	65.5%	43.9%	62.5%	NA
	d. All students in cohort	74.6%	75.8%	76.8%	77.0%	89.1%	76.0%

		Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Not Required
17	Successful-persister rate after four years						
	a. White only	76.2%	79.0%	79.3%	79.5%	90.6%	NA
	b. Black/African American only	64.3%	60.2%	69.8%	67.9%	84.6%	NA
	c. Asian only	84.8%	91.3%	81.4%	85.9%	93.8%	NA
	d. Hispanic/Latino	67.7%	74.4%	67.9%	73.8%	83.5%	NA

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

		Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
18	Graduation-transfer rate after four years						
	a. College-ready students	68.5%	73.5%	74.1%	73.3%	76.0%	74.0%
	b. Developmental completers	60.5%	63.9%	77.0%	60.4%	59.2%	69.0%
	c. Developmental non-completers	26.5%	34.7%	38.4%	33.7%	31.3%	NA
	d. All students in cohort	53.5%	55.6%	57.8%	58.8%	67.2%	60.0%

		Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Not Required
19	Graduation-transfer rate after four years						
	a. White only	54.8%	58.5%	59.2%	62.0%	70.2%	NA
	b. Black/African American only	46.7%	43.7%	53.3%	50.2%	58.7%	NA
	c. Asian only	66.7%	72.5%	61.0%	65.4%	75.0%	NA
	d. Hispanic/Latino	45.1%	54.1%	48.6%	52.5%	59.0%	NA

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

		FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
20	Associate degrees and credit certificates awarded						
	a. Total awards	2,247	2,451	2,440	2,548	2,462	NA
	b. Career degrees	653	696	720	769	727	NA
	c. Transfer degrees	969	1,089	1,029	1,023	843	NA
	d. Certificates	625	666	691	756	892	NA
	e. Unduplicated graduates	1,967	2,215	2,061	2,022	1,867	NA

		AY 17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22	Benchmark AY 2024-25
21	First-year GPA of 2.0 or above at transfer institution	86.0%	86.1%	91.0%	88.5%	86.2%	**no benchmark set**

		FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	Benchmark FY 2024 Graduates
22	Graduate transfers within one year	56.1%	55.8%	55.7%	64.4%	63.1%	58.0%

Goal 3: Innovation

ANNE ARUNDEL COMMUNITY COLLEGE
2023 ACCOUNTABILITY REPORT

	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment						
a. EMT-Basic	76.0%	79.0%	95.0%	87.0%	85.0%	85%
Number of Candidates	46	63	38	65	60	
b. EMT-Paramedic	100.0%	94.0%	95.5%	95.0%	85.7%	95%
Number of Candidates	29	15	21	18	35	
c. Practical Nursing	100.0%	100.0%	94.7%	100.0%	100.0%	98%
Number of Candidates	9	23	18	20	23	
d. Medical Assisting - Certificate	100.0%	100.0%	94.0%	91.0%	66.7%	98%
Number of Candidates	22	23	17	10	6	
e. Medical Laboratory Technician	90.0%	100.0%	100.0%	100.0%	92.3%	97%
Number of Candidates	10	26	9	9	13	
f. Nursing-RN	97.0%	97.6%	96.0%	88.0%	88.1%	98%
Number of Candidates	102	123	121	118	143	
g. Physical Therapy Assistant	100.0%	100.0%	80.0%	80.0%	90.9%	95%
Number of Candidates	21	21	16	16	11	
h. Physician Assistant	96.0%	97.0%	100.0%	97.0%	97.4%	98%
Number of Candidates	48	29	37	38	39	
i. Radiological Technology	100.0%	100.0%	100.0%	100.0%	100.0%	100%
Number of Candidates	17	10	6	13	7	
j. Therapeutic Massage	89.0%	96.0%	100.0%	92.0%	100.0%	97%
Number of Candidates	18	24	6	23	12	
k. Surgical Technology	89.0%	100.0%	89.0%	62.0%	57.1%	90%
Number of Candidates	9	10	8	8	7	

Note: Not reported if <5 candidates in a year

	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	Benchmark Not Required
24 Graduates employed within one year	74.0%	76.0%	74.0%	72.0%	75.0%	NA

	FY 2015 Graduates	FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	Benchmark Not Required
25 Income growth of career program graduates						
a. Median annualized income one year prior to graduation	$19,080	$19,776	$21,452	$20,744	$22,052	NA
b. Median annualized income three years after graduation	$43,936	$43,936	$48,816	$52,700	$54,232	NA

	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses						
a. Unduplicated annual headcount	11,720	12,715	8,674	5,819	5,457	10,000
b. Annual course enrollments	26,555	25,299	20,666	12,724	12,647	20,000

	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure						
a. Unduplicated annual headcount	3,029	3,019	2,242	1,716	1,854	2,700
b. Annual course enrollments	6,136	5,309	4,402	3,431	2,928	5,000

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		FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
28	Enrollment in contract training courses						
	a. Unduplicated annual headcount	11,289	11,928	9,215	3,046	2,630	10,000
	b. Annual course enrollments	25,694	25,316	22,019	6,066	3,963	20,000

Note: NA designates not applicable

* designates data not available

BALTIMORE CITY COMMUNITY COLLEGE
2023 PERFORMANCE ACCOUNTABILITY REPORT

I. MISSION

Baltimore City Community College (BCCC) 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.

BCCC continued operating in a remote learning and service environment through winter 2022 and returned to a primarily in-person environment in spring 2022. Throughout the pandemic, Baltimore City, the College's primary service area, remained among the highest jurisdictions in the State for COVID-19 positivity and the lowest for vaccinations. BCCC's Liberty Campus zip code, 21215, had the highest positivity rate in Baltimore City. The effects of the pandemic lasted longer than anticipated, particularly in terms enrollment. The College's annual unduplicated credit headcount decreased to 5,761 in fiscal year (FY) 2022 (Indicator 1b). In fall 2021 (FY 2022), Maryland community colleges' credit enrollment continued declining, with a decrease of 10%. In fall 2022, there was a 2% decline across the community colleges. This continued decline is reflected in the College's fall 2022 headcount (Characteristic A). The fall credit headcount declined to 3,538 and the percentage of part-time students decreased by 3.1 percentage points (Characteristic A). While the market share of first-time, full-time freshmen decreased slightly, the number increased by 21.1% (Indicator 2). The market share of part-time undergraduates decreased slightly as did the market share of recent, college-bound high school graduates (Indicators 3 and 4). The characteristics and personal responsibilities of the majority of BCCC's students make full-time enrollment challenging: 47.3% of credit students are 25 years of age or older and 46.1% work at least 20 hours per week (Characteristics F and G).

The shift to a remote learning environment occurred in spring 2020 and was in place for all of FY 2021 and over half of FY 2022, as reflected in the enrollments in credit and continuing education online courses (Indicator 6). The College has continued the sessions within the fall and spring terms that it initiated in response to the pandemic; the 14- and 10-week sessions are now standard in the academic calendar. Prior to the pandemic, BCCC had a stable proportion of students enrolled in distance education; in fall 2022, the percent exclusively enrolled in distance education increased slightly to 12.7% from 10.5% in fall 2019, the last fall before the pandemic (Characteristic I). When the College transitioned to the remote learning environment, it created a balance of asynchronous and synchronous sections; that balance is still a key consideration in creating class schedules. BCCC expanded its course offerings in the winter 2021, 2022, and 2023 sessions, which resulted in enrollment increasing from 35 in winter 2020 to 247 in winter 2021. The increases continued in winter 2022 and 2023 to 283 and 320, respectively.

The number of Baltimore City Public School System (BCPSS) graduates decreased by 10% from 2020 to 2021, over 300 graduates, while BCCC's fall 2021 market share of recent, college-bound high school graduates fell by 2.3 percentage points (Indicator 4). This market share is largely comprised of the Mayor's Scholars Program, a partnership between BCCC and BCPSS launched in summer 2018. Through this last-dollar scholarship program, recent high school graduates who are City residents may complete an associate degree, certificate, or workforce training program in three years with tuition and fees covered. The in-person 2023 Summer Bridge program concluded with a recognition ceremony. The BCCC 2023 Commencement Valedictorian was a Program participant. The number of dual-enrolled high school students continued to increase in fall 2021 reaching 481 and fell slightly in fall 2022 (Indicator 5). In partnership with BCPSS, the Pathways in Technology Early College High School (P-TECH) program continues at Carver Vocational Technical, New Era Academy, and Paul Laurence Dunbar high schools. Over 200 P-TECH students are expected to register for the fall 2023 12-week session.

The socio-economic characteristics of most BCCC students make affordability a key issue. Spring 2022 CCSSE respondents reported that 62.2% use their own income/savings as a major or minor source for paying their tuition; 47.5% reported that the lack of finances is likely to be what would cause them to withdraw from class or college; 42.4% reported that working full-time would likely be the cause; and 68.2% reported that they provide care for dependents living with them. BCCC's mission reflects its commitment to providing quality, affordable, and accessible education to its diverse population. The College strives to keep tuition and fees at a fraction of those for Maryland public four-year institutions, 33.0% in FY 2023 (Indicator 7). The zero-dollar application fee and flat rate tuition and fee schedule for students enrolled in 12 to 18 credits has continued. Students received free textbooks in summer 2020, 2021, 2022, and 2023 and free shipping on textbooks in fall 2020, spring 2021, fall 2021, and spring 2022. In fall 2023, the College provided free textbooks.

The Workforce Development and Continuing Education (WDCE) Division remains committed to responding to the needs of the City's citizens and business community. This is reflected in the 17.5% increase in the annual unduplicated headcount in continuing education students in FY 2022. (Indicator 1c.) FY 2022 marked the return to in-person course offerings at the College's Harbor location and in the community along with virtual course options. Annual unduplicated headcount and annual course enrollments in continuing education basic skills and literacy courses by 32.3% and 28.8% in FY 2022, respectively (Indicator 9). The annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses increased by 52.9% in FY 2022 (Characteristic D). BCCC has successfully submitted an ESL Pathways Program proposal to the United States Citizenship and Immigration Services that will allow students with F-1 Visas to enroll in full-time programs. WDCE created QR codes on all published materials so that students could easily access interest forms for their preferred course of study. This ease of communication allows intake specialists to provide a personalized follow up message within 48 hours after receiving a completed interest form from a student. In addition, seven of the eight full-time staff members in the English Language Services (ELS) department are multilingual. When a common language is not spoken, staff use LanguageLine, a telephonic interpretation service to ensure that all students are able to access the appropriate courses/resources. The ABE/GED department restarted its classes in Maryland correctional facilities and ran two classes in spring 2023 with two more slated for fall 2023. BCCC chose instructors carefully and expects

this partnership to yield many future graduates. The ABE/GED department created new classes for students who need to pass a single subject area on the GED exam. By focusing more on these advanced students' needs, the number of graduates from the ABE/GED program is slowly increasing. In FY 2022, the percent of students achieving at least one educational functional level increased to 26.5% for ABE and fell slightly for ESL (Indicator 10). Stepladders were created for distribution at intake to potential and new ABE and ESL students to help them clearly understand their path to a Maryland high school diploma or advancement in English proficiency. Intake specialists explain the steps and time to move from their unique entry point to the program's exit point. Prior to the pandemic, community service offerings primarily focused on senior citizens. With COVID-19 restrictions, engagement with senior centers was quite limited. This continued in FY 2022 and essentially halted community service courses (Indicator 8).

BCCC's percentage of minority student enrollment has always exceeded the corresponding percentage in its service area; 95.5% of fall 2022 credit students and 89.2% of FY 2022 continuing education students were minorities compared to 71.0% of the City's population age 15 or over (Indicator 11). In fall 2022, 80.0% of full-time faculty and 68.8% 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 highly qualified candidates. Open positions are routinely posted on the BCCC website, InsideHigherEd.com, Indeed.com, HigherEdJobs.com, LinkedIn, Higher Education Recruitment Consortium,.com, and The Chronicle of Higher Education. Open positions requiring specialized skills may solicit a more focused approach with niche websites including Dice, Idealist Careers, Society for Human Resource Management, Chesapeake Human Resources Association, CareerBuilder, American Association of Community Colleges, International Facility Management Association, National Association of College and University Business Officers along with various affinity groups.

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

BCCC's fall-to-fall retention rate decreased slightly with the fall 2021 cohort at 37.5%, but remained above the benchmark of 36.0%. The college-ready cohort had the highest increase to 56.1% although it is the smallest of the three sub-cohorts (Indicator 14). The four-year developmental completer rate increased by 4 percentage points for the fall 2018 cohort to 38.9%, 10 percentage points higher than for the fall 2014 cohort (Indicator 15). In FY 2021, BCCC implemented a policy to formalize use of multiple measures to assess for placement in developmental or college-level English/reading and math courses and changed its academic standing policy to add a "probation" status to allow extra time to return to good academic standing after being on "warning." As the physical campus reopened in spring 2022, the Testing Center reinstated the use of Accuplacer as a form of assessment; it became the primary form of assessment in fall 2022. In fall 2022, a new Director of Testing was appointed and the Center expanded its hours of operation to include two evenings per week and alternate Saturdays. PRE 100, Preparation for Academic Achievement, has been revised to fill more first-year experience needs. The VISTA Success Coach Project delivers non-academic support to about 150 students per semester in MAT 107, Modern Elementary Statistics, The Coach assists with navigating services, developing personal success plans, and building self-advocacy. As a result, the F grade rate was reduced by 10 percentage points, increasing the number of students persisting.

The proportion of credit students receiving Pell grants in FY 2022 increased to 34.6% and the proportion receiving any financial assistance decreased to 52.4% (Characteristic E). The College utilized the Coronavirus Aid, Relief, and Economic Security Act Higher Education Emergency Relief Fund funding to assist students with balances, tuition and fees, and textbooks. The fall-to-fall retention rate for the 2021 cohort of Pell grant recipients declined to 44.7% but remained above the benchmark of 40.0% after the 20.4 percentage point increase in for the fall 2020 cohort (Indicator 14). With 90.0% of CCSSE respondents indicating that financial aid advising is important to them, the Financial Aid Office is committed to supporting students. The proportion of CCSSE respondents indicating that they were very satisfied with the College's financial aid advising services has increased steadily from 34.5% in 2014 to 50.2% in 2022. The return to campus meant that student athletics could return. In 2022, the Panthers men's basketball team competed in the Maryland Junior College Conference (MDJUCO) and National Junior College Athletic Association. Three student athletes were awarded MDJUCO All Academic Status. Women's basketball and volleyball coaches were hired for competition beginning in fall 2023.

BCCC is committed to student success by allocating as much of its resources as possible to instruction, academic support, and student services. Over 50% of the College's expenditures in FY 2022 were for instruction and academic support with an additional 8.6% for student services. The use of COVID funds increased "other" revenues and expenditures in FY 2021 and 2022 (Characteristics J and K). In FY 2022, BCCC used institutional COVID Funds to help students through covering summer tuition, fees, and books. Funds were used to assist with balances for students who could not pay due to COVID. As the College strives to enhance its course and program offerings to meet workforce needs and improve graduate employment and transfer rates, it is a priority to supply distinct programs of study with the necessary equipment and technology. The implementation of the new Enterprise Resource Planning (ERP) system in fall 2022 and capital improvements throughout the year increased "other" expenditures in FY 2021 and 2022.

BCCC's overall successful-persister rate for all students in the fall 2018 cohort decreased for all students. The developmental completers' successful-persister rate remained far above that of the developmental non-completers (Indicators 16 and 17). Continued increases in developmental completion remain a priority. The streamlined levels of developmental courses in math and reading/English have made a positive impact. In previous years, many students put off taking math. Students are being advised to take MAT 86, the first developmental math course, earlier in their college careers making it more possible to complete subsequent math and other courses. BCCC provides tutoring services to all students, in-person and virtually, and embeds many of its tutors into classes to develop rapport with students, especially those taking typical gate-keeper courses such as math, computer literacy, and English. In spring 2023, the virtual tutoring site was accessed over 39,000 times, primarily for math and writing assistance. As many students attend BCCC part-time while working, virtual tutoring remains beneficial. The E-Learning department provides supports all students and faculty with Canvas (learning management system) access and assistance; participation in welcome events, new student and faculty orientations; professional development; on-demand recorded trainings; and the Canvas 24/7 Tier 1 support platform which offers basic assistance live from a Canvas support agent at any time. 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 the number one strategic goal.

The College's federally-funded TRIO Student Support Services (SSS) Program empowers 230 first-generation, low-income, or disabled students to reach their full potential in college and beyond. SSS aims to increase the retention, graduation, and transfer rates of eligible students needing academic support. The FY 2022 Annual Performance Report showed that SSS exceeded goals for persistence (63%), good academic standing (79%), degree attainment (33%), and transfer (19%). Services include academic advising and tutoring, financial aid information and assistance, financial and economic literacy resources, referrals to campus resources, laptop loan programs, peer mentoring, and leadership development. Virtual and on-campus workshops, focused on non-cognitive and academic skills and community building, included career and decision-making, learning styles, overcoming test anxiety, understanding money and credit, and balancing school, work, and home. SSS introduced StudentLingo via a series of online student success workshops to support learning, personal growth, and health and wellness. In spring 2023, SSS partnered with Upward Bound Math and Science for a visit to Howard University's College of Pharmacy to meet with admissions staff. They visited the Smithsonian National Museum of African American History & Culture and iFLY where they experienced flying in state-of-the-art vertical wind tunnels. They visited the UMBC Observatory for interactive demonstrations and discussion of STEM pathways. The program awarded $13,000 in SSS grant aid to 13 eligible Pell grant recipients. The annual Recognition Day Celebration recognized the 41 graduates in addition to other accomplishments including Academic Excellence awards for participants with GPAs of 3 or better, Overcomer Awards for those who excelled in adversity, and Shining Star Awards for those who inspired others with their commitment to academic excellence.

After an increase in FY 2021, the total number of degrees and certificates decreased in FY 2022 to 472 and the number of graduates fell to 433 (Indicator 20). After a sharp increase in AY 2020-21, the performance of BCCC transfer students at senior institutions decreased slightly in AY 2020-21 and 2021-22 as the percentage of students with a cumulative GPA of 2.0 or above after the first year declined (Indicator 21). To support transfer opportunities and success, the new Assistant Vice President of Academic Engagement and Partnerships has been designated with rebuilding academic articulations and Memorandums of Understandings with senior institutions.

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

In spring 2020, students in their final semester of Nursing and Health Professions programs were not able to complete all of their clinical and lab instruction due to the pandemic, which decreased the number of graduates eligible to take the respective licensing exams. After a year no graduates able to sit for the Board exam in FY 2021, FY 2022 saw a passing rate of 92.9% for 14 Dental Hygiene graduates. Program faculty and staff remain committed to ensuring students get the clinical experiences needed to demonstrate competency in the established learning objectives. Perkins funds were utilized to invest in high fidelity instruments and mannequins to meet the needs of the laboratories. Respiratory Care graduates licensure exam pass rates remained at 100% for the third consecutive year (four sat for the exam in FY 2022). The Physical Therapist Assistant program's pass rate declined (six graduates sat). To enhance learning outcomes and increase pass rates, the program adopted physical and online resources including lab equipment and practice exam review. The number of graduates who sat for the Nursing NCLEX-RN exam pass rate fell to 41 and the pass rate fell slightly to 78.0%. Teaching strategies being utilized to

increase participation and pass rates include role-play, concept maps, and practice test questions. The program will implement mandatory tutoring sessions based on classroom assessment scores and hire a full-time Nursing Success Coach to increase students' skills in time management, studying, reading comprehension, and test-taking. The four-day pre-entry orientation sessions for new fall and spring entering cohorts will be reinstated along with the two-day orientation sessions for students entering the second semester course and mandatory remediation activities for students scoring below the norm on the end-of-course assessments. The Practical Nursing (PN) program's pass rate on the NCLEX-PN exam fell to 66.7%. To increase pass rates, the August 2022 graduating cohort participated in the three-day Hurst N-Stream online review course. To assist all Nursing students to prepare for the exams, ATI testing was purchased with Perkins funds for its tutorials, case studies, and assessments (Indicator 23).

The proportion of graduates employed within one of year increased by 3.2 percentage points to 80.9% for the FY 2021 graduates (Indicator 24). The median annualized income of FY 2019 career program graduates after three years increased by over $10,000 to $49,912, surpassing the pre-pandemic levels. BCCC's Career Development Services (CDS) Office supports students' workforce goals with services including resume development, interview preparation and mock interviews, career readiness skills, individual employment plans, job search and employment placement, recruitment events, and career development workshops. In FY 2023, CDS assisted in placing students at organizations including Lazarus-Rite, Inc., Lifebridge, FutureCare, University of Maryland Medical Center, Johns Hopkins Express Labs, and Maryland Transit Authority.

The annual unduplicated headcount and course enrollments in continuing education workforce development courses fell slightly in FY 2022 (Indicator 26). The unduplicated headcount and course enrollments in Continuing Professional Education leading to government or industry-required certification or licensure remained stable (Indicator 27). The unduplicated headcount and course enrollments in contract training fell in part due to pandemic-related challenges with organizations' employee retention (Indicator 28). FY 2022 contract training partners include Goodwill Industries, Kennedy Krieger, Baltimore Alliance for Careers in Healthcare, Baltimore City Police Department, Maryland Department of Labor, Johns Hopkins Health, Mayor's Office of Economic Development, and Baltimore City Department of Social Services. Currently, the ELS department provides contract training to the Thomas Shortman Training Fund 32BJ Union for ESL, ABE, CPR and computer literacy at BCCC's Harbor location. The Workforce Development department partners with the Center for Urban Families' in-house program completers. WDCE is training cohorts in phlebotomy, patient care tech, and job readiness via a partnership with University of Maryland Medical Center (UMMC) and Southwest Partnership. UMMC works with the students for possible in-house placement.

Institutional Responses

Identifying Long-term Equity Gaps
What are the largest long-term equity gaps that exist in student access, success, and innovation in your institution? Please note the long-term equity gaps refers to the inequities that existed long before the COVID-19 pandemic and persisted over the years.

For the thousands of English as a Second Language (ESL) students who come through BCCC's doors prior to the pandemic, language has been a gap to equitable access to services at the first touch point. Traditionally, older students have difficulty resuming their studies. Other pre-pandemic gaps for continuing education students are transportation and childcare.

How are these equity gaps uncovered/discovered/identified at your institution and how are they shared with your community?

In reviewing processes before, during, and after the pandemic, the College's ELS, Admissions, and Marketing departments have been committed to enhancing access for international and all students with English language barriers.

What interventions have been implemented to eliminate these gaps?

ESL Students: To bridge the language gap, the ELS department recruits multilingual staff who use their native or learned languages to assist English learners coming to BCCC to study. Seven of the eight full time staff that comprise the department are multilingual. Furthermore, all ELS staff are trained on how to use LanguageLine, a telephonic interpretation service that is used when there is no common language and an intermediary is necessary. LanguageLine functions in person via speakerphone or via phone call with three-way calling. The ELS department receives funding from the Maryland Office for Refugees and Asylees to provide services specifically for older refugees/asylees who are 60 years of age or more. The Services to Older Refugees (SOR) program bridges gaps that older residents have when integrating into a new society. Most participants do not speak fluent English. They enroll in ESL classes, citizenship classes, as well as Participating in American Life that covers civics and what it means to be a positive member of society. Students are connected with community based organizations and resources such as the Baltimore City Health Department, Department of Aging, and Enoch Pratt Free Library system.

Transportation and Childcare: With the introduction of more virtual class options during the pandemic, many BCCC continuing education students benefited from not having to commute or find childcare. While the College has resumed its in-person classes across all departments in WDCE, virtual options continue to remain popular. With this in mind, the ELS department now runs hybrid classes for its Integrated English Literacy and Civics Education/Integrated Education and Training Certified Nursing Assistant course. This is a very demanding twelve-week program; students attend five days a week for four hours a day. To ease the burden on students and bridge traditional equity gaps, the ESL portion of the course is hybrid, class is in person one day per week and virtually another day.

Measuring Equity Gaps
How has your institution used disaggregated data to identify equity gaps in students' educational opportunities and outcomes?

Students with English language barriers typically enroll in ESOL continuing education courses or English Language Instruction (ELI) credit courses. The ELI courses mirror the developmental reading/English courses in terms of registration and financial aid processes. The ELS department in WDCE manages both sets of courses.

What stakeholder engagement (students, faculty, staff, etc.) is used to collect and review this data?

Course placement, enrollment, and pass rates are compiled along with completion and retention rates. In addition, the performance indicators included in the Performance Accountability Report are presented to all Cabinet areas to inform planning.

Does your institution set goals/benchmarks in regard to the elimination of equity gaps? If so, what steps does your institution take to ensure accountability in meeting the established goals/benchmarks of equity?

The College is relaunching its strategic planning process, which will include alignment of all plans (including the Cultural Diversity Plan), goals, objectives, and performance indicators at the institutional and unit levels. Institutional indicators from Performance Accountability Report and the Managing for Results submissions will be key to the process.

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 created challenges for the College community though FY 2022. Throughout the pandemic, the City was in the top five Maryland jurisdictions in terms of COVID-19 cases and 21215, the zip code for the Liberty Campus, remained one of the highest zip codes in the State. BCCC served as a partner with many City and State stakeholders to support its neighbors. In partnership with CVS, the College served as a host site for community testing for the majority of the pandemic. BCCC expanded the partnership with CVS and the Baltimore City Department of Health to serve as a host site for COVID-19 vaccinations for an extended period with support from the College's Public Safety department.

BCCC's Citizenship Preparation Program, under a Maryland Office of Refugees and Asylees/Maryland Department of Human Resources grant, ensures that refugees age 60 and over have access to mainstream aging services in their community through the Services to Older Refugees (SOR) Program. It enables older refugees to live independently as long as possible; provides appropriate services to those who are not currently being served in the community; establishes and expands working relationships with State and local agencies to ensure refugee access to aging services; links refugees to naturalization services that help them become U.S citizens. Citizenship classes for older refugees are currently provided at the BCCC Harbor location, Goodnow Community Center, Church of the Most Precious Blood, and Active Day of Baltimore. The College partners with many community organizations to support the older refuges including the International Rescue Committee of Baltimore, Maryland Volunteer Lawyers Services, Maryland Access Point, and Meals on Wheels of Central Maryland.

Baltimore City Community College Degree Progress Four Years after Initial Enrollment Fall 2018 Entering Cohort

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	1000		14		384		602	
2	Number attempting fewer than 18 hours over first 2 years	393		4		28		361	
3	Cohort for analysis (Line 1 – Line 2)	607	100.0%	10	100.0%	356	100.0%	241	100.0%
4	Earned Associate degree from this community college	81	13.3%	4	40.0%	77	21.6%	0	0.0%
5	Earned certificate, but no degree, from this community college	24	4.0%	3	30.0%	6	1.7%	15	6.2%
6	Total associate and certificate graduates (Line 4 + Line 5)	105	17.3%	7	70.0%	83	23.3%	15	6.2%
7	Transferred to Maryland two-year/technical college	67	11.0%	1	10.0%	36	10.1%	30	12.4%
8	Transferred to Maryland public four-year college	61	10.0%	1	10.0%	52	14.6%	8	3.3%
9	Transferred to Maryland private four-year college or university	7	1.2%	1	10.0%	6	1.7%	0	0.0%
10	Transferred to out-of-state two-year/technical college	8	1.3%	0	0.0%	3	0.8%	5	2.1%
11	Transferred to out-of-state four-year college or university	20	3.3%	0	0.0%	12	3.4%	8	3.3%
12	Total transfers (sum of Lines 7 - 11)	163	26.9%	3	30.0%	109	30.6%	51	21.2%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	50	8.2%	3	30.0%	44	12.4%	3	1.2%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	218	35.9%	7	70.0%	148	41.6%	63	26.1%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	82	13.5%	1	10.0%	78	21.9%	3	1.2%
16	Successful transition to higher ed (Line 14 + Line 15)	300	49.4%	8	80.0%	226	63.5%	66	27.4%
17	Enrolled at this community college last term of study period	22	3.6%	0	0.0%	15	4.2%	7	2.9%
18	Successful or persisting (Line 16 + Line 17)	322	53.0%	8	80.0%	241	67.7%	73	30.3%

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Baltimore City Community College Degree Progress Four Years after Initial Enrollment Fall 2018 Entering Cohort

		African American Students		Asian Students		Hispanic Students		White Students (optional data)	
1	First-time full- and part-time fall headcount	843		7		65		33	
2	Number attempting fewer than 18 hours over first 2 years	341		0		13		14	
3	Cohort for analysis (Line 1 – Line 2)	502	100.0%	7	100.0%	52	100.0%	19	100.0%
4	Earned Associate degree from this community college	70	13.9%	3	42.9%	4	7.7%	1	5.3%
5	Earned certificate, but no degree, from this community college	20	4.0%	0	0.0%	0	0.0%	1	5.3%
6	Total associate and certificate graduates (Line 4 + Line 5)	90	17.9%	3	42.9%	4	7.7%	2	10.5%
7	Transferred to Maryland two-year/technical college	54	10.8%	1	14.3%	5	9.6%	2	10.5%
8	Transferred to Maryland public four-year college	49	9.8%	2	28.6%	4	7.7%	3	15.8%
9	Transferred to Maryland private four-year college or university	5	1.0%	0	0.0%	1	1.9%	1	5.3%
10	Transferred to out-of-state two-year/technical college	6	1.2%	0	0.0%	1	1.9%	0	0.0%
11	Transferred to out-of-state four-year college or university	19	3.8%	0	0.0%	0	0.0%	1	5.3%
12	Total transfers (sum of Lines 7 - 11)	133	26.5%	3	42.9%	11	21.2%	7	36.8%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	42	8.4%	2	28.6%	3	5.8%	1	5.3%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	181	36.1%	4	57.1%	12	23.1%	8	42.1%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	66	13.1%	0	0.0%	8	15.4%	5	26.3%
16	Successful transition to higher ed (Line 14 + Line 15)	247	49.2%	4	57.1%	20	38.5%	13	68.4%
17	Enrolled at this community college last term of study period	19	3.8%	0	0.0%	1	1.9%	0	0.0%
18	Successful or persisting (Line 16 + Line 17)	266	53.0%	4	57.1%	21	40.4%	13	68.4%

BALTIMORE CITY COMMUNITY COLLEGE
2023 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 2019	Fall 2020	Fall 2021	Fall 2022
A	Fall credit enrollment				
	a. Unduplicated headcount	4,909	4,181	3,864	3,538
	b. Percent of students enrolled part time	67.8%	71.8%	79.2%	76.1%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
B	First-time credit students with developmental education needs	90.2%	47.0%	55.2%	83.5%

		FY 2018	FY 2019	FY 2020	FY 2022*
C	Credit students who are first-generation college students (neither parent attended college)	48.4%	CCSSE Not Admin	35.9%	59.7%
	* CCSSE is administered every two years.				

		FY 2019	FY 2020	FY 2021	FY 2022
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	2,543	1,547	872	1,333

		FY 2019	FY 2020	FY 2021	FY 2022
E	Credit students receiving financial aid				
	a. Receiving any financial aid	47.8%	49.7%	57.0%	52.4%
	b. Receiving Pell grants	38.5%	37.2%	33.3%	34.6%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
F	Students 25 years old or older				
	a. Credit students	50.6%	52.5%	52.2%	45.7%

		FY 2019	FY 2020	FY 2021	FY 2022
	b. Continuing education students	78.9%	75.8%	72.6%	77.1%

		FY 2018	FY 2019	FY 2020	FY 2022*
G	Credit students employed more than 20 hours per week	44.1%	CCSSE Not Admin	44.4%	46.1%
	* CCSSE is administered every two years.				

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	3.4%	3.7%	2.8%	3.3%
	b. Black/African American only	75.8%	76.5%	76.0%	64.6%
	c. American Indian or Alaskan native only	0.1%	0.05%	0.30%	0.3%
	d. Native Hawaiian or other Pacific Islander only	0.1%	0.02%	0.05%	0.0%
	e. Asian only	1.6%	2.0%	1.5%	1.0%
	f. White only	5.9%	6.6%	5.4%	3.8%
	g. Multiple races	2.0%	2.1%	2.8%	2.2%
	h. Foreign/Non-resident alien	9.3%	7.4%	8.1%	21.0%
	i. Unknown/Unreported	1.8%	1.6%	3.2%	3.8%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
I	Credit student distance education enrollment				
	a. Enrolled exclusively in distance education	10.5%	100.0%	99.2%	12.7%
	b. Enrolled in some, but not all, distance education	29.3%	0.0%	0.7%	27.8%
	c. Not enrolled in any distance education	60.2%	0.0%	0.1%	59.5%

		FY 2019	FY 2020	FY 2021	FY 2022
J	Unrestricted revenue by source				
	a. Tuition and fees	22.4%	23.1%	23.2%	18.1%
	b. State funding	71.3%	71.3%	71.1%	73.3%
	c. Local funding	0.7%	1.0%	1.1%	1.1%
	d. Other	5.6%	4.6%	4.5%	7.5%

		FY 2019	FY 2020	FY 2021	FY 2022
K	Expenditures by function				
	a. Instruction	35.8%	41.6%	41.9%	40.1%
	b. Academic support	12.3%	13.4%	10.5%	10.3%
	c. Student services	9.7%	10.0%	9.9%	8.6%
	d. Other	42.2%	35.0%	37.6%	41.0%

BALTIMORE CITY COMMUNITY COLLEGE
2023 ACCOUNTABILITY REPORT

<mark>**Goal 1: Access**</mark>

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
1	Annual unduplicated headcount					
	a. Total	13,177	11,119	8,940	8,848	**14,300**
	b. Credit students	6,694	7,025	6,358	5,761	**7,473**
	c. Continuing education students	6,611	4,193	2,659	3,126	**7,152**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
2	Market share of first-time, full-time freshmen	27.5%	18.4%	13.2%	12.3%	**23.4%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
3	Market share of part-time undergraduates	35.4%	33.7%	35.0%	32.5%	**38.7%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Benchmark Fall 2024
4	Market share of recent, college-bound high school graduates	38.2%	36.6%	20.7%	18.4%	**37.0%**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022*	Benchmark Fall 2025
5	High school student enrollment	245	442	481	436	**640**
	(Note: Fall 2018 includes those who enrolled after EIS)					
	* May not include all PTECH					

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	7,200	9,152	27,238	18,573	**7,639**
	b. Continuing education, online	1,121	135	5,330	5,672	**176**
	c. Credit, hybrid	1,217	1,211	0	47	**740**
	d. Continuing education, hybrid	0	0	0	0	**0**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2026
7	Tuition and mandatory fees					
	a. Annual tuition and fees for full-time students	3364	3314	3314	3314	**NA**
	b. Percent of tuition/fees at Md public four-year institutions	34.7%	36.8%	33.7%	33.0%	**36.8%**
	Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	105	39	43	0	**78**
	b. Annual course enrollments	124	47	49	0	**95**

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
9	Enrollment in continuing education basic skills and literacy courses	4.353	2,981	1,707	2,258	**3802**
	a. Unduplicated annual headcount	8,395	5,572	3,244	4,179	**7,604**
	b. Annual course enrollments					

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
10	Adult education student achievement of:					
	a. At least one ABE educational functioning level	27.2%	21.5%	23.4%	26.5%	**36.2%**
	b. At least one ESL educational functioning level	32.5%	24.8%	24.5%	22.5%	**43.3%**
	Note: Not reported if < 50 students in the cohort					

11 Minority student enrollment compared to service area population	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
a. Percent nonwhite credit enrollment	93.4%	92.7%	94.5%	95.5%	**93.0%**

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
b. Percent nonwhite continuing education enrollment	97.5%	97.4%	90.0%	89.2%	**92.0%**

	July 2019	July 2020	July 2021	July 2022	Benchmark Not Required
c. Percent nonwhite service area population, 15 or older	70.3%	70.5%	70.5%	71.0%	**NA**

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
12 Percent minorities (nonwhite) of full-time faculty	78.3%	77.1%	75.3%	80.0%	**BCCC does not benchmark.**

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
13 Percent minorities (nonwhite) of full-time administrative and professional staff	77.1%	75.3%	73.5%	68.8%	**BCCC does not benchmark.**

Goal 2: Success

	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Benchmark Fall 2024 Cohort
14 Fall-to-fall retention					
a. All students	35.2%	31.2%	39.3%	37.5%	**36.0%**
b. Pell grant recipients	34.8%	35.0%	55.4%	44.7%	**40.0%**
c. Developmental students	36.2%	31.3%	40.2%	36.6%	**36.0%**
d. College-ready students	25.0%	29.3%	38.5%	56.1%	**34.0%**

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	33.1%	36.4%	34.9%	38.8%	**46.0%**

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort*	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	64.3%	na (n=21)	na (n=29)	na (n=10)	**69.3%**
b. Developmental completers	76.7%	77.6%	75.1%	67.7%	**82.6%**
c. Developmental non-completers	28.9%	27.0%	46.0%	30.3%	**NA**
d. All students in cohort	57.1%	57.7%	62.2%	53.0%	**62.7%**

*May change with updated National Student Clearinghouse (NSC) file.

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	na (n=18)	na (n=23)	na (n=14)	na (n=19)	**NA**
b. Black/African American only	54.5%	54.3%	62.3%	53.0%	**NA**
c. Asian only	na (n=29)	na (n=17)	na (n=14)	na (n=7)	**NA**
d. Hispanic/Latino	na (n=9)	na (n=19)	na (n=10)	40.4%	**NA**

Note: Not reported if < 50 students in the cohort for analysis
*May change with updated NSC file.

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	54.3%	na (n=21)	na (n=29)	na (n=10)	**58.3%**
b. Developmental completers	51.7%	43.7%	54.7%	41.6%	**71.1%**
c. Developmental non-completers	23.3%	23.6$%	30.0%	26.1%	**NA**
d. All students in cohort	41.5%	36.7%	43.3%	35.9%	**51.5%**

Fall 2018 Cohort may change with updated NSC file.

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	na (n=18)	na (n=23)	na (n=14)	na (n=19)	NA
b. Black/African American only	39.3%	35.3%	43.5%	36.1%	NA
c. Asian only	na (n=29)	na (n=17)	na (n=14)	na (n=7)	NA
d. Hispanic/Latino	na (n=9)	na (n=19)	na (n=10)	23.1%	NA

Note: Not reported if < 50 students in the cohort for analysis
Fall 2018 may change with updated NSC file.

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	629	544	581	473	**706**
b. Career degrees	279	250	272	246	**NA**
c. Transfer degrees	152	134	154	139	**NA**
d. Certificates	198	160	155	88	**NA**
e. Unduplicated graduates	553	484	521	433	**NA**

	AY 18-19	AY 19-20	AY 20-21	AY 21-22	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	81.6%	87.8%	84.6%	78.8%	**90.3%**

	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year*	43.8%	70.1%	48.5%	44.2%	**48.0%**

FY 2019 updated in 2022; FY 2021 may change with updated NSC file.

Goal 3: Innovation

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Nursing - National Council	80.8%	77.1%	81.7%	78.0%	**90.0%**
Number of Candidates	52	48	71	41	
b. Licensed Practical Nurse - National Council	93.8%	80.0%	73.3%	66.7%	**90.0%**
Number of Candidates	16	10	15	12	
c. Physical Therapy - Assessment Systems	83.3%	100.0%	88.9%	66.7%	**90.0%**
Number of Candidates	12	11	9	6	
d. Dental Hygiene - National (Written) Board	84.6%	100.0%	Not Applicable*	92.9%	**90.0%**
Number of Candidates	13	13	0	14	
e. Respiratory Care - MD Entry Level Exam	84.6%	100.0%	100.0%	100.0%	**95.0%**
Number of Candidates	13	8	8	4	

* Due to COVID-19 related delays.

	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2020 Graduates	Benchmark Not Required
24 Graduates employed within one year	79.8%	80.8%	77.7%	80.9%	NA

	FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	$22,920	$23,440	$20,040	$24,304	NA
b. Median annualized income three years after graduation	$46,804	$45,140	$39,536	$49,912	NA

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	1,630	1,439	1,337	1,284	**2,472**
b. Annual course enrollments	2,132	1,831	2,164	1,940	**3,296**

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	1,089	739	744	739	**2,472**
b. Annual course enrollments	2,460	1,023	1,254	1,246	**3,296**

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	1,740	726	506	392	**2025**
b. Annual course enrollments	2,837	1,057	1,035	610	**2,700**

Carroll Community College
2023 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

Student Characteristics

Carroll's FY2023 indicators show a slight increase in unduplicated headcount (indicator A), although credit enrollment has not yet rebounded to pre-pandemic levels. The percentage of students enrolled part-time continued to increase, as did the market share of part-time undergraduates (indicator 3). The racial and ethnic diversity of Carroll's credit student population maintained its slight upward trend (indicator H). The credit student population is somewhat more diverse than its service area, which is approximately 88% white. An increase was also realized in the ESOL (English for Speakers of Other Languages) population (indicator D) at the College. In the past year, in response to county population trends and identified community needs, Carroll expanded outreach to and curricular offerings for the county's multilingual student population. Admissions efforts were honed to reach this population more directly. A bilingual admissions counselor offered appointments on campus and at county high schools for multilingual students. Families of multilingual students were invited to be a part of the admissions process; at Carroll's Spring 2023 Open House, a newly developed session designed specifically for English Language Learner (ELL) students attracted seventeen families. In Fall 2022, Carroll's ELL courses, and associated placement processes, were refreshed to support this student group more directly. As one example, multilingual students identified as needing additional supports take designated sections of transitional Reading and Writing and English Composition.

State Plan Goal 1: Access

Indicators related to headcount and enrollment were a mixed bag for Carroll. Credit student headcount was down while continuing education headcount increased; both numbers were below their benchmarks (indicator 1). Enrollment in online and hybrid courses far exceeded their benchmarks (indicator 6), as did enrollment of high school students in credit courses (indicator 5). A significant focus for the College over the past five years has been to expand dual enrollment offerings to include credit courses in all county high schools, as well as on campus. With the rollout of Maryland Blueprint legislation and in support of the 2022 State Plan (page 38), Carroll redoubled its efforts related to dual enrollment in FY2023. Continuing Education and Training (CET) worked closely with Carroll County Public Schools (CCPS) and engaged in community education to ensure seamless access for CCPS high school students wishing to enroll

in workforce training. CET entered into an MOU with CCPS that provides for cohort-based dual enrollment in three disciplines: Drone Technology, Pharmacy Technician, and Dental Technician.

The College realized gains in headcount and course enrollments related to continuing education basic skills and literacy courses (indicator 9). Looking ahead, Carroll is slated to receive Adult Basic Education Grant funds of $284,000 to support students in achieving their GED/High School Equivalency, with the long-term goal to attract completers to credit and noncredit programs.

As mentioned above and evidenced in indicator 11, the racial and ethnic diversity of the credit and continuing education student populations has trended upwards over the past few years, and while Carroll exceeded its benchmarks for enrollment of credit and noncredit students of color, it did not meet its benchmarks for faculty and staff of color (indicators 12 and 13). The College continued to emphasize equitable hiring practices, which include requiring any search committee member to complete training on implicit bias; including the Executive Director of Diversity, Equity, and Inclusion as a member of search committees; and advertising open positions through avenues that reach a diverse applicant pool. However, the demographic makeup of the service area can encumber the hiring of a diverse faculty and staff.

State Plan Goal 2: Success

Continuing a longitudinal trend, fall-to-fall retention for all credit students exceeded the benchmark (indicator 14). Carroll uses the retention software *Starfish* to track credit student progress and facilitate communication between faculty, advisors, and students. Starfish integrates with the College's Learning Management System and allows for swift identification of student challenges so that individualized interventions can be put into place. Carroll's retention rates are consistently among the highest in the state.

Moreover, the College's graduation-transfer rate after four years (indicator 18) remained strong, evidencing efforts to move credit students towards program completion and along their educational journey. Carroll's Advising and CET offices have dedicated Career and Workforce Development Navigators to provide wraparound support for students in workforce programs and adult education. The Workforce Development Navigator facilitates the access, success, completion, and transition of students in adult education or workforce training programs at Carroll. The navigator is responsible for assisting students with applying for scholarship funds, providing resource referrals, coaching students to program completion, assisting students with scheduling licensure and certification exams, and tracking student completion and exam pass rate data.

Related to student success, and in support of the State Plan goal to provide "explicit training on assessment tools and strategies" to faculty to develop "assessments [that] … evaluate a student's skill and knowledge for real-world application" (page 49), Carroll maintains robust processes for program, course, and General Education assessment. In the latter, students complete common assignments in which they synthesize learning within and across courses, producing a deliverable that draws upon real-world experiences. In Fall 2023, the College will introduce its third Honors

Program, the Carroll Lynx Scholars. The Lynx Scholars Program is the first Honors Program at Carroll to be specifically geared towards part-time students, the College's largest enrolled population. Lynx Scholars will contract with individual faculty members to complete advanced, comprehensive projects with a requirement to publicly share or present their research at a conference or showcase, and through an ePortfolio.

State Plan Goal 3: Innovation

Licensure pass rates for Carroll's Physical Therapist Assistant (PTA), Licensed Practical Nurse (LPN), Registered Nurse (RN), and National Registry Paramedic (NRP) candidates were strong in FY2022 (indicator 23). To bolster benchmarks related to licensure exams following the COVID pandemic, Carroll's Nursing faculty instituted weekly advising sessions, meetings at which full-time faculty engaged small groups of students through Socratic questioning. Nursing faculty also emphasized active reading strategies with program students. NRP students perfected content knowledge and skills through numerous practice sessions and open labs.

Indicators related to employment and income continued to trend upwards for Carroll graduates, with 88% of career program graduates employed within one year (indicator 24) and increasing income for these graduates (indicator 25). In FY2023, Carroll's Career Development Office launched a new *Lunch & Learn* program designed to bridge classroom and career by connecting students with professionals as part of a specific course. Industry experts shared their unique educational and career experiences in a casual environment. Career Development continued a series of workshops, *Lynx Level Ups*, focused on career and self-exploration, workforce readiness, and connections to employment. Additional FY2023 Career Development programming included an employer panel, professional dinner, and a guest speaker who shared *Life and Career Lessons from 18,500 Feet.*

Enrollment in continuing education workforce and contract training courses rose but did not reach pre-pandemic levels or established benchmarks (indicators 26, 27, and 28). However, the College endeavored to increase enrollment in these tracks through multiple avenues. Offering scholarship assistance has been most impactful in attracting new students to workforce training at Carroll. CET engaged with its manufacturing advisory board, comprised of local employers, to inform the creation of a manufacturing program that meets industry workforce shortage needs. The College also worked with county automotive repair shops and dealers to develop an Automotive Technology program with an Electric Vehicle (EV) Repair and Maintenance Pathway, establishing a lab with automotive and EV training equipment so students gain the hands-on skills identified as essential by employers.   Additionally, CET launched a Cannabis Entrepreneurship workforce development program to prepare the workforce necessary to support Maryland's emerging recreational marijuana industry.

CET maintained its collaboration with local employers for its Registered Behavior Technician program, providing a direct pipeline of qualified workers into this growing behavioral health industry. Moreover, the College drew upon existing relationships with local employers to gather feedback for the refinement of its program in Medical Assisting, an industry with high workforce shortages. This partnership resulted in a revised program structure reducing the duration of the program from 15 months to 26 weeks and building in a focus on soft skills to meet workforce

demands more efficiently and effectively. Carroll is a member of the local Workforce Improvement Board (WIB) and participates in monthly Carroll County Workforce Development and CCPS apprenticeship committees to increase apprenticeships in the region. The College worked with the WIB and local employers last year to build an in-county Commercial Driver's License (CDL) program, at their request, establishing a Maryland Department of Transportation approved CDL range on campus where students can complete their CDL-A training and the driving portion of the licensure test. This now allows students to earn their CDL license without leaving Carroll County. In addition to open enrollment, the College has provided CDL training for local government and private industry.

Additionally, Carroll hired a part-time Grants Coordinator who identifies support for creating and enhancing programs to meet critical workforce needs, opportunities to identify and build partnerships with local employers to help them create pathways between training and employment, and fund individual students into programs to increase the enrollment and retention that is key to meeting workforce shortages in a variety of sectors. In alignment with the 2022 State Plan (page 59), the College is also emphasizing the value of the short-term training credential in outreach and marketing efforts, capitalizing on the changing landscape and perceptions of post-secondary education for the next generation of high school graduates.

Furthermore, CET continued to partner with other institutions to pool resources, engage in seat share activities, and create best practices. Carroll has scaled its Pathways to Entrepreneurship program, offered in partnership with the Northern Region Small Business Development Center, to the other MACC institutions via seat share agreements. CET staff is working with MarylandOnline to develop and test a seat share bank, similar to what was developed for credit courses, for continuing education offerings, which would help community colleges meet local workforce needs.

Commission Question 1:
What are the largest long-term equity gaps that exist in student access, success, and innovation in your institution?

As evidenced in an examination of longitudinal data as reported in Carroll's Degree Progress Analyses, the successful-persister rate of African American students is consistently lower than the rate for White students. Additionally, the successful-persister rate for developmental non-completers typically falls below the statewide average for this student group. Although the number of students placed in transitional courses continues to decrease at Carroll due to curricular innovation and changes to placement processes, the College continually tracks the outcomes for this group to identify additional potential interventions.

How are these equity gaps uncovered/discovered/identified at your institution and how are they shared with your community?

Equity gaps are identified through ongoing review of student outcomes and course success data. These data and associated analyses are shared through regular meetings of groups such as the College's Planning Advisory Council, credit academic Division Chairs, and CET leadership.

What interventions have been implemented to eliminate these gaps?

To identify and establish the means to address equity gaps in student outcomes, as well as larger issues surrounding diversity, equity, and inclusion, Carroll engaged in a comprehensive Diversity Audit in 2022. External partner BDO surveyed employees and students, interviewed a cross-section of the Carroll community, and analyzed institutional data. After examining College policies and procedures, metrics, and employee and student experiences, in early 2023, BDO provided an assessment of the College's DEI maturity and outlined 49 recommendations to advance and sustain diversity, equity, inclusion, and belonging at Carroll. Under the direction of the Executive Director for Diversity, Equity, and Inclusion, the College is now drafting DEI vision and mission statements, and starting in Fall 2023, will develop a long-term Diversity Plan to implement BDO's recommendations.

To promote success for all Carroll students placed into transitional coursework in Mathematics, Reading, and Writing, and in support of Student Access Priority 3 of the 2022 State Plan (pages 36-38), processes around placement testing and the curriculum for these courses are continually scrutinized and streamlined. For example, starting in Fall 2022, students who previously placed into Academic Skills Enhancement Math were given the option to enroll directly into Pre-Algebra and provided with additional structured support from the College's Academic Center. Similarly, effective Summer 2022, Carroll piloted directed self-placement for its English Composition courses. Students who tested into the version of English Composition that required co-requisite Accelerated Learning Program (ALP) instruction were given the option of self-placing directly into the standard English Composition course. Students in this group completed a questionnaire and consulted with an advisor before deciding which version of English Composition to schedule. Based on directed self-placement trends and faculty and student feedback, beginning Fall 2023, the College will no longer offer the co-requisite ENGL-101/ALP model, but will instead offer students the option of enrolling in a credit-bearing first-year seminar called FOCUS, designed for students who place into any transitional courses or are otherwise at risk for non-completion.

Carroll provides free tutoring to any student for one half hour per week, and offers open learning labs in Writing, Mathematics, and Science. In FY2023 the College supported over 11,300 student visits to its Academic Center, tutoring over one-third of the credit student body. The College frequently reviews students' use of tutoring and adjusts staffing and programming to meet student needs. For example, Carroll's Academic Center created a new position, Lead Writing Tutor and Student Success Specialist, which resulted in an increase in students using writing tutoring in academic year 2022-2023.

Commission Question 2:
How has your institution used disaggregated data to identify equity gaps in students' educational opportunities and outcomes?

Supporting the dissemination and analysis of institutional data is a priority at Carroll. Faculty and staff routinely examine disaggregated data to identify equity gaps in student opportunities and outcomes. In addition to the disaggregated data that is part of the College's annual Performance Accountability Report and Degree Progress Analysis, course success data, academic

assessment data, student progress data, dual enrollment data, and select institutional effectiveness measures are disaggregated. For example, at the end of each term, academic leadership analyzes data showing credit course success rates by course, modality, and faculty member; this data can be disaggregated by students' race/ethnicity, sex, age, academic load, and number of credits earned. Additionally, the College's Planning Advisory Council and Board of Trustees tracks measures such as retention rates by various groups such as students of color, Pell recipients, and veterans. Biennial student and employee survey responses (anonymously submitted) may also be disaggregated. Faculty and staff access disaggregated data through institutional reports and interactive visualizations. In the past eighteen months, multiple dashboards have been made available, supporting data-informed decision making across the College.

What stakeholder engagement is used to collect and review this data?

Carroll's Board of Trustees, administrators, faculty, and staff engage in the ongoing review, analysis, and discussion of disaggregated data. There are student representatives on College governance bodies and the Planning Advisory Council. Students also are encouraged to participate in campus climate surveys, and were key contributors to qualitative data collected as part of the 2022 external Diversity Audit.

Does your institution set goals/benchmarks in regard to the elimination of equity gaps? If so, what steps does your institution take to ensure accountability in meeting the established goals/benchmarks of equity?

Specific initiatives and tasks aimed at eliminating equity gaps have long been included in the College's annual strategic plans. As a result of the Diversity Audit mentioned above, Carroll will be developing a comprehensive Diversity Plan with associated metrics and benchmarks in FY2024. Previous priorities related to DEI, and the goals of the forthcoming Diversity Plan, have been and will be integrated into the College's annual strategic planning and monitored by the Planning Advisory Council.

Community Outreach and Impact

As mentioned earlier in this report, Carroll maintained its strong partnership with Carroll County Public Schools throughout FY2023, as planning and implementation for the expansion of dual enrollment for high school students, a core component of the Blueprint for Maryland's Future, took shape. Additionally, in fall 2022, Carroll signed a new dual admissions agreement with McDaniel College that creates a seamless path for Carroll students who have earned at least thirty credits to transfer to McDaniel and pursue a baccalaureate degree. Carroll established a dedicated scholarship fund specifically for these students.

To support regional small businesses, Carroll earned a grant from the Maryland Business Opportunity Center that enables the College to offer the Pathways to Entrepreneurship program and one companion credit or non-credit course to budding entrepreneurs. Carroll also received a grant from the Maryland State Department of Education to sponsor six Pre-Kindergarten enrollments for families meeting certain income criteria in FY2024.

CET's Personal Enrichment staff partnered with the Boys and Girls Club to deliver a Summer Academy program to high schoolers. The Academy focused on career exploration, along with leadership and life skills. The College joined with Carroll County Public Library to deliver free *Facts First* seminars on topics of interest to the community, including consumer guidance for purchasing electric vehicles and the Supreme Court's *Dobbs* decision. Carroll also is a sponsor organization for Transform Mid-Atlantic AmeriCorps VISTA (Volunteers in Service to America), recently hosting VISTAs for a three-year project focused on establishing a comprehensive Resource Database detailing community supports available to students.

Over the past year, Carroll continued to offer enriching events for the county. The College's Democracy Lab, which provides a safe space for the discussion of complex topics, transitioned to a blend of virtual and in-person gatherings of students, staff, and community members. Issues for discussion in FY2023 included *Communicating Across Political Divides, Democracy and Religion, Parental Rights in K-12 Education, Dangerous Speech*, and *The Face of Poverty*. The College also co-sponsored and hosted a community Juneteenth celebration, with storytelling, music, a panel discussion entitled *Exploring Race in America*, and other entertainment, which drew approximately 350 attendees. Moreover, the first annual Family Fun Fest, held in May 2023, attracted more than 2,500 attendees, and offered numerous activities such as sunflower planting, drone demos, fire safety instruction, a storybook trail, and a scavenger hunt on Carroll's campus.

CARROLL COMMUNITY COLLEGE
2023 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 2019	Fall 2020	Fall 2021	Fall 2022
A	Fall credit enrollment				
	a. Unduplicated headcount	3,126	3,060	2,770	2,891
	b. Percent of students enrolled part time	65.2%	67.0%	67.8%	70.2%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
B	First-time credit students with developmental education needs	31.4%	11.6%	26.7%	27.8%

		FY 2019	FY 2020	FY 2021	FY 2022
C	Credit students who are first-generation college students (neither parent attended college)	21.9%	38.3%	38.3%	21.3%

		FY 2019	FY 2020	FY 2021	FY2022
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	215	247	158	239

		FY 2019	FY 2020	FY 2021	FY 2022
E	Credit students receiving financial aid				
	a. Receiving any financial aid	28.3%	31.8%	34.2%	56.2%
	b. Receiving Pell grants	15.9%	17.0%	14.0%	12.8%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
F	Students 25 years old or older				
	a. Credit students	21.7%	21.2%	21.3%	17.8%

		FY 2019	FY 2020	FY 2021	FY2022
	b. Continuing education students	76.0%	75.3%	78.3%	75.4%

		FY 2017	FY 2019	FY 2021	FY2023
G	Credit students employed more than 20 hours per week	57.4%	47.7%	46.0%	39.3%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	4.6%	5.7%	6.5%	6.6%
	b. Black/African American only	4.4%	4.5%	5.0%	5.1%
	c. American Indian or Alaskan native only	0.2%	0.4%	0.3%	0.4%
	d. Native Hawaiian or other Pacific Islander only	0.0%	0.2%	0.1%	0.1%
	e. Asian only	2.8%	2.9%	2.8%	3.7%
	f. White only	82.8%	81.4%	80.4%	78.1%
	g. Multiple races	2.4%	3.3%	4.0%	4.7%
	h. Foreign/Non-resident alien	0.3%	0.2%	0.2%	0.4%
	i. Unknown/Unreported	2.6%	1.6%	0.8%	0.9%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
I	Credit student distance education enrollment				
	a. Enrolled exclusively in distance education	9.5%	53.5%	22.1%	14.5%
	b. Enrolled in some, but not all, distance education	19.6%	35.9%	36.7%	33.6%
	c. Not enrolled in any distance education	70.9%	10.6%	41.2%	51.8%

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		FY 2019	FY 2020	FY 2021	FY 2022
J	Unrestricted revenue by source				
	a. Tuition and fees	38.0%	36.5%	32.7%	29.6%
	b. State funding	28.1%	28.2%	26.8%	29.4%
	c. Local funding	33.2%	34.9%	37.3%	36.9%
	d. Other	0.7%	0.5%	3.2%	4.1%

		FY 2019	FY 2020	FY 2021	FY 2022
K	Expenditures by function				
	a. Instruction	43.4%	44.8%	43.7%	42.1%
	b. Academic support	12.7%	12.5%	13.6%	13.1%
	c. Student services	10.3%	10.3%	10.8%	10.5%
	d. Other	33.5%	32.4%	31.9%	34.3%

Goal 1: Access

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
1	Annual unduplicated headcount					
	a. Total	10,756	9,177	7,183	8,199	**10,635**
	b. Credit students	4,256	4,304	4,145	3,806	**4,500**
	c. Continuing education students	6,785	5,098	3,230	4,602	**7,000**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
2	Market share of first-time, full-time freshmen	44.6%	47.9%	40.0%	42.4%	**45.0%**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
3	Market share of part-time undergraduates	69.1%	69.4%	68.8%	72.5%	**70.0%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Benchmark Fall 2024
4	Market share of recent, college-bound high school graduates	49.8%	50.6%	46.4%	39.7%	**55.0%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
5	High school student enrollment	620	685	619	807	**700**

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	2,031	2,786	6,089	6,152	**3,850**
	b. Continuing education, online	414	269	666	565	**450**
	c. Credit, hybrid	477	699	1,367	1,180	**650**
	d. Continuing education, hybrid	0	0	0	0	**150**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2026
7	Tuition and mandatory fees					
	a. Annual tuition and fees for full-time students	$5,100	$5,100	$5,160	$5,160	**NA**
	b. Percent of tuition/fees at Md public four-year institutions	53.3%	52.8%	52.5%	51.4%	**50.0%**
	Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	1,982	1,821	857	928	**1,975**
	b. Annual course enrollments	4,029	3,494	1,487	1,644	**4,000**

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	363	355	285	396	**350**
	b. Annual course enrollments	643	532	672	854	**650**

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
10	Adult education student achievement of:					
	a. At least one ABE educational functioning level	24.5%	13.8%	36.4%	34.9%	**20.0%**
	b. At least one ESL educational functioning level	28.1%	14.5%	30.8%	41.1%	**30.0%**
	Note: Not reported if < 50 students in the cohort					

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
11	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	17.4%	16.9%	18.8%	20.8%	**17.0%**

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
	b. Percent nonwhite continuing education enrollment	15.2%	19.4%	23.7%	25.5%	**17.0%**

		July 2019	July 2020	July 2021	July 2022	Benchmark Not Required
	c. Percent nonwhite service area population, 15 or older	11.7%	11.0%	11.5%	12.3%	**NA**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
12	Percent minorities (nonwhite) of full-time faculty	14.9%	13.8%	12.8%	11.7%	**17.0%**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
13	Percent minorities (nonwhite) of full-time administrative and professional staff	6.4%	7.5%	9.9%	8.3%	**9.0%**

Goal 2: Success

		Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Benchmark Fall 2024 Cohort
14	Fall-to-fall retention					
	a. All students	62.8%	61.3%	65.3%	61.0%	**60.0%**
	b. Pell grant recipients	59.0%	57.8%	65.8%	64.0%	**65.0%**
	c. Developmental students	58.9%	49.7%	54.3%	51.1%	**55.0%**
	d. College-ready students	69.2%	66.7%	66.9%	64.6%	**75.0%**

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	51.0%	50.6%	69.2%	56.2%	**55.0%**

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	82.9%	86.7%	89.0%	89.6%	**90.0%**
b. Developmental completers	88.1%	83.9%	89.4%	87.0%	**90.0%**
c. Developmental non-completers	44.5%	32.2%	29.8%	27.8%	**NA**
d. All students in cohort	76.5%	73.8%	78.9%	76.3%	**80.0%**

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	77.1%	74.2%	78.7%	76.3%	**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

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	75.4%	76.9%	76.7%	81.8%	**80.0%**
b. Developmental completers	68.3%	69.0%	63.5%	67.4%	**70.0%**
c. Developmental non-completers	22.6%	19.1%	16.7%	18.9%	**NA**
d. All students in cohort	60.3%	61.0%[2]	61.1%	62.7%	**60.0%**

[2] Data corrected

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	60.9%	60.7%	60.6%	62.7%	**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 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	520	548	579	533	**650**
b. Career degrees	156	162	135	124	**NA**
c. Transfer degrees	343	330	406	352	**NA**
d. Certificates	21	56	38	57	**NA**
e. Unduplicated graduates	507	514	566	510	**NA**

	AY 18-19	AY 19-20	AY 20-21	AY 21-22	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	88.0%	93.0%	91.6%	88.3%	**90%**

	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2022 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year	64.0%	63.0%	60.6%	61.9%	**65.0%**

Goal 3: Innovation

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Physical Therapist Assistant	96.0%	100.0%	100.0%	88.9%	**90.0%**
Number of Candidates	26	17	12	18	
b. LPN	91.7%	100.0%	90.9%	100.0%	**90.0%**
Number of Candidates	12	13	11	16	
c. RN	92.4%	96.9%	83.0%	89.1%	**90.0%**
Number of Candidates	66	65	53	46	
d. NRP/EMS	71.0%	85.7%	80.0%	80.0%	**80.0%**
Number of Candidates	7	7	5	5	
Note: Not reported if <5 candidates in a year					

	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	Benchmark Not Required
24 Graduates employed within one year	86.9%	85.7%	85.5%	88.1%	**NA**

	FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	$ 13,140	$ 14,728	$ 14,356	$ 15,404	**NA**
b. Median annualized income three years after graduation	$ 52,784	$ 50,616	$ 55,360	$ 56,196	**NA**

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	4,495	2,889	2,428	2,915	**4,500**
b. Annual course enrollments	7,038	4,830	3,912	4,728	**7,500**

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	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	2,287	1,709	1,385	1,564	**2,500**
b. Annual course enrollments	3,572	2,632	2,040	2,438	**3,600**

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	2,721	1,849	906	1,355	**2,750**
b. Annual course enrollments	4,020	2,934	1,505	2,058	**4,500**

Note: NA designates not applicable
  * designates data not available

Carroll Community College Degree Progress Four Years after Initial Enrollment Fall 2018 Entering Cohort

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	598		194		227		177	
2	Number attempting fewer than 18 hours over first 2 years	139		40		12		87	
3	Cohort for analysis (Line 1 – Line 2)	459	100.0%	154	100.0%	215	100.0%	90	100.0%
4	Earned Associate degree from this community college	212	46.2%	97	63.0%	115	53.5%	0	0.0%
5	Earned certificate, but no degree, from this community college	4	0.9%	0	0.0%	3	1.4%	1	1.1%
6	Total associate and certificate graduates (Line 4 + Line 5)	216	47.1%	97	63.0%	118	54.9%	1	1.1%
7	Transferred to Maryland two-year/technical college	24	5.2%	8	5.2%	12	5.6%	4	4.4%
8	Transferred to Maryland public four-year college	128	27.9%	67	43.5%	58	27.0%	3	3.3%
9	Transferred to Maryland private four-year college or university	45	9.8%	20	13.0%	23	10.7%	2	2.2%
10	Transferred to out-of-state two-year/technical college	4	0.9%	1	0.6%	1	0.5%	2	2.2%
11	Transferred to out-of-state four-year college or university	33	7.2%	14	9.1%	14	6.5%	5	5.6%
12	Total transfers (sum of Lines 7 - 11)	234	51.0%	110	71.4%	108	50.2%	16	17.8%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	162	35.3%	81	52.6%	81	37.7%	0	0.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	288	62.7%	126	81.8%	145	67.4%	17	18.9%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	55	12.0%	11	7.1%	38	17.7%	6	6.7%
16	Successful transition to higher ed (Line 14 + Line 15)	343	74.7%	137	89.0%	183	85.1%	23	25.6%
17	Enrolled at this community college last term of study period	7	1.5%	1	0.6%	4	1.9%	2	2.2%
18	Successful or persisting (Line 16 + Line 17)	350	76.3%	138	89.6%	187	87.0%	25	27.8%

Carroll Community College Degree Progress Four Years after Initial Enrollment Fall 2018 Entering Cohort

		African American Students		Asian Students		Hispanic Students		White Students (optional data)	
1	First-time full- and part-time fall headcount	14		13		25		509	
2	Number attempting fewer than 18 hours over first 2 years	2		3		4		120	
3	Cohort for analysis (Line 1 – Line 2)	12	100.0%	10	100.0%	21	100.0%	389	100.0%
4	Earned Associate degree from this community college	1	8.3%	7	70.0%	10	47.6%	176	45.2%
5	Earned certificate, but no degree, from this community college	0	0.0%	0	0.0%	0	0.0%	4	1.0%
6	Total associate and certificate graduates (Line 4 + Line 5)	1	8.3%	7	70.0%	10	47.6%	180	46.3%
7	Transferred to Maryland two-year/technical college	3	25.0%	0	0.0%	2	9.5%	19	4.9%
8	Transferred to Maryland public four-year college	1	8.3%	5	50.0%	3	14.3%	108	27.8%
9	Transferred to Maryland private four-year college or university	0	0.0%	1	10.0%	3	14.3%	39	10.0%
10	Transferred to out-of-state two-year/technical college	0	0.0%	0	0.0%	1	4.8%	3	0.8%
11	Transferred to out-of-state four-year college or university	0	0.0%	0	0.0%	0	0.0%	30	7.7%
12	Total transfers (sum of Lines 7 - 11)	4	33.3%	6	60.0%	9	42.9%	199	51.2%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	1	8.3%	6	60.0%	6	28.6%	135	34.7%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	4	33.3%	7	70.0%	13	61.9%	244	62.7%
15	No award or transfer, but 30 credits with GPA $\geq$ 2.00	0	0.0%	1	10.0%	3	14.3%	48	12.3%
16	Successful transition to higher ed (Line 14 + Line 15)	4	33.3%	8	80.0%	16	76.2%	292	75.1%
17	Enrolled at this community college last term of study period	1	8.3%	0	0.0%	1	4.8%	5	1.3%
18	Successful or persisting (Line 16 + Line 17)	5	41.7%	8	80.0%	17	81.0%	297	76.3%

Cecil College

2023 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: Student 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 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 recent high school graduates in classes held in the high schools or at the College. In part, dual enrollment is supported by the College Bound Tuition Scholarship. This program provides a 50% tuition waiver for all qualified secondary students from CCPS and other approved educational entities. Most importantly, these students can start college, after graduation, having completed 6-24 credits towards a degree. In 2022-23, 145 high school students took courses in the fall and 97 took courses in the spring at their home institution. Additionally, an Early College program currently enrolls 253 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 peaked at 472 in fall 2020 and in fall 2022 had fallen slightly (3.8%) to 454 (indicator 5).

Enrollment data for FY2022 reflects an institution still recovering from the pandemic. Total annual unduplicated headcount enrollment grew 12.9% to 4,479 in FY22, after a decrease of 34.0% between FY2020 and FY2021 (indicator 1a). Annual credit enrollment decreased by 11.0% from FY2021 to FY2022 (indicator 1b), and the number of continuing education students increased by 49.8% (indicator 1c). Cecil College's market share of Cecil County residents enrolled first-time full-time in Maryland colleges or universities was 51.9% in fall 2022, a decrease of 8.9 percentage points since Fall 2019 (indicator 2). More significantly, the College continues to enroll more than 80% (81.5%) of part-time undergraduate students from the service area and dominates the market for part-time students (indicator 3).

Online education options increased access for students during the pandemic and continue to increase access for students who need a more flexible course schedule. Enrollment in online/ hybrid credit courses increased 21.1% from FY2021 to FY2022, while online/hybrid continuing education course enrollments dropped slightly (4.3%) during the same time (indicators 6a and 6b). In fall 2022, the College offered approximately half of its courses in online or hybrid formats. The College currently has three online degree programs and five online certificate programs. The College plans to continue to add online offerings to increase access.

Over the last several years, Cecil College has 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 2022 was 15.6% (indicator 11c); the percent of nonwhite credit enrollment at Cecil College was 24.7% in fall 2022 (indicator 11a), and the percent of nonwhite continuing education enrollment was 22.5% (indicator 11b).

The number of participants in noncredit and lifelong learning courses at the College decreased during the pandemic to 484 students in FY2021 and has rebounded to 882 in FY2022; this reflects a decrease of 57.1% from a pre-pandemic high of 2,056 students (indicator 8a). Participation was particularly vulnerable to the restrictions imposed due to the pandemic. Noncredit headcount enrollments in basic skills and literacy vary from year to year based on community demand, as well as on funds available to provide course offerings. In fiscal year 2022, these programs enrolled 157 students, compared to 336 three years earlier (indicator 9a).

According to the *2022 Maryland State Plan for Higher Education*, "the cost of higher education is often a real or perceived barrier to accessing higher education." (p. 29) Because 79.0% 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 FY2022, 77.7% of our credit students received financial aid (indicator Ea) and 29.0 % received Pell grants (indicator Eb). Tuition and fees at Cecil College are 49.0% 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 40.5% (fall 2020 cohort) to 56.0% (fall 2021 cohort) during the past four years. The retention rate for all students has increased since fall 2018, to 54.0% (indicator 14a). The retention rate for developmental students has decreased 1.6 percentage points to 49.4% since the fall 2018 cohort, while the retention rate for college-ready students has increased 3.2 percentage points to 54.2% (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: Student Success

The successful-persister rate after four years (indicator 16) for all students in the cohort is currently 62.4%. The graduation-transfer rate after four years (indicator 18) for college-ready students is 52.3%. Developmental completers rose by 6.6 percentage points from the fall 2017 cohort to the fall 2018 cohort (indicator 15); the current graduation-transfer rate for this group is 43.5% (indicator 18). The number of students first enrolling in developmental courses has decreased due to curricular and placement changes; only students who do not meet the standards established by multiple measures now enroll in these courses.

42.2% of FY2021 graduates transferred within one year (indicator 22). Of the Cecil College graduates who transferred to a four-year institution, 91.1% had a cumulative GPA of 2.0 or above in academic year 2021-22 (indicator 21).

Cecil College has continued to revise and implement several initiatives to improve student persistence and completion:

- Based on national data, the College continues to implement 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 help preparing for the course. Embedded tutors are added to math developmental courses as needed. The developmental education sequence for English has also been decreased to a single course (EGL 093) plus a supplemental reading and writing lab (EGL 083), with an optional non-credit Writing and Reading: Keys to Success course for students who feel they are not ready for these courses. Embedded tutors have been added to the remaining developmental education course and to many sections of EGL 101 College Composition.
- The College provides students with Cecil Assist Scholarships during the fall, spring, and summer terms. These scholarships are last in dollar amounts for students who need assistance with tuition and fees after foundation scholarships and financial aid have been awarded. Scholarship amounts are $400 for part-time students and $800 for full-time students. Students must have a 2.0 GPA. In addition, the College provides students with emergency grants of up to $500 if they experience a life hardship. These funds can be used on transportation, housing, childcare, and any other emergency expense that could possibly disrupt their academic progression. Students apply through the financial aid office and the grant does not need to be repaid. In addition, the College is now using grant funds so that students can ride Cecil Transit to and from the College free of charge.
- The College has added additional programs and services that focus on mental health and well-being. The College has hired a Coordinator of Mental Health Services who is responsible for organizing biannual mental health resource fairs, substance abuse programs and support groups, crisis intervention, and student referrals to community agencies. The College has also launched "You at College," an online mental health and wellbeing platform that offers students customized assessments, goal setting and tracking, educational articles, and student testimonials. And finally, the College has added two spaces where students can relax and recharge; a game room outfitted with gaming tables and e-games; and a quiet space called the prayer, meditation, and reflection room.

- Credit for prior learning opportunities can enhance student success and shorten the time to completion. Cecil College has a robust Evaluation of Prior Learning policy that delineates the numerous ways credit(s) can be awarded at Cecil College such as International Baccalaureate, Credit by College Level Examination Program (CLEP), credit by Advanced Placement Exams (AP), Portfolio Assessment, and credit by Departmental Examination. Cecil College also has multiple articulation agreements with our local K-12 system. High school students can earn college credits if they successfully complete a high school course and meet course outcomes, providing a 'jump start' to their college career at Cecil College. There are currently 16 courses with articulations with Cecil County Public Schools.
- 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 75.0% of level II (second semester) students were retained within spring 2023 and 91.2% of level IV (fourth semester) students were retained within spring 2023.

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, Paramedic, 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.

Teaching innovations that were implemented during the pandemic have led to the foundation of Catalyst, the College's new Center for Teaching and Learning. Catalyst continues to support teaching innovation through regular and wide-reaching workshops. In 2022-23, workshops sponsored by Catalyst included: How to Humanize Your Class; Fostering an Inclusive Classroom; Authentic Assessments; Collaborative Note Taking; and Syllabus Tune-Up.

Immersive field experiences support student success and the acquisition of skills applicable to the workforce. Cecil College has 21 associate degrees and seven certificates with immersive work experiences embedded in the curriculum. A Work Experiences Committee of faculty and staff continues 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 provides professional development through Catalyst: The Center for Teaching and Learning. Catalyst's professional development curriculum covers topics crucial to fostering effective virtual classrooms, including digital document accessibility and ensuring educators are well-equipped to create inclusive learning environments; humanizing online classes, specifically on asynchronous teaching, to create engaging virtual experiences for students; enhancing course engagement through integrating Echo360, a tool that enables educators to add interactive elements to courses; and student-focused strategies, prioritizing course design and flow. Five of our courses currently have Quality Matters (QM) certification, reflecting their quality and alignment with best practices in online education.

Annual headcount enrollment in continuing professional education leading to government or industry-required certification or licensure increased by 30.0% from fiscal year 2021 to fiscal year 2022 (indicator 27). Enrollment in continuing education workforce development courses rebounded 20 1,327 in FY22, a slight decrease (4.9%) over FY2020 enrollments in these programs (indicator 26).

The annual course enrollments also increased by 80.9% between FY2021 and FY2022, earning pre-pandemic averages of approximately 240 students per year (indicator 28).

What are the largest long-term equity gaps that exist in student access, success, and innovation in your institution? Please note the long-term equity gaps refer to the inequities that existed long before the COVID-19 pandemic and persisted over the years. How are these equity gaps uncovered/discovered/identified at your institution and how are they shared with your community? What interventions have been implemented to eliminate these gaps?

The College continues to increase the numerical representation of traditionally underrepresented groups, increasing the percentage of our student population from 21.7% in fall 2020, to 24.2% in fall 2022. Overall retention of underrepresented students continues to lag behind the retention rate for all students: retention for underrepresented students in the fall 2016 cohort was 3.1 percentage points lower than that of all students and retention for underrepresented students in the fall 2021 cohort was 4.1 percentage points lower than that of all students. On the other hand, first-time full-time underrepresented students have higher transfer out rates than all first-time full-time Cecil students, at 38.8% for underrepresented students in the Fall 2018 cohort, compared to 33% for all students in the cohort. 150% graduation rates for underrepresented students continue to lag behind graduation rates for all students, with an 8.4 percentage point difference in graduation rates for the fall 2018 cohort.

The College's strategic plan includes two priorities related to the institution's commitment to diversity, equity, and inclusion: priority 1.2 (Build institutional capacity to support diversity, equity, and inclusion (DEI) through programming, resources, events, and partnerships) and priority 2.1 (Expand strategies to meet the needs of diverse learners and reduce achievement gaps). Key metrics for both priorities are tracked regularly and reviewed annually. The College has also identified four goals in the Cultural Diversity Plan: create a campus culture that is respectful of differences and civil toward all people; recruit, retain, and graduate a diverse

student population; recruit, employ, and retain a diverse workforce; and incorporate diversity and inclusion in significant ways in teaching and learning. These four goals are evaluated annually in the Cultural Diversity Report.

College data are shared with faculty and staff at All College Day presentations twice a year, at Student Services department meetings, and at Academic Program division meetings. These data are also shared with the Board of Trustees and the College Management Team.

To address these equity gaps, Cecil College has offered cultural training programs for all employees; hosted professional development sessions that supporting learning differences in the classroom; hosted regular diversity events; supported three student DEI organizations (Cecil International Affinity Organization, Multicultural Student Union, and Seahawk Pride). In addition, the College continues to offer free tutoring for all students in all disciplines. These services, which are widely advertised to students, are available during the day and evenings, seven days a week, both in person and virtually.

How has your institution used disaggregated data to identify equity issues in students' educational opportunities and outcomes? What stakeholder engagement (student, faculty, staff, etc.) is used to collect and review this data? Does your institution set goals/ benchmarks in regard to the elimination of equity gaps? If so, what steps does your institution take to ensure accountability in meeting the established goals/benchmarks of equity?

The College is committed to understanding issues of equity related to outcomes. Until recently, the number of underrepresented students at Cecil has been so low that it would have led to identifiable data in many instances. As a result, the College has not yet set goals/benchmarks regarding the elimination of equity gaps. Nonetheless, the College has worked to identify sizeable groups where this analysis can be done. Within the past few years, the College has developed dashboards that allow for easy disaggregation of data related to college-wide enrollment and retention. Recent additions in staffing in the Institutional Research Office and investment in data presentation software have made this analysis possible. In addition, the College has developed a process for disaggregating learning outcomes in courses where the enrollment across multiple sections is high enough to allow for disaggregating data without identifying students. This process will be piloted in 2 courses (Basic Photography and Precalculus) in 2023-24. Moreover, as of spring 2023, all students graduating with an associate degree are required to complete a general education skills assessment. The increased data should allow for a more detailed, disaggregated, analysis of the results of this test. Lastly, the College has committed to regularly collecting survey data related to the racial climate experienced by our students; the first survey was administered in spring 2022. These changes will make it easier to identify inequities where sufficient numbers of underrepresented students exist.

Information from these studies has been presented to faculty and staff at All College Day, and also in Academic Programs and Student Services division meetings. Data regarding program completion is shared with advisory boards that consist of students, faculty, staff, industry experts.

Community Outreach and Impact

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

Healthcare Careers. Cecil College's Healthcare Careers' noncredit certificate programs prepare students academically, technically, and professionally to begin a new career in health care, in areas such as Medical Assistant, Paramedic, Certified Nursing Assistant/Geriatric Nursing Assistant, and Phlebotomy. Overall, 80 participants completed Healthcare Careers programs in FY2023. Healthcare careers also provides Basic Life Support/CPR AED courses; 145 students completed this course in FY2023.

Workforce. Strong relationships with the local Workforce Investment Board, Department of Social Services, and regional associations provide CEWP with a direct link to business leaders and therefore, the needs of the business community. For FY23, three organization requested customized training.

Trades programs are limited to evening offerings which can use the public school's specialized classroom space. In 2023, the Veterinary Assistant program graduated 6 students, the HVAC program had 7 completers, the Diesel Technology program had 8 completers, and the Welding program prepared 12 students to test for their Entry Level 1 Certification. In addition, Cecil College and Heating and Air Conditioning Contractors of Maryland continue to partner in a Maryland state-approved four-year HVAC/R apprenticeship program starting in fall 2018; in 2023, 26 students are enrolled in the program. In FY24, the HVAC/R Apprenticeship program will graduate its second class of students earning their Journeyman License.

Through the six-month Cecil Leadership program, existing and emerging leaders in business, government, and tourism engage, collaborate, and commit to Cecil County's ongoing development. In 2023, the program returned had 25 participants. Session topics included hospitality, healthcare, small business, education, youth, and government.

Transportation Training. For FY23, Cecil College's Truck Driver training program enrolled 131 students and had 131 graduates. Truck Driver Training students interacted with at least twelve 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 FY23 the Transportation department executed corporate contracts with Amtrak, Cecil County Solid Waste Division, Cecil County Roads, MDA, Aberdeen Proving Ground, Delmarva, McLand Foods, Jerry Preston Hauling, and Maryland MVA, among others.

Driver Education provides services to the youth of Cecil County. Six Driver Education cars are in use seven days a week. The program operates with in person classes at Elkton Station, the North East Campus, and virtually. In FY23, 510 students completed the classroom portion of the state's driver education program.

Lifelong Learning. Lifelong Learning departments include Personal Enrichment, Youth Education, Senior Education, and Summer Camps. Personal enrichment for adults and seniors offers a variety of classes to expand students' learning or just for fun. Courses include topics such as arts, crafts and studio art, glass and jewelry making, sewing and quilting, boating and boat restoration, dance and fitness, financial planning, fitness, pilates and yoga, history and humanities, holistic and healthy living, home and garden, languages and foreign languages, music lessons, and photography. Youth Education courses include topics such as cooking and baking, creative arts, fitness, Harry Potter, Pokémon, STEM, and music lessons.

Summer camps have been the largest growth area for Lifelong Learning over the past 7 years. In FY22, post-covid, summer camps expanded in-person options and enrollment grew to nearly 75% of pre-pandemic levels. In FY23, summer camps were offered in person at Elkton Station and the North East Campus.

In addition, Lifelong Learning hosts annual community events such as the Mind, Body, & Spirit Festival. In 2023, the in-person event drew over 600 people. The College also hosts an annual 55+ Healthy Lifestyle, collaborating with the Cecil County Department of Community Services. This Expo features opportunities to meet community resource representatives and vendors. Session topics include Medicare options, healthy eating, financial planning, Cecil County history, wellness opportunities, fitness and exercise programs, and caregiver support. 262 attendees registered for the 2023 expo. Other events hosted by Lifelong Learning include CCPS - Back to School Kickoffs and CCPS - Parents Night - Community Health & Wellness Events.

Adult Education. Although enrollment in Cecil College's Adult Education Program increased from 115 in FY22 to 135 in FY23, enrollment was lower than pre-pandemic levels. Low enrollment in the morning and evening classes at the the Family Education Center, and low interest in evening classes at Cecil County Public Schools have affected enrollment. The program continued to offer both onsite and virtual classes for the Elkton Station morning and evening ABE and GED classes utilizing the Hyflex system. The ESOL program continues to grow, increasing from 33 students in FY22 to 52 students in FY23. Eight students earned a high school credential by passing the GED test, 49 students or 36% increased an educational functioning level as demonstrated by standardized test results, and six students enrolled in 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. Events in 2022-2023 included in house productions of *Pippin, SpongeBob The Musical, Sister Act, Murder on the Nile, Godspell, She Loves Me,* and *SWEAT.* MST also hosted the Cecil County Independent Film Festival, the annual Season Unveiling Event, two comedy shows, a spiritual medium, and several concerts including The Hubcaps, The Elvis Birthday Bash, Jazz Guitarist Ronny Smith, Rhonda Vincent & Danny Paisley. As a community theatre, MST also hosted several rentals throughout the season including the theatre company Rogues Swan, and twice Cecil Dance Theatre performed in the MST space. Community events such as Cecil County Political Debate, and Cecil County Government Inauguration were also held in the theatre. With in-house productions and events MST saw a total of 8,691 patrons, and the rental events brought in another 2,195 individuals.

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<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 2019	Fall 2020	Fall 2021	Fall 2022
A	Fall credit enrollment				
	a. Unduplicated headcount	2,377	2,090	1,783	1823
	b. Percent of students enrolled part time	67.9%	71.1%	71.1%	70.0%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
B	First-time credit students with developmental education needs	37.4%	22.2%	21.1%	22.8%

		FY 2019	FY 2020	FY 2021	FY 2022
C	Credit students who are first-generation college students (neither parent attended college)	79.0%	72.0%	75.5%	79.0%

		FY 2019	FY 2020	FY 2021	FY 2022
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	83	44	1	57

		FY 2019	FY 2020	FY 2021	FY 2022
E	Credit students receiving financial aid				
	a. Receiving any financial aid	79.5%	81.9%	89.5%	77.73%
	b. Receiving Pell grants	31.7%	34.7%	28.2%	28.96%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
F	Students 25 years old or older				
	a. Credit students	22.6%	28.8%	28.4%	23.53%

		FY 2019	FY 2020	FY 2021	FY 2022
	b. Continuing education students	68.4%	46.3%	34.9%	37.8%

		FY 2019	FY 2020	FY 2021	FY 2022
G	Credit students employed more than 20 hours per week		78.0%	37.60%	35.26%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	6.2%	6.0%	6.0%	7.8%
	b. Black/African American only	8.8%	7.9%	8.8%	9.7%
	c. American Indian or Alaskan native only	0.3%	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	1.7%	1.7%	1.9%	1.9%
	f. White only	75.6%	77.0%	76.2%	73.7%
	g. Multiple races	5.6%	5.5%	5.1%	4.6%
	h. Foreign/Non-resident alien	0.2%	0.1%	0.6%	0.8%
	i. Unknown/Unreported	1.5%	1.5%	1.2%	1.2%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
I	Credit student distance education enrollment				
	a. Enrolled exclusively in distance education	6.0%	30.5%	26.9%	23.20%
	b. Enrolled in some, but not all, distance education	30.8%	62.6%	52.0%	33.63%
	c. Not enrolled in any distance education	63.2%	6.9%	21.1%	43.17%

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		FY 2019	FY 2020	FY 2021	FY 2022
J	Unrestricted revenue by source				
	a. Tuition and fees	33.0%	32.0%	27.0%	30.1%
	b. State funding	23.0%	24.0%	25.0%	25.8%
	c. Local funding	42.0%	42.0%	46.6%	43.3%
	d. Other	2.0%	1.0%	1.3%	0.8%

		FY 2019	FY 2020	FY 2021	FY 2022
K	Expenditures by function				
	a. Instruction	40.0%	40.0%	39.1%	39.0%
	b. Academic support	13.0%	13.0%	13.3%	12.5%
	c. Student services	13.0%	13.0%	14.0%	13.7%
	d. Other	34.0%	34.0%	33.6%	34.8%

Goal 1: Access

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
1	Annual unduplicated headcount					
	a. Total	6,787	6,010	3967	4479	**7,000**
	b. Credit students	2,992	2,941	2564	2,281	**3,000**
	c. Continuing education students	3,965	3,239	1562	2340	**4,000**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
2	Market share of first-time, full-time freshmen	60.8%	58.8%	51.9%	51.90%	**58.0%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
3	Market share of part-time undergraduates	84.2%	80.8%	81.2%	81.50%	**83.0%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2024
4	Market share of recent, college-bound high school graduates	58.5%	54.0%	54.0%	58.5%	**55.0%**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
5	High school student enrollment	465	472	390	454	**550**

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	2,636	2,902	5,200	6296	**3,500**
	b. Continuing education, online	279	167	1,138	1089	**325**
	c. Credit, hybrid	1,110	852	718	118	**900**
	d. Continuing education, hybrid	0	64	0	1	**20**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2026
7	Tuition and mandatory fees					
	a. Annual tuition and fees for full-time students	$4,650	$4,770	$4,770	$4,920	**NA**
	b. Percent of tuition/fees at Md public four-year institutions	49.1%	49.2%	48.6%	49.0%	**49.5%**
	Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

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		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	2,056	1,662	484	882	**2,200**
	b. Annual course enrollments	4,044	3,439	1,235	1846	**4,400**

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	336	242	70	157	**350**
	b. Annual course enrollments	507	337	112	388	**550**

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
10	Adult education student achievement of:					
	a. At least one ABE educational functioning level	35.00%	28.00%	27.00%	37.50%	**35.0%**
	b. At least one ESL educational functioning level	32.00%	N/A	N/A	N/A	**32.0%**
	Note: Not reported if < 50 students in the cohort					

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
11	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	23.5%	23.0%	23.80%	24.66%	**25.0%**

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
	b. Percent nonwhite continuing education enrollment	19.5%	19.1%	24.00%	22.5%	**21.0%**

		Jul-19	Jul-20	July 2021	Jul-22	Benchmark Not Required
	c. Percent nonwhite service area population, 15 or older	13.8%	14.1%	14.5%	15.6%	**NA**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
12	Percent minorities (nonwhite) of full-time faculty	16.7%	14.90%	10%	17.6%	**20.0%**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
13	Percent minorities (nonwhite) of full-time administrative and professional staff	15.4%	11.3%	7.1%	16.9%	**16.0%**

Goal 2: Success

		Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Benchmark Fall 2024 Cohort
14	Fall-to-fall retention					
	a. All students	51.0%	52.9%	48.9%	54.0%	**55.0%**
	b. Pell grant recipients	50.2%	49.7%	40.5%	56.0%	**52.0%**
	c. Developmental students	51.0%	46.2%	45.0%	49.4%	**52.0%**
	d. College-ready students	51.0%	56.9%	50.2%	54.2%	**60.0%**

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		Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
15	Developmental completers after four years	36.6%	32.6%	20.9%	27.50%	**35.0%**

		Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
16	Successful-persister rate after four years					
	a. College-ready students	86.2%	80.3%	81.6%	72.0%	**82.0%**
	b. Developmental completers	89.1%	70.9%	62.8%	61.8%	**72.0%**
	c. Developmental non-completers	33.3%	38.5%	19.0%	24.0%	**NA**
	d. All students in cohort	74.8%	67.4%	68.2%	62.4%	**70.0%**

		Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Not Required
17	Successful-persister rate after four years					
	a. White only	77.6%	71.9%	71.3%	63.4%	**NA**
	b. Black/African American only	84.9%	51.1%	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 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
18	Graduation-transfer rate after four years					
	a. College-ready students	68.9%	62.8%	63.3%	52.3%	**65.0%**
	b. Developmental completers	56.9%	47.5%	41.3%	43.5%	**55.0%**
	c. Developmental non-completers	19.4%	33.3%	14.3%	24.0%	**NA**
	d. All students in cohort	50.5%	50.3%	49.1%	45.2%	**52.0%**

		Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Not Required
19	Graduation-transfer rate after four years					
	a. White only	53.1%	52.3%	50.8%	47.8%	**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 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
20	Associate degrees and credit certificates awarded					
	a. Total awards	451	464	309	380	**450**
	b. Career degrees	147	171	128	151	**NA**
	c. Transfer degrees	209	227	150	204	**NA**
	d. Certificates	95	66	31	25	**NA**
	e. Unduplicated graduates	346	370	276	344	**NA**

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		AY 18-19	AY 19-20	AY 20-21	AY 21-22	Benchmark AY 2024-25
21	First-year GPA of 2.0 or above at transfer institution	89.0%	91.0%	88.3%	91.1%	**92.0%**

		FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	Benchmark FY 2024 Graduates
22	Graduate transfers within one year	53.9%	46.1%	50.20%	42.2%	**18.0%**

Goal 3: Innovation

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
23	Credit program pass rates in licensure/certification examinations required for employment					
	a. National Counsil of Nursing (NCLEX-RN0	100.0%	88.9%	97.96%	100%	95.0%
	Number of Candidates	36	45	49	30	NA
	b. Licensed Practical Nurse	100.0%	100.0%	100%	100%	100.0%
	Number of Candidates	10	10	11	2	NA
	c. National Physical Therapy Examination (NPTE-PTA)	100.0%	100.0%	84.6%	92.30%	100.0%
	Number of Candidates	16	9	13	13	NA
	d. Commercial Truck Driver	98.0%	99.0%	100%	98.7%	95.0%
	Note: Not reported if <5 candidates in a year	102	127	62	77	NA

		FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	Benchmark Not Required
24	Graduates employed within one year	66.0%	64.0%	55.9%	65.0%	**NA**

		FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	Benchmark Not Required
25	Income growth of career program graduates					
	a. Median annualized income one year prior to graduation	$13,292	$15,032	$14,992	$16,024	**NA**
	b. Median annualized income three years after graduation	$47,560	$41,628	$39,984	$37,784	**NA**

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
26	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	1,760	1,396	1,022	1327	1,800
	b. Annual course enrollments	2,790	2,192	1,749	2528	2,900

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		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
27	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	1,413	1,229	943	1226	1,400
	b. Annual course enrollments	2,315	1,911	1,649	2373	2,300

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
28	Enrollment in contract training courses					
	a. Unduplicated annual headcount	250	107	99	65	**275**
	b. Annual course enrollments	300	157	131	237	**425**

Note: NA designates not applicable

* designates data not available

Cecil College Degree Progress Four Years after Initial Enrollment Fall 2018 Entering Cohort

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers		Cor
1	First-time full- and part-time fall headcount	437		195		171		71		
2	Number attempting fewer than 18 hours over first 2 years	174		88		40		46		
3	Cohort for analysis (Line 1 – Line 2)	263	100.0%	107	100.0%	131	100.0%	25	100.0%	
4	Earned Associate degree from this community college	63	24.0%	31	29.0%	32	24.4%	0	0.0%	
5	Earned certificate, but no degree, from this community college	7	2.7%	3	2.8%	2	1.5%	2	8.0%	
6	Total associate and certificate graduates (Line 4 + Line 5)	70	26.6%	34	31.8%	34	26.0%	2	8.0%	
7	Transferred to Maryland two-year/technical college	7	2.7%	4	3.7%	3	2.3%	0	0.0%	
8	Transferred to Maryland public four-year college	30	11.4%	16	15.0%	14	10.7%	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	9	3.4%	4	3.7%	2	1.5%	3	12.0%	
11	Transferred to out-of-state four-year college or university	34	12.9%	17	15.9%	16	12.2%	1	4.0%	
12	Total transfers (sum of Lines 7 - 11)	80	30.4%	41	38.3%	35	26.7%	4	16.0%	
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	31	11.8%	19	17.8%	12	9.2%	0	0.0%	
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	119	45.2%	56	52.3%	57	43.5%	6	24.0%	
15	No award or transfer, but 30 credits with GPA ≥ 2.00	36	13.7%	20	18.7%	16	12.2%	0	0.0%	
16	Successful transition to higher ed (Line 14 + Line 15)	155	58.9%	76	71.0%	73	55.7%	6	24.0%	
17	Enrolled at this community college last term of study period	9	3.4%	1	0.9%	8	6.1%	0	0.0%	
18	Successful or persisting (Line 16 + Line 17)	164	62.4%	77	72.0%	81	61.8%	6	24.0%	

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Cecil College Degree Progress Four Years after Initial Enrollment Fall 2018 Entering Cohort

		African American Students		Asian Students		Hispanic Students		White Students (optional data)	
1	First-time full- and part-time fall headcount	61		5		29		300	
2	Number attempting fewer than 18 hours over first 2 years	27		2		16		114	
3	Cohort for analysis (Line 1 – Line 2)	34	100.0%	3	100.0%	13	100.0%	186	100.0%
4	Earned Associate degree from this community college	5	14.7%	0	0.0%	1	7.7%	52	28.0%
5	Earned certificate, but no degree, from this community college	3	8.8%	0	0.0%	0	0.0%	4	2.2%
6	Total associate and certificate graduates (Line 4 + Line 5)	8	23.5%	0	0.0%	1	7.7%	56	30.1%
7	Transferred to Maryland two-year/technical college	1	2.9%	0	0.0%	2	15.4%	4	2.2%
8	Transferred to Maryland public four-year college	4	11.8%	2	66.7%	0	0.0%	24	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	11.8%	0	0.0%	1	7.7%	4	2.2%
11	Transferred to out-of-state four-year college or university	6	17.6%		0.0%		0.0%	24	12.9%
12	Total transfers (sum of Lines 7 - 11)	15	44.1%	2	66.7%	3	23.1%	56	30.1%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	5	14.7%		0.0%	1	7.7%	23	12.4%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	18	52.9%	2	66.7%	3	23.1%	89	47.8%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	6	17.6%	0	0.0%	1	7.7%	25	13.4%
16	Successful transition to higher ed (Line 14 + Line 15)	24	70.6%	2	66.7%	4	30.8%	114	61.3%
17	Enrolled at this community college last term of study period	2	5.9%	0	0.0%	1	7.7%	4	2.2%
18	Successful or persisting (Line 16 + Line 17)	26	76.5%	2	66.7%	5	38.5%	118	63.4%

2023 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 selection of credit and non-credit programs and courses 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 FY2023, the college served 5,248 unique credit and non-credit students.

Recent enrollment trends show fewer full-time students and more dual enrolled students. In the fall of 2023, approximately 24.4% of students were attending full-time and 75.7% part-time. About 96.2% were from the five county service region. About 20.8% of students were first-time to college, and 32.7% were dual enrolled high school students. The class of fall credit students was 67.7% female and 31.7% male, with 69.0% identifying as White and 25.5% identifying as Non-White. Only 18.4% of credit students are 25 years or older. Thirty-six percent of first-time credit students entered with developmental needs and 41% of all students were enrolled exclusively online. The population of noncredit students is somewhat different. In FY2023, the college served 2913 unique students, of which 52.1% identified as White, while 42.2% identified as Non-White. Sixty-four percent were female, and 35.2% were male. Only 4.6% of noncredit students were 18 years or younger, and 79.6% were 25 years or older.

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

Chesapeake College remains committed to the goal of increasing access to higher education for the residents in the service region. In the years following the pandemic, the college is experiencing a rebound in enrollment as well as some emerging trends.

Chesapeake recorded increases in both credit and noncredit enrollments for the second straight year. The most recent total unduplicated headcount for FY2023 was 5,248, a 5% increase over the previous year. Contributing to these gains are increases in several categories. Highs school students made up a healthy portion of our 2022 fall enrollment, with 456 students, a 32% increase from fall 2021. This number is expected to increase even more in fall 2023. Enrollment

gains were also noted in noncredit community service and life-long learning courses, as well as basic skills and literacy courses. The college has maintained fiscal sustainability during challenging times without increasing annual tuition and fees in FY2023, which remained at $5,000 for a full-time credit student. Forty-three percent of students received some type of financial aid, including 26.2% who received Pell grants.

The pandemic has transformed online education, requiring colleges to accelerate development of both instruction and services. This makes higher education more accessible to more people, particularly in a relatively large geographic region with only two campus locations. The percentage of students enrolled exclusively in distance education remained relatively high in FY2022 at 42.4%. This is 25.1% higher than in FY2019, before the pandemic. And while the trend in increased in online courses, in both credit and noncredit, making higher education more convenient for many, it may also contribute to eroding market share, as local students now have more options. While market share for part-time students has remained steady, 68.7% in FY2022, the market shares for first-time full-time freshman, and recent, college-bound highs school graduates have been falling. While Chesapeake College is still the most sought destination for recent high school graduates from the five counties, their market share of 42.6% is 9.9% lower than three years ago.

The faculty and staff at Chesapeake College continue to make this institution an attractive choice for students of all types from the region. The past year has seen an increase in the percentage of noncredit students age 25 or older, up to 79.6%. There are more students taking ESOL courses, which are now more accessible than the previous year. Adult Basic Education students achieving at least one functioning level increased to 23.2%. The percentage of nonwhite credit students, 28.0%, and the percent of nonwhite noncredit students, 40.6%, both exceed the percentage of nonwhite population in the service area, which is 21.1%. In addition, Chesapeake has increased their percentage of minority administrative and professional staff from 13.1% to 17.9%.

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

The recent trends of the past few years have led to some changes in the college's demographics. Credit students are younger. There were fewer credit students over the age of 25 last fall, only 21.0%. Learning loss during the pandemic has resulted in fewer students who are college ready. The percentage of first-time students with developmental education needs increased to 40.0% in fall 2022. These trends have necessitated some changes to better serve our students. In the past year we have hired a full-time Director of Student Diversity, Equity & Inclusion and a Dean of Students. These two positions did not previously exist and will help to provide a climate of inclusion and new means for student assistance to aid student engagement and success. There have been new trainings for noncredit faculty who are teaching online for the first time. Efforts have begun to review credit online courses for quality assurance. The college has been reaching out to students to identify extra-curricular needs, which has led to provision of gas cards to aid transportation expenses and the addition of a food pantry through a partnership with the Maryland Food Bank. These are some examples of the steps taken to ensure sound instruction, and serving the whole student, which promotes student success.

These efforts have provided dividends. Fall-to-fall retention is up to 52.3%, the highest rate in over ten years. Fall-to-Spring retention is up to 76.4%, also the highest rate in over ten years. Eighty-six percent of career program graduates are employed in Maryland within one year of graduation. The median annualized income for career students three years after graduation is $52,028. That is an increase of more than 200% over the median income one year prior to graduation. Transfer students are also succeeding. Over 90% of Chesapeake students who transfer to a 4-year college have 2.0 or better GPA at the receiving school. That is the 5th best among the 16 community colleges in the state. The average GPA of Chesapeake students at their 4-year transfer school is 3.13. Also, 5th best among community colleges.

Despite a number of positive changes and efforts to adapt to the current circumstances, the impact of enrollment declines of the previous years are now being felt. The student withdrawals and stoppages during the uncertain years of the pandemic are having a depressing effect on our cohort success measures in the present. These measures track students over a four-year period, and when students stopped out during the pandemic, their absence has negatively impacted graduation and transfer rates. The number of graduates was down in FY2022, the lowest number in more than ten years. The graduation-transfer rate for all students after four years declined by 15.9%, to 52.4%. The number of students who either graduated, transferred, or were successfully persisting, also declined. The successful-persister rate was down 11.0%, to 70.7%, in FY2022. This decline was seen for both college-ready students and developmental completers. It is expected that it will be a few years before we are able to capture growth in these measures, as more students return or are replaced by new students in the cohort model.

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

Chesapeake College continues to look ahead and grow the means to serve our region while improving access and success for our students. Recent efforts have focused on building up resources around our Skilled Trades programs. These efforts began a few years ago and continue to expand and pay dividends. The college added a Marine Trades program three years ago to serve the need of local industry. It continues to see increased enrollments annually. Other skilled trades programs already in existence, such as Commercial Drivers License (CDL) and Welding, have also seen increases in registrations the past three years. The CDL program has had so many requests for training that students last year had to be waitlisted. Building on these successes, plans are in development to expand the Electrician and HVAC programs and add an Advanced Manufacturing program.

Growth in these programs are seen in annual increases in enrollment in Continuing Education Workforce Development courses, which have seen a 40% increase over the past two years. This includes enrollments in Continuing Professional Education leading to government or industry-required certification or licensure, which has grown 38% in the past two years. Enrollments in Contract Training courses have increased 68% in the past two years. The rates of recent growth is somewhat related to the decreases seen during FY2021, when the pandemic depressed enrollments, but these current rates of growth are indications of interest and demand in these fields, which has rebounded strongly.

These increases haven't occurred without strategic planning and intention. After learning about the needs in the region through Program Advisory groups and local community contacts, the college has focused efforts at promoting these programs and facilitating students' access. The college outfitted a mobile trailer as a CDL training site, equipped with a truck-driving simulator. This traveling unit enables the program to visit local schools and job fairs to promote enrollment. There are currently plans in the works for a mobile Welding lab as well. Such tools are beneficial for a college that serves a large geographical region with distance between the population centers. These programs have also been expanded to our second campus, at the Cambridge Center, to increase access to citizens in the region. Plans are also being developed to build a new Skilled Trades Training Center. This is a long-term project that is still in the planning phase. The new center will serve all five counties, for college students, professional workers, and high school students seeking career technology education.

To aid the development of these programs, the division of Workforce and Academic Programs has hired industry experts to lead each of these Skill Trades programs. In addition, funding was obtained to hire a Career and Technology Education (CTE) Navigator, who will provide recruiting and advising for new and prospective students. Working with the Advancement office, the college has funneled significant donations to not only develop the capacity and facilities for these programs, but to assist students' access through scholarships. The college is working closely with the local Workforce Investment Board (WIB) to supplement WIB funding with institutional scholarships to minimize the cost of job training to students. The Cambridge Center office is also lending space to the American Jobs Center, to enable proximity to students seeking work. The college has also hired a new Grants Coordinator position that will assist in pursing grants to continue to fund Skilled Trades and other programs.

Another new development at Chesapeake College has been the Upward Bound Program. In the past year the college has partnered with three of the five supporting counties to provide Upward Bound for high school students. This program aims to improve college readiness and to intentionally increase the rate of high school completion and college graduation. The program is available to students who are economically disadvantaged, who would be first-generation college students, and who demonstrate a need for academic support. Students will engage in study skills workshops and cultural activities. They will learn test taking skills and how to build a resume. Participants will get to visit college campuses and attend seminars. Part of the program will provide Summer Bridge activities on the campus of Chesapeake College to help expose them to college-level classes and the study skills necessary to be successful.

Institutional Response to Questions Raised by the Commission

1. Identifying Long-term Equity Gaps: What are the largest long-term equity gaps that exist in student access, success, and innovation in your institution? Please note the long-term equity gaps refers to the inequities that existed long before the COVID-19 pandemic and persisted over the years.
   a. How are these equity gaps uncovered/discovered/identified at your institution and how are they shared with your community?
   b. What interventions have been implemented to eliminate these gaps?

The college is aware of some of the equity gaps that exist in our region and at our college, through different metrics that are reported annually. The Performance Accountability Report indicators are informative. The college also utilizes several Key Performance Indicators (KPIs) to evaluate its strategic plan. Lastly, the college has produced a series of DEI Measures, designed to evaluate recent Diversity, Equity, and Inclusion efforts. Collectively, these various measures are able to illuminate areas of strengths and pockets that may require more attention.

The racial/ethnic distribution of the fall student population (PAR H) shows that the percentage of African-American students has declined over a 20-year period, as has the percentage of White students. African-Americans as a percent of students has declined 31.1% during this time, and Whites have declined 12.4%. The only groups to show increases are Hispanic students, and Unknowns (not reporting race/ethnicity), which have increased significantly during this period. In a more recent timeframe, only African-American students have significantly lost percentage dropping from 17.0% in 2015 to 12.5% in 2022. Hispanic students are the only group to show increase in the same period, from 4.0% in fall 2015 to 8.1% in 2022. The changes in both groups nearly cancelling each other out, has resulted in nearly the same percentage of minority credit students over time (PAR 11). However, the percentage of minority continuing education students has increased in the past six years from 33.1% to 40.6%. These figures have always exceeded the percentage of minorities in the service area population going back twenty years (PAR 11.c).

Hiring minority faculty, administration, and professional staff has proved more difficult. Despite efforts of the human resources office, hiring people of color for full-time positions has been a challenge. The percentages of full-time faculty who are minorities (PAR 12) has not increased significantly in several years. And the percentage of full-time administration and professional staff who identify as non-white has only increased recently, in the past year (PAR 13).

The successful-persister rates among different race/ethnic groups does show significant differences, although the cohorts are not large enough to be reported in the Degree Progress Analysis (PAR 17). The same is true of the graduation and transfer rates (PAR 19). In both measures, White and Asian students outperform African-American and Hispanic students.

At Chesapeake College, the Strategic Plan is supported by four division plans, and two cross-divisional plans. One of the cross-divisional plans is the Diversity Plan, which incorporates the work of both the Student Services and Workforce and Academic Programs divisions. The Diversity Plan has 19 KPIs in support of the goal of creating and sustaining "an inclusive and equitable environment in which all members of our college and surrounding community have opportunities to thrive personally and professionally." These measures go beyond the Performance Accountability report and are directly linked to various strategic plan strategies. These measures address enrollment by specific groups (access), retention and graduation rates for minority students (success), and student learning outcomes designed to promote diverse perspectives. These measures are reported annually as part of the regular strategic plan reporting practice.

Some of the more interesting data gleaned from the Diversity measures includes the following. The students in TRiO have better outcomes (retention, graduation, transfer) than qualifying students who have not participated in the program. We have also learned that the fall to fall retention rate for minority students averages 9.8% lower than fall to fall retention of white students over the most recent six year period. Through our Student Satisfaction Survey, we know that students overwhelmingly feel they are being exposed to diverse perspectives in their coursework and that the college climate promotes respect for inclusiveness.

The college also employs DEI measures, specifically for investigation of differences in success outcomes among various groups. The DEI measures were the result of the DEI taskforce, which ran between FY2020 and FY2023. The measures look at course success, success in gateway courses, retention rates, graduation and transfer rates, and credit accumulation in the first year. These measures can be disaggregated among several different groups including race/ethnicity, age group, gender, Pell status, and first-generation status.

There are several interventions employed in the past few years to improve success for certain populations. The college hired a full-time Director of Student Diversity, Equity, and Inclusion. This position has coordinated multiple efforts to engage students on campus and promote diverse perspectives, helping many minority students connect with each other and engage more with college activities. One of the most successful initiatives has been increasing face-to-face interactions with target groups at local high schools and other events in the community. Throughout the past year, Chesapeake College staff and faculty have participated in and organized dozens of recruitment events, including mini-open house events for targeted groups, in-person tours, expanded CTE classroom visits, ESL recruitment events, College Application Week events, and more. In addition, Chesapeake's recruitment officers have continued to expand internal partnerships with those serving traditionally underrepresented groups—coordinating more regularly with TRiO, Adult Education and Family Literacy, First Year Programs, Upward Bound, and local high school ESL staff to recruit for services and programs, as well as promote transition opportunities from noncredit to credit. Intentional, highly targeted marketing campaigns have been developed and delivered to Spanish-speaking audiences and adult male audiences via digital and traditional advertising this year as well.

Many underrepresented students have trouble navigating the onboarding process to become a credit student at Chesapeake College. Recognizing this issue, the Outreach, Recruitment, and Marketing Subcommittee of the Strategic Enrollment Management Planning Committee is in the process of an onboarding review. An action team from this subcommittee has mapped our current process and is working with IT consultants to review and revise Communication Management emails and workflows. In addition, this team is evaluating the staff, resources, and tools necessary to make significant improvements to our onboarding process.

Beyond enrollment, student achievement and retention are also integral to the continued success of our traditionally underrepresented students. Many efforts are underway to expand student supports and enhance minority student achievement. The Retention Subcommittee of the Strategic Enrollment Management Planning Committee has developed and improved supports for all students to better support enrollment and retention efforts, including targeted assistance and outreach related to academic planning, registration, and financial aid. Over the fall and

spring 2022 semesters, Chesapeake College significantly enhanced support services for students' basic needs—including mental health, food insecurity, and transportation. The College collaborated with local mental health services provider *For All Seasons* to offer students therapy and support on the Wye Mills Campus or via telehealth. In addition, food insecurity and transportation issues were addressed with grant funding sought by the Student Success and Enrollment Management Division. Hundreds of underrepresented students were able to take advantage of these expanded supports, overcoming barriers that could have prevented their success or continued enrollment.

The Strategic Enrollment Management Plan is focusing recruitment and retention of male students, Hispanic students, and adults over the age of 25. Activities planned for the next year will emphasize enrollment in career programs, improving access to scholarships, support of new/first-year students, and identifying and remediating barriers to success.

2. Measuring Equity Gaps: How has your institution used disaggregated data to identify equity gaps in students' educational opportunities and outcomes?
   a) What stakeholder engagement (students, faculty, staff, etc.) is used to collect and review this data?
   b) Does your institution set goals/benchmarks in regard to the elimination of equity gaps? If so, what steps does your institution take to ensure accountability in meeting the established goals/benchmarks of equity?

The Performance Accountability Report (PAR) is shared annually with the College Council and Board of Trustees. Furthermore, Key Performance Indicators are shared with each of the plan leads. These measures help the administration, and others, keep abreast of the various measures of success and help to identify equity gaps.

The biggest improvement in the past year to help identify equity gaps has been the development of DEI Measures. The DEI Measures were devised by the Institutional Research office for the DEI Taskforce. They look at several key outcomes for several demographic groups, as mentioned previously. The measures include: Course Success Rates, Success in Gateway Courses, Graduation Rates, Transfer Rates, Retention Rates, and Credits Earned in the First Year. All these measures can be viewed for students disaggregated by race/ethnicity, gender, age group, Pell status, and first-generation status. The DEI measures are viewable through a Power BI report, which allows for filtering by the various groups across a 10-year period. These data are available to a select group of administrators, faculty, and staff. The plan for the year to come is to further analyze this data and share with more groups to generate discussion and inspire interventions to assist students in meaningful ways.

At this time, Chesapeake College has not set goals or benchmarks related to closing equity gaps.

Community Outreach and Impact

Chesapeake College continues to nurture ties to the community it serves, facilitating cooperative partnerships for the betterment of local citizens.

Since the advent of the Blueprint for Maryland's Future legislation, the college has been in conversation with the local high schools to understand its implications and how we can work together with local partners. The Vice President of Workforce and Academic Programs, Dr. David Harper, serves on the state committee working to define College and Career Readiness. His office has been interacting with administrators from the counties around topics such as serving dual enrolled students, increasing career and technology education for high school students, and college affordability. Through such partnerships, the reality of Maryland Blueprint will be implemented more effectively.

Chesapeake College has also worked closely with the public schools in Caroline, Kent, and Talbot counties to implement the new Upward Bound program. This involved completing the grant applications, plans for recruiting students, coordinating activities for the students, providing access for the Upward Bound staff, and building a Summer Bridge program. These efforts will help to encourage more students from the region to explore opportunities in higher education. Plus, they will be able to enter college with a better sense of what to expect.

Another way in which the college has built and strengthened partnerships in the region is to connect with local businesses and agencies through our Program Advisory committees. There are various program advisory committees that work with individual program, but the college also plans events and creates opportunities to bring business leaders to campus, interact with faculty and network with one another. These partnerships strengthen the academic programs, inform the college and create ties to the community.

		2018						
		All Students		College-ready Students		Developmental Completers		Developmental Non-completers
1	First-time full- and part-time fall headcount	474		287		62		125
2	Number attempting fewer than 18 hours over first 2 years	177		80		6		91
3	Cohort for analysis (Line 1 – Line 2)	297	100.0%	207	100.0%	56	100.0%	34	100.0%
4	Earned Associate degree from this community college	89	30.0%	77	37.2%	12	21.4%	0	0.0%
5	Earned certificate, but no degree, from this community college	1	0.3%	0	0.0%	0	0.0%	1	2.9%
6	Total associate and certificate graduates (Line 4 + Line 5)	90	30.3%	77	37.2%	12	21.4%	1	2.9%
7	Transferred to Maryland two-year/technical college	23	7.7%	14	6.8%	7	12.5%	2	5.9%
8	Transferred to Maryland public four-year college	54	18.2%	48	23.2%	6	10.7%	0	0.0%
9	Transferred to Maryland private four-year college or university	3	1.0%	3	1.4%	0	0.0%	0	0.0%
10	Transferred to out-of-state two-year/technical college	13	4.4%	6	2.9%	2	3.6%	5	14.7%
11	Transferred to out-of-state four-year college or university	24	8.1%	20	9.7%	1	1.8%	3	8.8%
12	Total transfers (sum of Lines 7 - 11)	117	39.4%	91	44.0%	16	28.6%	10	29.4%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	52	17.5%	47	22.7%	5	8.9%	0	0.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	155	52.2%	121	58.5%	23	41.1%	11	32.4%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	39	13.1%	27	13.0%	8	14.3%	4	11.8%
16	Successful transition to higher ed (Line 14 + Line 15)	194	65.3%	148	71.5%	31	55.4%	15	44.1%
17	Enrolled at this community college last term of study period	16	5.4%	10	4.8%	6	10.7%	0	0.0%
18	Successful or persisting (Line 16 + Line 17)	210	70.7%	158	76.3%	37	66.1%	15	44.1%

Chesapeake College
Degree Progress Four Years after Initial Enrollment

		2018								
		African Am. Students		Asian		Hispanic Students		All Minorities		White Students	
1	First-time full- and part-time fall headcount	72		4		38		140		296	
2	Number attempting fewer than 18 hours over first 2 years	42		0		14		64		100	
3	Cohort for analysis (Line 1 – Line 2)	30	100.0%	4	100.0%	24	100.0%	76	100.0%	196	100.0%
4	Earned Associate degree from this community college	3	10.0%	2	50.0%	4	16.7%	15	19.7%	64	32.7%
5	Earned certificate, but no degree, from this community college	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.5%
6	Total associate and certificate graduates (Line 4 + Line 5)	3	10.0%	2	50.0%	4	16.7%	15	19.7%	65	33.2%
7	Transferred to Maryland two-year/technical college	4	13.3%	0	0.0%	2	8.3%	8	10.5%	13	6.6%
8	Transferred to Maryland public four-year college	1	3.3%	2	50.0%	2	8.3%	10	13.2%	42	21.4%
9	Transferred to Maryland private four-year college or university	1	3.3%	0	0.0%	0	0.0%	1	0.0%	0	0.0%
10	Transferred to out-of-state two-year/technical college	2	6.7%	0	0.0%	2	8.3%	4	5.3%	9	4.6%
11	Transferred to out-of-state four-year college or university	3	10.0%	0	0.0%	0	0.0%	4	5.3%	18	9.2%
12	Total transfers (sum of Lines 7 - 11)	11	36.7%	2	50.0%	6	25.0%	27	35.5%	82	41.8%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	2	6.7%	1	25.0%	1	4.2%	8	10.5%	38	19.4%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	12	40.0%	3	75.0%	9	37.5%	34	44.7%	109	55.6%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	2	6.7%	1	25.0%	6	25.0%	10	13.2%	26	13.3%
16	Successful transition to higher ed (Line 14 + Line 15)	14	46.7%	4	100.0%	15	62.5%	44	57.9%	135	68.9%
17	Enrolled at this community college last term of study period	3	10.0%	0	0.0%	1	4.2%	4	5.3%	11	5.6%
18	Successful or persisting (Line 16 + Line 17)	17	56.7%	4	100.0%	16	66.7%	48	63.2%	146	74.5%

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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 2019	Fall 2020	Fall 2021	Fall 2022
A	Fall credit enrollment				
	a. Unduplicated headcount	2,184	1,904	1,738	1,794
	b. Percent of students enrolled part time	74.2%	73.4%	76.2%	76.3%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
B	First-time credit students with developmental education needs	37.5%	32.4%	26.4%	40.0%

		Spring 2020		Spring 2022	
C	Credit students who are first-generation college students (neither parent attended college)	35.1%		31.3%	

		FY 2019	FY 2020	FY 2021	FY 2022
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	510	500	221	408

		FY 2019	FY 2020	FY 2021	FY 2022
E	Credit students receiving financial aid				
	a. Receiving any financial aid	45.8%	46.4%	42.9%	43.1%
	b. Receiving Pell grants	29.6%	28.9%	27.8%	26.2%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
F	Students 25 years old or older				
	a. Credit students	24.9%	26.1%	24.9%	21.0%

		FY 2019	FY 2020	FY 2021	FY 2022
	b. Continuing education students	97.8%	98.5%	77.6%	81.1%

		Spring 2020	Spring 2021	Spring 2022	Spring 2023
G	Credit students employed more than 20 hours per week	48.0%	40.0%	35.0%	37.6%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	6.1%	6.4%	6.9%	8.1%
	b. Black/African American only	13.8%	12.4%	12.1%	12.3%
	c. American Indian or Alaskan native only	0.8%	0.7%	0.5%	0.3%
	d. Native Hawaiian or other Pacific Islander only	0.2%	0.3%	0.2%	0.2%
	e. Asian only	1.7%	1.7%	1.6%	1.7%
	f. White only	68.6%	70.3%	70.6%	69.0%
	g. Multiple races	2.7%	3.0%	3.3%	4.2%
	h. Foreign/Non-resident alien	1.6%	1.2%	0.9%	0.9%
	i. Unknown/Unreported	4.4%	4.0%	4.0%	3.3%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
I	Credit student distance education enrollment				
	a. Enrolled exclusively in distance education	17.3%	93.7%	48.1%	42.4%
	b. Enrolled in some, but not all, distance education	34.8%	3.0%	27.7%	28.9%
	c. Not enrolled in any distance education	48.0%	3.3%	24.2%	28.7%

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		FY 2019	FY 2020	FY 2021	FY 2022
J	Unrestricted revenue by source				
	a. Tuition and fees	30.4%	30.7%	28.1%	25.6%
	b. State funding	31.1%	31.1%	31.3%	31.8%
	c. Local funding	28.2%	30.7%	29.1%	27.5%
	d. Other	8.5%	7.5%	8.5%	15.1%

		FY 2019	FY 2020	FY 2021	FY 2022
K	Expenditures by function				
	a. Instruction	48.0%	48.4%	47.6%	47.4%
	b. Academic support	7.1%	7.6%	6.8%	6.4%
	c. Student services	9.3%	9.5%	9.8%	9.9%
	d. Other	35.5%	34.5%	35.8%	36.3%

Goal 1: Access

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
1	Annual unduplicated headcount					
	a. Total	7,380	6,832	4,124	5,005	**8,195**
	b. Credit students	2,790	2,849	2,533	2,387	**3,419**
	c. Continuing education students	4,769	4,136	1,685	2,740	**4,966**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2024
2	Market share of first-time, full-time freshmen	41.8%	39.1%	34.9%	31.5%	**45.0%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2024
3	Market share of part-time undergraduates	72.2%	68.2%	66.0%	68.7%	**73.0%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Benchmark Fall 2024
4	Market share of recent, college-bound high school graduates	45.9%	52.5%	45.7%	42.6%	**50.0%**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2024
5	High school student enrollment	456	350	343	456	**496**

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	3,133	3,664	9,334	5,949	**6,500**
	b. Continuing education, online	605	595	231	1,667	**1,000**
	c. Credit, hybrid	812	908	195	539	
	d. Continuing education, hybrid	72	48	37	23	

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
7	Tuition and mandatory fees					
	a. Annual tuition and fees for full-time students	$4,760	$4,850	$4,850	$4,850	**NA**
	b. Percent of tuition/fees at Md public four-year institutions	50.3%	50.1%	50.2%	49.4%	**47.9%**
	Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

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		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	1,459	1,193	138	785	**654**
	b. Annual course enrollments	4,330	3,006	204	1,410	**1,186**

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	808	744	365	560	**912**
	b. Annual course enrollments	1,628	1,289	700	1,140	**1,728**

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
10	Adult education student achievement of:					
	a. At least one ABE educational functioning level	20.0%	10.3%	20.9%	23.2%	**20.1%**
	b. At least one ESL educational functioning level	23.7%	15.2%	19.9%	18.1%	**27.1%**
	Note: Not reported if < 50 students in the cohort					

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
11	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	27.2%	25.7%	25.6%	28.0%	**29.5%**

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
	b. Percent nonwhite continuing education enrollment	36.7%	34.3%	50.4%	40.6%	**38.0%**

		July 2019	July 2020	July 2021	July 2022	Benchmark Not Required
	c. Percent nonwhite service area population, 15 or older	20.4%	20.7%	21.0%	21.1%	**NA**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
12	Percent minorities (nonwhite) of full-time faculty	9.4%	9.8%	8.2%	12.2%	**12.7%**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
13	Percent minorities (nonwhite) of full-time administrative and professional staff	12.4%	12.0%	13.1%	17.9%	**14.2%**

Goal 2: Success

		Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Benchmark Fall 2024 Cohort
14	Fall-to-fall retention					
	a. All students	52.1%	49.7%	50.5%	52.3%	**56.0%**
	b. Pell grant recipients	51.6%	48.5%	47.6%	48.8%	**55.0%**
	c. Developmental students	39.0%	41.1%	47.1%	34.7%	**39.0%**
	d. College-ready students	61.0%	55.1%	52.8%	59.5%	**62.0%**

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	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	39.6%	51.4%	49.4%	32.7%	**39.0%**

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	82.6%	83.7%	93.3%	76.3%	**89.0%**
b. Developmental completers	84.5%	75.6%	77.8%	66.1%	**81.0%**
c. Developmental non-completers	32.9%	42.2%	45.9%	44.1%	**NA**
d. All students in cohort	72.5%	73.3%	81.7%	70.7%	**84.0%**

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	71.8%	78.2%	83.1%	74.5%	**NA**
b. Black/African American only	<50	<50	<50	<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 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	73.6%	70.4%	82.7%	59.0%	**79.0%**
b. Developmental completers	55.8%	53.8%	57.8%	40.0%	**62.0%**
c. Developmental non-completers	24.3%	26.7%	37.8%	34.3%	**NA**
d. All students in cohort	55.6%	55.1%	68.3%	52.4%	**65.0%**

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	56.8%	60.4%	72.3%	56.2%	**NA**
b. Black/African American only	<50	<50	<50	<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

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	301	292	298	231	**355**
b. Career degrees	100	104	111	90	**NA**
c. Transfer degrees	143	139	135	122	**NA**
d. Certificates	58	49	52	19	**NA**
e. Unduplicated graduates	297	289	296	231	**NA**

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		AY 18-19	AY 19-20	AY 20-21	AY 21-22	Benchmark AY 2024-25
21	First-year GPA of 2.0 or above at transfer institution	84.5%	84.4%	88.0%	90.2%	**87.0%**

		FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	Benchmark FY 2024 Graduates
22	Graduate transfers within one year	47.6%	50.8%	41.6%	42.8%	**60.0%**

Goal 3: Innovation

		FY2019	FY2020	FY2021	FY2022	Benchmark FY 2025
23	Credit program pass rates in licensure/certification examinations required for employment					
	a. Radiologic Technology (AART)	100.0%	100.0%	90.0%	75.0%	**95.0%**
	Number of Candidates	10	6	10	8	
	b. Registered Nurse (NCLEX-RN)	100.0%	97.5%	93.8%	100.0%	**90.0%**
	Number of Candidates	32	40	32	31	
	c. Physical Therapist Assistant (NPTE)	100.0%	75.0%	63.6%	66.7%	**90.0%**
	Number of Candidates	4	4	11	3	
	d. Surgical Technology (NBSTSA)	87.5%	80.0%	83.3%	71.4%	**90.0%**
	Number of Candidates	8	5	6	7	
	e. Paramedic, National Registry Exam	92.3%	100.0%	100.0%	84.6%	**90.0%**
	Number of Candidates	13	9	6	13	
	Note: Not reported if <5 candidates in a year					

		FY2018	FY2019	FY2020	FY2021	Benchmark Not Required
24	Graduates employed within one year	87.1%	82.5%	81.7%	86.3%	**NA**

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark Not Required
25	Income growth of career program graduates					
	a. Median annualized income one year prior to graduation	$21,872	$21,888	$20,236	$16,596	**NA**
	b. Median annualized income three years after graduation	$51,128	$49,240	$43,720	$52,028	**NA**

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
26	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	2,563	2,256	1,221	1,476	**2,568**
	b. Annual course enrollments	4,276	3,727	2,356	3,169	**4,282**

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		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
27	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	1,730	1,501	1,056	1,124	**1,828**
	b. Annual course enrollments	2,998	2,619	2,071	2,398	**3,167**

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
28	Enrollment in contract training courses					
	a. Unduplicated annual headcount	1,470	1,536	392	920	**1,663**
	b. Annual course enrollments	1,985	2,153	663	1,490	**2,343**

Note: NA designates not applicable

    * designates data not available

2023 COLLEGE OF SOUTHERN MARYLAND

I. MISSION

<u>Institutional Mission Statement</u>
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.

II.   INSTITUTIONAL ASSESSMENT

<u>Overview</u>

Presidential Transition
In April 2022, CSM President Dr. Maureen Murphy announced that she would be retiring in December 2022 after a lifelong career dedicated to community colleges, students, and equity. The process for selecting CSM's next president included a comprehensive, nationwide search conducted by consultants R. H. Perry and Associates, a rigorous review of qualified applicants by the Presidential Search Committee at CSM, and the selection of three finalists. Feedback from public forums and interview sessions with CSM's President's Cabinet, faculty, staff, students and community stakeholders was also considered before the CSM Board of Trustees made its decision.

In November 2022, the College of Southern Maryland (CSM) Board of Trustees unanimously selected Dr. Yolanda Wilson as the college's sixth president following an extensive nationwide search. Wilson became the first African-American president to lead the college in its 64-year-history when she began her presidency on January 1, 2023.

President Wilson came to CSM from Wilkes Community College (WCC) in Wilkesboro, North Carolina, where she was vice president of instruction, Ashe Campus and Alleghany Center and is a leadership coach for Achieving the Dream. A veteran professor and administrator of the North Carolina and South Carolina community college systems, President Wilson was born and raised in Prince George's County, Maryland, earning her bachelor's degree in English Education and her master's degree in Curriculum and Instruction from the University of Maryland, College Park. She completed her Ed.D. in Adult and Community College Education from North Carolina State University. President Wilson has quickly led CSM into an exciting new phase which reframes our work around three major success areas connected to the theme: Building Success Together; they are: Student Success, Employee Success, and Community Success.

Enrollment Challenges
CSM continues to feel the on-going impact of COVID-19 pandemic on enrollment. Between Fall 2019 and Fall 2022 the college's credit headcount enrollment declined by 23%. While some of this enrollment decline was caused by the same enrollment challenges faced the community college sector as a whole, the decline was accelerated by COVID. During this period, students and potential students had to navigate unknown health risks, mask requirements, vaccine requirements, shifts to fully online instruction and support services, and ever-changing socioeconomic situations.

On top of these factors, students had to weigh the benefits of paying to attend college vs earning $20 or more per hour for an entry level job. Spring 2023 seems to have been a turning point in the enrollment decline. In Spring 2023, the college saw credit headcount enrollment grow by 7.8%.

This was the first growth in almost a decade. Summer enrollment has continued this positive trend. As a result, CSM is optimistic that Fall 2023 enrollment will show some growth year-over-year. So, while we still see some negative impact of COVID-19 on enrollment, the worst seems to be over.

Student Access: Ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents

Admissions Initiatives
Admissions has seen great growth in the last year. With a renewed focus on recruitment, the department has launched many new initiatives to attract new students as well as bring back students who may have stopped out. Once such initiative for CSM is 'CSM Enrollment Days', where Admissions staff go to local high schools and meet with students who have already applied to CSM and hold 'Mini-Advising Sessions' where students learn to navigate the registration process, become comfortable with CSM's student online portals, and learn who and how to go to for additional information. Thus far, all 14 public high schools in the tri-county region have participated in this outreach, resulting in over 500 students taking advantage of this opportunity to enroll at CSM. The Admissions Department also launched 'Tour Tuesdays' where prospects can sign-up (either individually or in groups) for a personal tour which is focused on the prospects' potential discipline and campus location. This data is collected and analyzed prior to the visit. While in the early stages, this initiative has seen great success and will be continued. Two additional initiatives are 'Registration Live' events which provides students with admissions, advising and registration services in one comprehensive session and 'Try College for a Day" event where high school students with documented disabilities spend a day on campus to learn about how to transition to college and the myriad of support that CSM offers. Lastly, CSM implemented a Re-Up Initiative to engage students who have stopped out of CSM in the past seven years and has reached out to more than 12,500 students, with 385 re-enrolling.

Early College
In Academic Year 2022-23, CSM was proud to partner with Charles County Public Schools (CCPS) to bring CCPS high school students and their families the CSM Early College Program. This tuition-free program is an opportunity to experience being a full-time college student, save money, and complete college credits while still in high school. Students took college classes on CSM's La Plata Campus, while simultaneously fulfilling their high school graduation requirements. In this first year of the program, 62 high school seniors received their General Studies Transfer certificates and among them: 68 percent were Black, nearly 13 percent were Hispanic, 1.5 percent were Native Hawaiian or other Pacific Islander, 7.9 percent were two or more races, and 7.9 percent were White. CSM will expand the Early College program to Calvert County Public School students in the 2023-24 Academic Year.

Homeschool Program
In the last five years Southern Maryland has seen a 74 percent increase in home-school students and now has more than 4,500 students learning at home, according to the Maryland State Department's annual home-school data. CSM works specifically with individual Charles County schools to develop challenging and engaging curricula and almost 400 homeschool high school students participate this past year. CSM hosted an on-site Homeschool Student Recruitment Event to build relationships with upcoming homeschool students with the goal of this engagement leading to CSM enrollment after successful graduation.

Financial Literacy
The third goal of the ATD work plan, Demystifying the Finances, focused on increasing FAFSAs on file and access to all financial aid, not just Pell. The initial work changed the language around financial aid to make it more understandable to students and families, and during the 2020-2021 academic year, the college doubled down on its financial aid outreach, ultimately increasing by FAFSA completion 5%, and scholarship applications for credit students by 42% and by 23% for noncredit workforce students. The combination of changing financial aid strategies to use language understood by people with little college knowledge and the aggressive pursuit of student funding has led to a jump in completion rates that should continue.

Connecting Students with Supplemental Benefits
In 2022, CSM was one of three Maryland community colleges to be part of a national pilot program offered by Benefits Data Trust (a non-profit organization committed to connected individuals with supplemental financial support). As part of this work, CSM received a confidential school-specific 800 number whereby students would receive counseling about supplemental options as well as application assistance.

Apprenticeship Offerings
In partnership with the Institute for American Apprenticeships, CSM's Continuing Education and Workforce Development division received $200,000, plus an additional $2,300 per apprentice, to support Maryland's youth apprenticeship expansion efforts. Maryland Works is the state's investment in establishing an industry-aligned apprenticeship infrastructure for all of Maryland's schools and business sectors. These programs reflect the national call to use resources to ensure K-12 has direct pipelines to our most needed professions.

Student Success: Promote and implement practices and policies that will ensure student success

Academic Support
- CSM's Gateway Course Community of Practice faculty delved into the equity gaps, examined teaching practices, and developed "Hawk Go," a series of assignments embedded in the learning management system (LMS) that integrates student orientation content into their coursework. It is a deliberately-constructed protocol ensuring students get early and frequent feedback and learn how to plan for success with the goal to improve successful gateway course completion.
- In Academic Year 2022-2023, faculty raised over 3,500 flags in Starfish (CSM's electronic student alert system for academic performance, non-attendance, student consult, etc.) and 99% were resolved by CSM's Learning Support Services (LSS) team. During the same time period the LSS center held over 1,000 tutoring sessions, the Math Resource Center held over 4,000 tutoring sessions, and virtual tutoring sessions were held by almost 3,000 students.

FYS curriculum
- All new CSM credit-seeking students must enroll in a three-credit First Year Seminar course which is designed to educate students about CSM offerings, engage them in relationships with peers, teachers, and advisors, and instill educational best-practices for student success. FYS

students complete a confidential questionnaire during the first week of class where they share information about concerns, barriers, challenges for their success (part of the Hawk Go! program mentioned above). This information is immediately available to the FYS instructor who is responsible for actively intervening to support each student. For example, if a student reports financial challenges with attaining books and/or class supplies, the FYS instructor will reach-out to the student and provide different options.

Disability Support Services (DSS)
- In conjunction with the Tri-County Transition Team, CSM hosted the Transition Expo for high school students with disabilities transitioning to post-secondary endeavors in April 2023. The 105 attendees visited with exhibitors ranging from adult services providers to community partners and saw presentations on CSM, our community offerings, and how to request accommodations.
- College staff offered presentations on admissions, financial aid, student success tips and student life at the Try College for a Day event held in-person at the La Plata Campus in February 2023. DSS staff presented information to the 165 participants on disability related trends, laws and how to transition to college successfully as a student with disabilities. Students were given tours on campus as they transitioned to classrooms.
- The Workforce Recruitment Program (WRP) connects federal and private sector employers nationwide with highly motivated college students and recent graduates with disabilities. Students demonstrate their abilities in the workplace through summer internships or permanent jobs. DSS manages student applications to this program and assists them in scheduling interviews with recruiters.

Hawk Hub
Beginning in fall 2022, CSM piloted a new one-stop campus concierge model called 'Hawk Hub' on each of the four campuses to triage and quickly respond to student admissions, registration, enrollment, financial aid, mental health and emotional wellness, Bursar's, accommodations, and academic needs (offered to all credit and credit-free students). Hawk Hub is staffed in-person and virtually to respond quickly to student questions and/or directly connect them with the office they need. From July 2022-March 2023, over 30,000 calls were answered/triaged by Hawk Hub personnel. CSM also established a Hawk Hub chatbot which offers student support 24/7.

Advising model
- Academic Advising was redesigned to accommodate a Pathway Model structure where every student was assigned a specific advisor based on the student's academic plan and was chosen to close equity gaps. Students were selected from underrepresented cohorts as they often do not have access to resources and staff support early in their academic journey. The goal was enhanced communication with the advisor to discourage early exiting and support a more streamlined approach for our student.
- CSM participated in Achieving the Dream's inaugural Advising Success Network (ASN) cohort which is a national effort to develop a community of practice for institutions interested in improving their advising practices and policies.

Transfer work expanded
In Academic Year 2022-2023 CSM added two new Pre-Transfer Programs: one with Salisbury University and the other with University of Maryland, Eastern Shore. During this same time

period, CSM created/renewed 52 articulation agreements. To help remove barriers in the transfer process, the Transfer Evaluation System (TES) was fully integrated in the past year. This online tool allows students to see how their courses will transfer into CSM so they can better plan for their future.

Stackable credentials
The Registrar's Office completed an automated graduation process which identified students who had completed the requirements for an associate degree or a stackable credential such as a one-year certificate or 9-credit letter of recognition but never applied for graduation. In Spring 2023, CSM utilized the process to graduate an additional 342 students for 399 programs (54 associate degrees, 205 certificates, and 140 letters of recognition).

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

Technology Improvements
- Implemented Lumens Live for ease of continuing education and workforce development registration and payment
- Acquired 100 faculty Mentimeter licenses. Mentimeter is a presentation-based tool that integrates with tools such as PowerPoint, Zoom, Teams, etc. and allows instructors to interact with students in real time through polls, word clouds, mini-quizzes, etc.
- Launched a newly redesigned CSM Intranet site to better serve employee information and communication needs.
- Upgrade Perceptive Content to Perceptive Experience which will migrate to the web client providing a modernized platform, new features, and a more user-friendly experience.
- CSM initiated a robust cybersecurity program assessment review, mandated annual cybersecurity awareness training, and initiated a new external managed threat detection and response service to supplement internal IT security resources.

Facilities Improvements
Health Sciences Building
- The Center for Health Sciences, the second building on CSM's Regional Hughesville Campus, opened in January 2023 and hosts CSM's health sciences programs (including Career and Technical Education programs- Pharmacy Technician and Health Information Management). The building is approximately 50,000 square feet and designed to LEED standards.
- CSM completed Hy-flex classroom upgrades across all campuses to allow students the flexibility to learn from anywhere and instructors the ability to teach from anyplace.
- CSM finalized the design for the new La Plata Campus Student Resource Center. This renovated building will be a one-stop-shop for prospective students and most student services.

Additional Improvements Towards Student Success
- Reimagined and continued to reinforce relationships with the local county public school systems; elected officials; The Patuxent Partnership; Leadership Southern Maryland; the three regional hospitals; and the Military Alliance Council.
- Collaborated with the Regional Workforce Board to garner thirty-nine referrals for training resulting in over $84,000 in contracts.

- Increased business client contracts executed through the Workforce Center, resulting in a 12% increase in revenue.
- Launched Work Based Learning initiative to external employers 27 students were placed at 23 companies.
- Signed four new memorandums of understanding (MOUs) with local partners to expand the education-to-industry pipelines in the trades, energy, and healthcare sectors.
- Held the inaugural Student Hawk Pitch Competition (3 winners) and Faculty/Staff Hawk Pitch Competition (2 winners).

III.   COMMUNITY OUTREACH AND IMPACT

CSM accomplished the following in FY23 specific to Community Outreach and Impact:

Division of Learning
- The Maryland Education Alliance agreement was completed for Massage Therapy to provide regional access to a massage therapy program option with Anne Arundel Community College.
- Completed the Pharmacy Technician accreditation site visit.
- Poet Doug Anderson spoke as part of the Connection Series at Prince Frederick.
- Rachel Smith and the PTK Honor Society Students held a Supply Drive across all CSM Campuses where they collected warm blankets, winter clothing, and personal items for donation to local organizations.
- Held Social Justice Week events, in collaboration with community agencies in tri-county area, some topics included:
    - Discussion of Ryan Murphy's 2014 Film, The Normal Heart
    - Book Discussion: Leah on the Downbeat
    - Societal Impacts on the Mental Health of the LGBTQ+ Community

Continuing Education and Workforce Development
- The St. Mary's Nursing Center contracted training for 16 new CNA/GNAs.
- MD SBDC, Southern Region hosted a "Scaling Your Business from $1 to $1 Million" business bootcamp with 100 Business attendees at the Prince Frederick campus.
- Executed an MOU with Target Corporation for supply chain automation training.
- Collaborated with Calvert Internal Medicine to submit a registered apprenticeship program request to the State.
- Collaborated with the St. Mary's County Government to establish a leadership academy program for their employees.

Operations and Planning
- Worked with Charles County Public Schools (CCPS) to repurpose the Children's Learning Center into a new Pre-K classroom building leased by CCPS.
- Worked with CCPS on the design and replacement of the La Plata Campus Water Treatment Plant that serves the college and three CCPS schools.
- Worked with the Charles County Government to address stormwater runoff through a Port Tobacco stream restoration project.
- Worked with the St. Mary's County Recreation and Parks to extend their lease of the Leonardtown Campus Wellness and Aquatics Center for another year.
- Developed new Facility Use Guidelines and room rental rates that will provide free or low-cost

options for non-profits to use college space.

IV.   INSTITUTIONAL RESPONSE TO MHEC QUESTION (no more than 2 pgs)

Identifying Long-term Equity Gaps:
1. What are the largest long-term equity gaps that exist in student access, success, and innovation in your institution? Please note the long-term equity gaps refers to the inequities that existed long before the COVID-19 pandemic and persisted over the years.
   - Some of the largest long-term equity gaps at CSM relate to success of specific groups of students. For example, one of the ATD milestone metrics centers around four-year completion rates of credit students. In the four most recent cohorts of students, the equity gap between White and Black students has ranged from 10.4% to 19.4% with White students completing at higher rates than Black students. While the most recent data analyzed shows that the gap is narrowing, it is still in double digits and is not acceptable. Similar gaps can be seen between White and Black students in other measures such as credit completion rates and retention rates.

2. How are these equity gaps uncovered/discovered/identified at your institution and how are they shared with your community?
   - Equity gaps have been identified in two central ways. The first is through data work with Achieving the Dream (ATD). ATD metrics are specifically designed to uncover equity gaps that might go otherwise unnoticed if data were not broken-down by student demographics. Additionally, CSM has normalized the disaggregation of data across the institution. The second goal of the strategic plan highlights the commitment to digging deeper into data to identify equity gaps. Disaggregated data has been shared with the CSM community in various ways, from presentations at College-Wide Forums, to "Everyone E-mails" about the ongoing ATD work, to various "Data Summits" held throughout the year. There has also been a cultural shift to examining disaggregated data as the 'norm' Gone are the days of looking at one overall retention rate or graduation rate. Both metrics are routinely broken-out into numerous variables.

3. What interventions have been implemented to eliminate these gaps?
   - The Men of Excellence program is a college-wide initiative designed to improve the recruitment, success, retention, graduation, and transfer rates of African American men, especially those who enter as first-time, full- or part-time students at the college. The program is designed to empower students to meet their academic and professional goals and provide an array of services meant to increase student engagement, as well as encourage community-building among all participants. The Women of Excellence program is modeled after Men of Excellence and supports Black and Brown female students.
   - This past year, two student organizations emerged with specific focus on diversity and inclusion. EXITO, which means Success in Spanish, was formed to provide Latino and Spanish speaking students with a voice, presence, and support at CSM. Another organization that emerged is an International Student Club which currently has student members from over 20 countries. Both student groups are encouraged to discuss and confront issues of race and equity across CSM.
   - The Career Closet, established by Career Services with the support of the ÉXITO club, helps students reach another level of professionalism by providing them clothes to wear for jobs, internships, interviews, banquets, classes, graduation, and more.

Measuring Equity Gaps:

1. How has your institution used disaggregated data to identify equity gaps in students' educational opportunities and outcomes?

   As mentioned above, CSM values the use of disaggregated data, as is evident in the second goal of the strategic plan, Ensure Equity in all Programs and Services, Use disaggregated data to close equity gaps. All credit offerings are required to include disaggregated data on diverse populations as part of the Academic Program Review process. Faculty are required to routinely provide disaggregated data of student success rates for each program. This information is analyzed in order to ensure CSM is providing the necessary supports in order to meet the needs of diverse populations. Additionally, grade distribution reports are routinely broken-out by students' demographics in order to identify equity gaps based on program, course, instructional method, etc.

2. What stakeholder engagement (students, faculty, staff, etc.) is used to collect and review this data?

   - In 2022-2023, the Division of Learning hosted numerous 'Data Summits' where the CSM community came together (faculty, administrators, and staff) and was educated on how to analyze data to inform the best supports for different populations of students (ex: students in need of developmental education, First Generation students, Men of Excellence, transfer students, etc.). By sharing empirical data based on student needs/wants/best-practices for success, the community has learned the importance of using data to inform decisions in regard to retention and completion.
   - The Office of Academic Planning and Assessment, in collaboration with the newly established Distinguished Professor for Equity in Education, held a Developmental Education Summit with faculty to increase data literacy, introduce new SEM initiatives, and start working toward transparency in an effort to understand our unique students' needs and finding ways to help across the college
   - CSM's DEIB Leadership Team encouraged conversation about CSM's culture of belonging during their first annual "Walk a Mile in Our Awareness" Conference. This was offered to all members of the Division of Learning.

3. Does your institution set goals/benchmarks in regard to the elimination of equity gaps? If so, what steps does your institution take to ensure accountability in meeting the established goals/benchmarks of equity?

   - In addition to setting and monitoring MPAR benchmarks in regard to eliminating equity gaps, CSM also includes such metrics within the institutional strategic plan. The Strategic Enrollment Management Plan contains similar metrics as does numerous other tracking reports (such as FAFSA rates, Achieving the Dream metrics, student utilization of services such as tutoring, FYS success, etc). CSM routinely examines these metrics to ensure accountability, celebrate successes, and plan for continuous improvement.

College of Southern Maryland - Degree Progress Four Years after Initial Enrollment Fall 2018 Entering Cohort

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	1630		993		313		324	
2	Number attempting fewer than 18 hours over first 2 years	418		182		41		195	
3	Cohort for analysis (Line 1 – Line 2)	1212	100.0%	811	100.0%	272	100.0%	129	100.0%
4	Earned Associate degree from this community college	391	32.3%	312	38.5%	79	29.0%	0	0.0%
5	Earned certificate, but no degree, from this community college	73	6.0%	50	6.2%	20	7.4%	3	2.3%
6	Total associate and certificate graduates (Line 4 + Line 5)	464	38.3%	362	44.6%	99	36.4%	3	2.3%
7	Transferred to Maryland two-year/technical college	28	2.3%	19	2.3%	6	2.2%	3	2.3%
8	Transferred to Maryland public four-year college	327	27.0%	268	33.0%	54	19.9%	5	3.9%
9	Transferred to Maryland private four-year college or university	23	1.9%	19	2.3%	4	1.5%	0	0.0%
10	Transferred to out-of-state two-year/technical college	23	1.9%	14	1.7%	4	1.5%	5	3.9%
11	Transferred to out-of-state four-year college or university	114	9.4%	89	11.0%	19	7.0%	6	4.7%
12	Total transfers (sum of Lines 7 - 11)	515	42.5%	409	50.4%	87	32.0%	19	14.7%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	304	25.1%	253	31.2%	50	18.4%	1	0.8%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	675	55.7%	518	63.9%	136	50.0%	21	16.3%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	135	11.1%	90	11.1%	35	12.9%	10	7.8%
16	Successful transition to higher ed (Line 14 + Line 15)	810	66.8%	608	75.0%	171	62.9%	31	24.0%
17	Enrolled at this community college last term of study period	45	3.7%	22	2.7%	16	5.9%	7	5.4%
18	Successful or persisting (Line 16 + Line 17)	855	70.5%	630	77.7%	187	68.8%	38	29.5%

College of Southern Maryland - Degree Progress Four Years after Initial Enrollment Fall 2018 Entering Cohort

		African American Students		Asian Students		Hispanic Students		White Students (optional data)	
1	First-time full- and part-time fall headcount	455		65		117		821	
2	Number attempting fewer than 18 hours over first 2 years	150		13		30		178	
3	Cohort for analysis (Line 1 – Line 2)	305	100.0%	52	100.0%	87	100.0%	643	100.0%
4	Earned Associate degree from this community college	60	19.7%	22	42.3%	28	32.2%	238	37.0%
5	Earned certificate, but no degree, from this community college	16	5.2%	7	13.5%	3	3.4%	44	6.8%
6	Total associate and certificate graduates (Line 4 + Line 5)	76	24.9%	29	55.8%	31	35.6%	282	43.9%
7	Transferred to Maryland two-year/technical college	7	2.3%	0	0.0%	0	0.0%	19	3.0%
8	Transferred to Maryland public four-year college	61	20.0%	27	51.9%	21	24.1%	189	29.4%
9	Transferred to Maryland private four-year college or university	3	1.0%	1	1.9%	1	1.1%	15	2.3%
10	Transferred to out-of-state two-year/technical college	8	2.6%	2	3.8%	3	3.4%	9	1.4%
11	Transferred to out-of-state four-year college or university	19	6.2%	4	7.7%	10	11.5%	68	10.6%
12	Total transfers (sum of Lines 7 - 11)	98	32.1%	34	65.4%	35	40.2%	300	46.7%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	39	12.8%	23	44.2%	21	24.1%	193	30.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	135	44.3%	40	76.9%	45	51.7%	389	60.5%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	29	9.5%	5	9.6%	9	10.3%	78	12.1%
16	Successful transition to higher ed (Line 14 + Line 15)	164	53.8%	45	86.5%	54	62.1%	467	72.6%
17	Enrolled at this community college last term of study period	20	6.6%	3	5.8%	5	5.7%	15	2.3%
18	Successful or persisting (Line 16 + Line 17)	184	60.3%	48	92.3%	59	67.8%	482	75.0%

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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 2019	Fall 2020	Fall 2021	Fall 2022
A	Fall credit enrollment				
	a. Unduplicated headcount	6,351	6,164	5,660	4,868
	b. Percent of students enrolled part time	64.5%	67.5%	63.6%	63.1%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
B	First-time credit students with developmental education needs	47.5%	*	32.5%	29.2%

		SP 2018	SP 2020	SP 2021	SP 2023
C	Credit students who are first-generation college students (neither parent attended college)	29.6%	*	39.8%	40.9%

		FY 2019	FY 2020	FY 2021	FY 2022
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	121	416	291	384

		FY 2019	FY 2020	FY 2021	FY 2022
E	Credit students receiving financial aid				
	a. Receiving any financial aid	30.8%	37.8%	38.6%	76.1%
	b. Receiving Pell grants	17.8%	16.7%	17.2%	19.8%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
F	Students 25 years old or older				
	a. Credit students	26.0%	28.0%	28.5%	27.7%

		FY 2019	FY 2020	FY 2021	FY 2022
	b. Continuing education students	54.3%	57.5%	63.9%	59.0%

		SP 2018	SP 2020	SP 2021	SP 2023
G	Credit students employed more than 20 hours per week	48.9%	*	47.4%	52.9%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	7.3%	7.6%	8.3%	9.2%
	b. Black/African American only	26.2%	27.3%	27.7%	28.2%
	c. American Indian or Alaskan native only	0.5%	0.6%	0.5%	0.4%
	d. Native Hawaiian or other Pacific Islander only	0.3%	0.2%	0.3%	0.2%
	e. Asian only	3.7%	3.8%	3.9%	4.1%
	f. White only	53.4%	50.9%	48.5%	46.1%
	g. Multiple races	6.4%	6.8%	7.2%	7.6%
	h. Foreign/Non-resident alien	0.7%	0.5%	0.4%	0.6%
	i. Unknown/Unreported	1.6%	2.3%	3.2%	3.6%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
I	Credit student distance education enrollment				
	a. Enrolled exclusively in distance education	14.5%	89.6%	47.7%	32.4%
	b. Enrolled in some, but not all, distance education	30.6%	9.3%	43.5%	45.3%
	c. Not enrolled in any distance education	54.8%	1.1%	8.8%	22.3%

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		FY 2019	FY 2020	FY 2021	FY 2022
J	Unrestricted revenue by source				
	a. Tuition and fees	42.9%	41.3%	39.0%	36.8%
	b. State funding	23.8%	24.0%	25.4%	28.0%
	c. Local funding	31.7%	33.0%	33.7%	34.2%
	d. Other	1.6%	1.7%	1.8%	1.0%

		FY 2019	FY 2020	FY 2021	FY 2022
K	Expenditures by function				
	a. Instruction	42.1%	41.2%	39.2%	42.2%
	b. Academic support	10.0%	12.9%	10.5%	10.8%
	c. Student services	9.4%	10.4%	10.4%	11.0%
	d. Other	38.4%	35.5%	40.0%	36.0%

Goal 1: Access

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
1	Annual unduplicated headcount					
	a. Total	20,213	18,653	14,188	14,184	**20,300**
	b. Credit students	9,831	9,657	8,931	7,931	**9,800**
	c. Continuing education students	10,910	9,422	5,547	6,523	**10,500**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
2	Market share of first-time, full-time freshmen	51.0%	52.3%	43.8%	39.1%	**52.0%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
3	Market share of part-time undergraduates	67.1%	65.4%	62.1%	56.7%	**67.0%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Benchmark Fall 2024
4	Market share of recent, college-bound high school graduates	61.1%	59.0%	64.1%	54.0%	**61.0%**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
5	High school student enrollment	564	595	433	423	**600**

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	13,835	15,085	38,923	26,207	**15,000**
	b. Continuing education, online	367	1,378	7,035	913	**1,300**
	c. Credit, hybrid	3,289	4,115	2,512	2,184	**4,200**
	d. Continuing education, hybrid	155	839	812	790	**1,200**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2026
7	Tuition and mandatory fees					
	a. Annual tuition and fees for full-time students	$4,913	$4,913	$5,025	$5,138	**NA**
	b. Percent of tuition/fees at Md public four-year institutions	50.7%	50.9%	51.2%	51.2%	**50.0%**
	Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

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		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	5,191	4,036	1,242	1,892	**4,200**
	b. Annual course enrollments	10,169	7,285	1,567	2,597	**8,000**

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	433	767	583	844	**800**
	b. Annual course enrollments	722	1,484	1,027	1,399	**1,100**

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
10	Adult education student achievement of:					
	a. At least one ABE educational functioning level	n < 50	25.0%	n < 50	21.0%	**30.0%**
	b. At least one ESL educational functioning level	n < 50	33.1%	n < 50	32.5%	**35.0%**
	Note: Not reported if < 50 students in the cohort					

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
11	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	45.3%	47.6%	49.7%	51.9%	**48.0%**

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
	b. Percent nonwhite continuing education enrollment	33.0%	38.0%	43.6%	45.6%	**40.0%**

		July 2019	July 2020	July 2021	July 2022	Benchmark Not Required
	c. Percent nonwhite service area population, 15 or older	40.0%	40.8%	41.7%	43.0%	**NA**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
12	Percent minorities (nonwhite) of full-time faculty	25.6%	24.8%	26.1%	27.3%	**27.0%**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
13	Percent minorities (nonwhite) of full-time administrative and professional staff	31.5%	31.0%	30.5%	32.6%	**32.0%**

Goal 2: Success

		Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Benchmark Fall 2024 Cohort
14	Fall-to-fall retention					
	a. All students	57.0%	55.0%	53.0%	51.2%	**58.0%**
	b. Pell grant recipients	51.5%	51.1%	49.4%	43.6%	**55.0%**
	c. Developmental students	48.1%	48.0%	*	35.3%	**50.0%**
	d. College-ready students	65.7%	61.3%	*	53.9%	**66.0%**

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	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	50.1%	51.7%	50.5%	49.1%	**50.0%**

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	81.6%	83.8%	77.1%	77.7%	**85.0%**
b. Developmental completers	75.2%	80.1%	74.9%	68.8%	**80.0%**
c. Developmental non-completers	32.6%	34.3%	34.0%	29.5%	**NA**
d. All students in cohort	71.3%	73.5%	69.3%	70.5%	**75.0%**

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	74.6%	78.1%	75.6%	75.0%	**NA**
b. Black/African American only	61.4%	62.8%	56.5%	60.3%	**NA**
c. Asian only	88.1%	76.4%	n < 50	92.3%	**NA**
d. Hispanic/Latino	72.8%	66.0%	63.2%	67.8%	**NA**

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

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	67.1%	70.4%	67.5%	63.9%	**72.0%**
b. Developmental completers	53.5%	58.9%	52.8%	50.0%	**57.0%**
c. Developmental non-completers	19.5%	21.9%	25.7%	16.3%	**NA**
d. All students in cohort	54.4%	57.0%	55.7%	55.7%	**57.0%**

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	58.1%	62.0%	62.9%	60.5%	**NA**
b. Black/African American only	45.5%	46.8%	41.0%	44.3%	**NA**
c. Asian only	67.8%	65.5%	n < 50	76.9%	**NA**
d. Hispanic/Latino	53.1%	42.7%	52.9%	51.7%	**NA**

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

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	1,814	1,556	2,055	1,573	**2,000**
b. Career degrees	281	272	315	293	**NA**
c. Transfer degrees	835	654	653	617	**NA**
d. Certificates	698	630	1,087	663	**NA**
e. Unduplicated graduates	1,272	1,135	1,524	1,184	**NA**

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	AY 18-19	AY 19-20	AY 20-21	AY 21-22	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	88.5%	88.2%	89.5%	92.8%	**88.0%**

	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year	61.7%	66.1%	59.8%	59.6%	**67.0%**

Goal 3: Innovation

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Nursing License Exam (NCLEX) - RN	86.7%	77.8%	90.9%	85.3%	**88.0%**
Number of Candidates	90	99	88	102	**NA**
b. Nursing License Exam (NCLEX) - LPN	100.0%	100.0%	100.0%	NA	**98.0%**
Number of Candidates	7	5	8	0	**NA**
Note: Not reported if <5 candidates in a year					

	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	Benchmark Not Required
24 Graduates employed within one year	71.9%	73.2%	70.3%	70.9%	**NA**

	FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	$22,168	$19,372	$19,044	$17,036	**NA**
b. Median annualized income three years after graduation	$53,472	$51,628	$56,636	$55,112	**NA**

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	5,572	4,825	4,295	4,251	**5,000**
b. Annual course enrollments	7,563	6,784	6,504	6,816	**6,800**

	FY 2019	FY 2020	FY 2021	FY 2021	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	4,584	3,754	3,641	3,566	**3,800**
b. Annual course enrollments	5,768	4,862	5,261	5,214	**5,000**

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	2,528	3,000	2,185	2,762	**3,000**
b. Annual course enrollments	3,700	4,737	3,658	4,518	**4,800**

Note: NA designates not applicable

    * designates data not available

Community College of Baltimore County
2023 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 2023 Performance Accountability Report (PAR) is the third report of a five-year reporting cycle. This performance accountability report addresses the three state goals included in the "2017-2021 State Plan for Postsecondary Education, Student Success with Less Debt" and includes content as prescribed by the Maryland Higher Education Commission (MHEC).

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.

Student Characteristics

Consistent with trends seen at other Maryland Community Colleges and Community Colleges throughout the nation, there has been a decline in the Fall credit unduplicated headcount since Fall 2019. The headcount in Fall 2022 was 15,376 (Indicator A). The expansion of the Baltimore County and Maryland Community College Promise scholarships and the Maryland Blueprint, are expected to lead to increases in student headcount. Our enrollment numbers for Fall 2023 are already trending up (+2 percentage points) compared to Fall 2022. Scholarships through the Promise programs can be awarded to students pursuing credit programs as well as students pursing Continuing Education workforce development programs. This could translate into increases in several indicators related to Access.

The majority (73.6%) of CCBC's student population this year attended part time (Ind. Aa). A similar proportion required at least one developmental education course (74.1%) (Ind. B). The racial and ethnic distribution of the credit student population remained relatively stable from Fall 2021 (Ind. H) where the largest share of students identified as Black/African American (38.0%), followed by those identifying as White (35.0%). The percentage of Hispanic/Latino students increased slightly to 7.0% and Asians to 6.4%. Students from indigenous groups represented less than 1.0% of CCBC's credit student population. 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. In Fall 2022, 38.9% of credit students were 25 years old or older, compared to 85.8% of Continuing Education program students (Ind. F).

CCBC serves students from several special populations, including first-generation students, English language learners, and students with financial need. CCBC's percentage of first-generation college students taking credit courses (27.3%) declined 8.2 percentage points since

FY 2021 (Ind. C), but the number of students enrolled in credit and Continuing Education English for Speakers of Other Languages (ESOL) courses increased 39% from FY 2021 to 1,477 students after declining from 2,574 in FY 2019 (Ind. D). A larger share of CCBC's credit students received loans, scholarships and/or need-based financial aid in FY 2022 than in FY 2021 (up 13.1 percentage points) (Ind. Ea). The percentage of students receiving Pell Grants increased by 1.5 percentage points from FY 2021 (Ind. Eb).

In Fall 2022 the number of CCBC credit students enrolled exclusively in distance education rose to one-third (33.5%) compared to the pre-pandemic rate of 14.7% in Fall 2019 (Ind. Ia). Most courses were taught in a remote format after the onset of the pandemic in March 2020. In Fall 2020, 73.9% of credit students took all their courses online. In Fall 2021, CCBC began offering more courses on-campus and the rate dropped to 39.9%. This decline is an artifact of pandemic scheduling and masks the growth of CCBC's online enrollment.

State Plan Goal 1: Access

CCBC is committed to providing an accessible, affordable, and high-quality education that prepares our students for transfer and career success. CCBC is an open access institution with a 100% acceptance rate for applicants. Through a pay-per-credit tuition model, rolling admissions, multiple term lengths, and multiple instructional modalities, CCBC makes higher education more affordable and convenient for a variety of students for whom full-time, full semester courses are not feasible. CCBC is focused on expanding CCBC Online now that we have emerged from the COVID-19 pandemic. CCBC Online offers a wide range of online courses and more than 60 online degree and certificate options with thousands of online courses, rolling admissions, and multiple start-dates.

CCBC provides access to credit bearing courses as quickly as possible for students who place into developmental education. Upon entrance to the college, degree and certificate-seeking students take placement tests which are used to determine which courses are appropriate for their skill level. Students have access to a Self-Directed Placement process whereby they can place directly into credit bearing English. Students who place below "college ready" through this or other placement processes take developmental courses in academic literacy or math. CCBC pioneered an accelerated approach to developmental education that allows students to access credit courses while simultaneously completing developmental education requirements. This leads to better retention and faster progress toward degree completion than completing all developmental education requirements prior to gaining access to the credit curriculum. The negative impact of the COVID-19 pandemic on high school students' educational progress makes the availability of accelerated options even more important over the next few years.

The academic ESOL program opens doors to opportunities such as improved language skills, associate degrees, professional certificates, transfer opportunities, and career advancement. Innovative teaching techniques help ESOL students to reach their goals through theme-based instruction, accelerated learning program, learning communities, online blended courses, and educational technology. The Continuing Education community based ESOL program offers classes to help non-native speakers learn English for community and workplace settings.

CCBC is meeting and/or exceeding the benchmarks for several indicators that fall under the Access goal of the State Plan. These are: high school student enrollment, annual enrollment in online/hybrid courses for credit and continuing education, percent of tuition/fees at MD public four-year institutions, at least one ESL educational functioning level for adult education student achievement, and percent nonwhite enrollment for credit and continuing education students.

CCBC continues to have success in granting high school students access to higher education. In Fall 2022, there were 1,814 credit students who were concurrently enrolled in high school and CCBC exceeding the Fall 2025 benchmark of 1,800 (Ind. 5). It is expected that the number of high school students will continue to increase due to the partnership between Baltimore County Public Schools (BCPS) and CCBC that allows high school students to take an unlimited number of courses (credit and continuing education), with the cost of tuition, fees, and books covered.

CCBC's annual tuition and fees for full-time students was $5,016 in FY 2022 (Ind. 7a). CCBC has not raised annual tuition and fees since FY 2021. CCBC tuition and fees, as a percentage of Maryland public four-year institution tuition and fees, decreased from 51.1% to 49.9% (Ind. 7b).

Continuing Education headcount and course enrollment in community service and lifelong learning is moving towards meeting the benchmarks set for FY 2025 (Ind. 8a, b) Headcount and course enrollments in basic skills and literacy courses also increased in FY 2022 (Ind. 9a, b).

CCBC is making progress toward the Access goal of the State Plan in several other areas but is facing some challenges related to annual unduplicated headcount of credit students, market share of first-time, full-time students, market share of recent, college-bound high school graduates and at least one ABE functioning level for adult education student achievement.

State Plan Goal 2: Success

CCBC offers programs to provide full-service student support, including academic advising, transfer counseling, tutoring, and other resources. College efforts are enhanced by federally funded TRIO programs targeted to serve first-generation, low-income students, and individuals with disabilities to progress through the academic pipeline from middle school to post baccalaureate programs. These programs are outreach and student service programs that are designed to identify and provide services for individuals from disadvantaged backgrounds.

There are a few indicators where we have remained stable and or increased slightly, but overall, CCBC has had a challenging year making progress on indicators that align towards the Success goal of the State Plan.

Student retention is an important measure of engagement and strongly linked to success and graduation. The fall-to-fall retention of first-time students decreased by 0.9 percentage points from the previous cohort (Ind. 14a). Fall-to-fall retention for first-time students with a Pell Grant decreased 1.2 percentage points from the Fall 2020 cohort (Ind. 14b). The fall-to-fall retention for first-time students identified as needing developmental work decreased by 2.3 percentage points and the retention for college-ready students increased by 2.1 percentage points from the previous cohort (Ind. 14c,d). CCBC is striving to increase retention for all students and will work

towards meeting the Fall 2024 Cohort benchmarks. CCBC is implementing a Holistic Student Support model to provide students with proactive advising and connect them to services that will help them remain in school and progress toward completion of their educational goals. For the Fall 2018 cohort, 39.6% of developmental students completed within four years of their entry (Ind. 15), moving closer to meeting the set benchmark.

The percentage of students successfully persisting after four years decreased for college-ready students from 78.5% to 78.2%, from 81.4% to 78.9% for developmental completers, from 34.7% to 31.3% for developmental non-completers and from 66.7% to 64.8% for all students in the cohort (Ind. 16a,b,c,d). CCBC has committed to implementing measures that help students complete their educational goals successfully and will strive towards meeting the benchmarks set for the Fall 2021 cohort.

The rate of white students and black/African American students successfully persisting has decreased from the previous cohort (Ind. 17a,b). The volatility of successful-persister 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 215 students each (Ind. 17c,d).

The percentage of college-ready students who graduated and/or transferred after four years is down 2.9 percentage points compared to the prior cohort and stands at 59.0% for the Fall 2018 cohort (Ind. 18a). The percentage of developmental completers graduating or transferring after four years and the percentage of developmental non-completers increased from the Fall 2017 cohort (Ind. 18b,c). The graduation-transfer percentage of all students in the Fall 2018 cohort remained stable from the previous cohort (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 and will strive towards meeting the benchmarks set for the Fall 2021 cohort. 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 2017 cohort for white students (3.6 percentage points), and for Asian students (1.4 percentage points) and decreased from the Fall 2017 cohort for black/African American students (-3.6 percentage points), and Hispanic/Latino students (-3.0 percentage points) (Ind. 19a, b, c, d). CCBC continues to expand services to ensure completion and transfer opportunities for all CCBC students. The Diversity, Equity and Inclusion Advisory Council has also been charged with reviewing the data that shows the equity gaps in academic performance and completion of particular subsets of students and to develop active retention and completion initiatives to close those gaps.

In FY 2022, CCBC granted 2,520 credit awards to 2,412 graduates (Ind. 20a, d). Career degrees increased from FY 2021 by 9 awards (Ind. 20b) and transfer degrees decreased from FY 2021 by 203 awards (Ind. 20c). CCBC issued fewer credit certificates in FY 2022 than the number of credit certificates awarded in FY 2021 (Ind. 20d). CCBC is committed to moving towards the FY

2025 benchmark of 3,200 total awards by increasing student completion through various initiatives.

For AY 2021-2022, the percentage of CCBC students who transferred to a Maryland public four-year college/university and earned a GPA of 2.0 or above at the transfer institution was 83.9% which is moving towards the 85% benchmark set for AY 2024-2025 (Ind. 21).

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 56.9%, a decrease of 4.0 percentage points from the previous fiscal year graduates (Ind. 22).

State Plan Goal 3: Innovation

CCBC made progress towards the Innovation goal of the State Plan in the areas of graduates employed within one year, income growth of career program graduates, headcount and course enrollments for workforce development courses, professional education leading to certification or licensure, and in contract courses. CCBC faced challenges related to credit program pass rates in licensure/certification examinations required for employment.

CCBC offers 14 credit academic programs requiring external licensing and/or certification upon completion of the program. Pass rates declined for most programs between FY 2020 and FY 2021 but rebounded in FY 2022. Program completers continue to perform well on the external testing as evident in Indicator 23. Three programs are currently meeting or exceeding the benchmarks that have been set (Ind. 23e,f,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. In previous years, this was an indicator that CCBC was meeting and/or exceeding the benchmarks in for most of the credit academic programs requiring external licensing and/or certification. CCBC will strive to meet benchmarks for more of the programs in the upcoming years.

Per data reported by the Maryland Longitudinal Data System (MLDS) Center, 86.4% of CCBC's FY 2021 graduates were employed in Maryland in the year after their graduation (Ind. 24). FY 2019 graduates from CCBC were earning a median income of $26,304 one year prior to graduation and a median income of $63,400 three years after graduation (Ind.25a,b).

CCBC is exceeding the benchmarks for annual course enrollments in continuing education workforce development courses and for annual headcount and annual course enrollments in continuing professional education leading to government or industry-required certification or licensure (Ind. 26b, 27a,b). CCBC is moving towards meeting the benchmarks for headcount in workforce development courses and for headcount and course enrollment for contract training courses. (Ind. 26a, 28a,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. Continuing education has rebounded from the COVID-19 pandemic and is well on its way to achieving the FY 2025 benchmarks.

Response to Commission's Prompts

Commission Prompt: What are the largest long-term equity gaps that exist in student access, success, and innovation in your institution? How are these equity gaps uncovered/discovered/identified at your institution and how are they shared with your community? What interventions have been implemented to eliminate these gaps?

Two of the largest long-term equity gaps at CCBC relate to student success by race/ethnicity (all minoritized groups) and to student success by race/ethnicity and gender (particularly African American/Black males). These gaps are evident in relation to retention, course success, and completion/graduation going back as far as 2010 (in the case of course grades).

Equity gaps are identified through regular disaggregation of student outcome data. Our assessment activities at the program level, course level, and general education level also examine equity gaps and most college-wide initiatives, such as High Impact Practices (HIPs) implementations examine impact on student outcomes with attention to equity gaps. In addition, we examine Performance Accountability Report indicators related to student success for equity gaps and implement college-wide responses to address gaps.

Information on equity gaps is shared with the community via the college website and SharePoint. Information on retention and student success is also presented to the college community at mandatory events such as the annual Fall Focus meeting and the spring Professional Development Conference. Additional sharing takes place at the Teaching and Learning Roundtable Fair and the General Education/Developmental Education Symposium. At each of these events, CCBC faculty and staff also showcase efforts they have made to close equity gaps.

Key interventions we have implemented to eliminate equity gaps include:

- Offering placement reform and accelerated models of developmental education completion that reduce time spent in non-credit-bearing courses and promote faster progress toward program completion, particularly for students in minoritized groups who place into developmental education at higher rates
- Providing training in Culturally Responsive Teaching and Learning to help faculty and staff reduce barriers to success for students in racially minoritized groups
- Reinvigorating the Male Student Success Initiative (MSSI) to provide intensive support to male students of color
- Deploying High Impact Practices in several highly enrolled general education courses to promote student engagement and expose more students of color to these practices
- Launching a Student Achievement and Success initiative that produced a Holistic Student Support model that promotes achievement of early momentum metrics and program completion for all students, and

- Launching the Equity Gap Roundtable of the President's Diversity, Equity, and Inclusion Advisory Council to lead college-wide efforts to investigate and address outcome disparities.
- Including intervention plans that target specific modifications to help address equity gaps into Program Outcome Assessment Projects (POAPs), general education assessment projects, and course-level assessment projects (LOAs).

Commission Prompt: How has your institution used disaggregated data to identify equity gaps in students' educational opportunities and outcomes? What stakeholder engagement (students, faculty, staff, etc.) is used to collect and review this data? Does your institution set goals/benchmarks in regard to the elimination of equity gaps? If so, what steps does your institution take to ensure accountability in meeting the established goals/benchmarks of equity?

CCBC has used disaggregated data to identify equity issues related to placement into developmental education, course success, retention to the next semester and next year, and completion/transfer. Disaggregated data are also examined during the Program Review process which every program goes through every five years. Gaps related to enrollment, retention, course success and completion are reviewed at the program level and program leaders are tasked with implementing projects to close identified gaps.

Stakeholders who engage in the collection and review of disaggregated data include faculty and staff serving in a variety of capacities. The Office of Planning, Research and Evaluation collects and shares college-wide data on retention, course success, and assessment outcomes. Faculty serve on teams for general education assessment and learning outcomes assessment projects in courses where they design, administer, and score assessments, then review results to identify opportunities for intervention. Faculty and staff serve together on committees such as the Student Achievement and Success Steering Committee (and its work groups), the Equity Gap Roundtable, the High Impact Practices Committee, and the Program Review Committee. Staff of specific projects such as the Male Student Success Initiative also review disaggregated data and implement plans to address outcome disparities

CCBC has not set goals or benchmarks for eliminating equity gaps but aims to make continuous progress toward closing gaps by implementing innovative strategies, evaluating their outcomes, and scaling up those that have a positive impact.

Community Outreach and Impact

CCBC focuses on creating long term partnerships with business, community leaders, civic organizations, and other county institutions such as hospitals, government agencies, and public schools. 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 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. The three main campuses and the three extension centers are strategically placed to make a huge impact on Baltimore County both culturally and economically.

CCBC's Male Student Success Initiative (MSSI) hosted an internship exploration experience on the Dundalk campus that brought male students of color together with local businesses to learn about summer internships and the application process. Those attending, participated in networking, panel discussions, and breakout sessions with representatives from Whiting-Turner Contracting HQ, Xomtery, MyBGE, CareFirst BlueCross BlueShield, Medstar Health, Comcast, Jovian Concepts, and other businesses. In preparation for the event, students attended a resume-writing workshop and received a free haircut.

CCBC's Center for Business Innovation hosted its 10th Annual Business Plan Competition Virtual Awards Banquet. The event featured the top 10 pitches from aspiring entrepreneurs, all of whom are CCBC students or alumni. The winners shared a total of $62,500 in seed money to be used as start-up capital for their new or growing business.

CCBC hosted campers from Baltimore City as part of the BWI Thurgood Marshall Airport Summer Youth Initiative in August 2022. This Summer Youth Initiative introduces students to a wide range of career opportunities in aviation. Campers participated in flight simulator activities, drone activities, and an Environmental program, and visited CCBC's Benjamin Banneker Planetarium.

The B&O Railroad Museum and CCBC partnered to create a unique workforce training program called Restore Baltimore. Participants enroll as Continuing Education students at CCBC and work full-time at the B&O Railroad Museum for six months. This unique opportunity provides students with the opportunity to gain hands-on experience in tool and equipment usage, construction skills, and building maintenance and preservation. They also gain knowledge on rail safety, inspection, and operation while working on the rail lines. Participants are paid an hourly wage while they work at the museum.

During the Fall and Spring semesters, the office of College and Community Outreach Services holds an Awareness Fair bringing local organizations from the community onto each campus to share their resources with CCBC students, faculty, and staff. Hungry Harvest markets are also held each Fall and Spring semester on the three main campuses. These markets sell affordable produce to CCBC students, staff, and local communities. These markets are designed to sell affordable produce in areas that otherwise may not have access to fresh fruits and vegetables. Surplus produce that was not sold was donated to local community organizations.

CCBC's Office of Community Relations holds several events throughout the year that raise money to support scholarships and programs held at CCBC. There are two annual golf tournaments that raise money for emergency assistance and scholarships. A Fall Classic Raffle is held annually raising $12,000 for scholarships and programs. CCBC also hosts an annual Bull roast and Gala to raise money for our students. Community members are encouraged to participate in these events.

Community College of Balitmore County Degree Progress Four Years after Initial Enrollment Fall 2018 Entering Cohort

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	3618		1157		974		1487	
2	Number attempting fewer than 18 hours over first 2 years	1520		560		87		873	
3	Cohort for analysis (Line 1 – Line 2)	2098	100.0%	597	100.0%	887	100.0%	614	100.0%
4	Earned Associate degree from this community college	433	20.6%	160	26.8%	270	30.4%	3	0.5%
5	Earned certificate, but no degree, from this community college	54	2.6%	29	4.9%	6	0.7%	19	3.1%
6	Total associate and certificate graduates (Line 4 + Line 5)	487	23.2%	189	31.7%	276	31.1%	22	3.6%
7	Transferred to Maryland two-year/technical college	86	4.1%	28	4.7%	23	2.6%	35	5.7%
8	Transferred to Maryland public four-year college	511	24.4%	216	36.2%	264	29.8%	31	5.0%
9	Transferred to Maryland private four-year college or university	33	1.6%	12	2.0%	18	2.0%	3	0.5%
10	Transferred to out-of-state two-year/technical college	23	1.1%	8	1.3%	6	0.7%	9	1.5%
11	Transferred to out-of-state four-year college or university	86	4.1%	28	4.7%	33	3.7%	25	4.1%
12	Total transfers (sum of Lines 7 - 11)	739	35.2%	292	48.9%	344	38.8%	103	16.8%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	312	14.9%	129	21.6%	180	20.3%	3	0.5%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	914	43.6%	352	59.0%	440	49.6%	122	19.9%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	352	16.8%	102	17.1%	212	23.9%	38	6.2%
16	Successful transition to higher ed (Line 14 + Line 15)	1266	60.3%	454	76.0%	652	73.5%	160	26.1%
17	Enrolled at this community college last term of study period	93	4.4%	13	2.2%	48	5.4%	32	5.2%
18	Successful or persisting (Line 16 + Line 17)	1359	64.8%	467	78.2%	700	78.9%	192	31.3%

Community College of Baltimore County Degree Progress Four Years after Initial Enrollment Fall 2018 Entering Cohort

		African American Students		Asian Students		Hispanic Students		White Students (optional data)	
1	First-time full- and part-time fall headcount	1707		272		253		1167	
2	Number attempting fewer than 18 hours over first 2 years	830		58		83		444	
3	Cohort for analysis (Line 1 – Line 2)	877	100.0%	214	100.0%	170	100.0%	723	100.0%
4	Earned Associate degree from this community college	122	13.9%	51	23.8%	34	20.0%	196	27.1%
5	Earned certificate, but no degree, from this community college	11	1.3%	2	0.9%	3	1.8%	34	4.7%
6	Total associate and certificate graduates (Line 4 + Line 5)	133	15.2%	53	24.8%	37	21.8%	230	31.8%
7	Transferred to Maryland two-year/technical college	41	4.7%	7	3.3%	7	4.1%	27	3.7%
8	Transferred to Maryland public four-year college	182	20.8%	90	42.1%	34	20.0%	184	25.4%
9	Transferred to Maryland private four-year college or university	8	0.9%	2	0.9%	5	2.9%	13	1.8%
10	Transferred to out-of-state two-year/technical college	11	1.3%	0	0.0%	5	2.9%	6	0.8%
11	Transferred to out-of-state four-year college or university	37	4.2%	3	1.4%	4	2.4%	36	5.0%
12	Total transfers (sum of Lines 7 - 11)	279	31.8%	102	47.7%	55	32.4%	266	36.8%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	91	10.4%	44	20.6%	22	12.9%	136	18.8%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	321	36.6%	111	51.9%	70	41.2%	360	49.8%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	133	15.2%	38	17.8%	32	18.8%	132	18.3%
16	Successful transition to higher ed (Line 14 + Line 15)	454	51.8%	149	69.6%	102	60.0%	492	68.0%
17	Enrolled at this community college last term of study period	56	6.4%	10	4.7%	7	4.1%	17	2.4%
18	Successful or persisting (Line 16 + Line 17)	510	58.2%	159	74.3%	109	64.1%	509	70.4%

COMMUNITY COLLEGE OF BALTIMORE COUNTY
2023 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 2019	**Fall 2020**	**Fall 2021**	**Fall 2022**
A	Fall credit enrollment				
	a. Unduplicated headcount	17,894	17,598	16,215	15,376
	b. Percent of students enrolled part time	71.8%	72.2%	74.2%	73.6%

		Fall 2019	**Fall 2020**	**Fall 2021**	**Fall 2022**
B	First-time credit students with developmental education needs	70.1%	60.4%	53.9%	74.1%

Note: Attending higher education for the first time, excludes high school student attendance

		FY 2019	**FY 2020**	**FY 2021**	**FY 2022**
C	Credit students who are first-generation college students (neither parent attended college)	36.2%	35.1%	35.5%	27.3%

		FY 2019	**FY 2020**	**FY 2021**	**FY 2022**
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	2,574	2,386	1,059	1,477

		FY 2019	**FY 2020**	**FY 2021**	**FY 2022**
E	Credit students receiving financial aid				
	a. Receiving any financial aid	42.3%	42.4%	41.2%	54.3%
	b. Receiving Pell grants	30.3%	30.2%	27.5%	29.0%

		Fall 2019	**Fall 2020**	**Fall 2021**	**Fall 2022**
F	Students 25 years old or older				
	a. Credit students	39.2%	39.2%	40.6%	38.9%

		FY 2019	**FY 2020**	**FY 2021**	**FY 2022**
	b. Continuing education students	86.6%	86.3%	85.4%	85.8%

		FY 2019	**FY 2020**	**FY 2021**	**FY 2022**
G	Credit students employed more than 20 hours per week	*	*	49.1%	*

		Fall 2019	**Fall 2020**	**Fall 2021**	**Fall 2022**
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	6.0%	6.4%	6.6%	7.0%
	b. Black/African American only	37.4%	38.7%	38.1%	38.0%
	c. American Indian or Alaskan native only	0.4%	0.3%	0.4%	0.3%
	d. Native Hawaiian or other Pacific Islander only	0.2%	0.2%	0.2%	0.2%
	e. Asian only	6.2%	6.0%	6.0%	6.4%
	f. White only	38.5%	36.6%	36.8%	35.0%
	g. Multiple races	4.0%	4.2%	4.0%	4.2%
	h. Foreign/Non-resident alien	6.2%	6.2%	6.3%	7.0%
	i. Unknown/Unreported	1.1%	1.3%	1.5%	1.9%

		Fall 2019	**Fall 2020**	**Fall 2021**	**Fall 2022**
I	Credit student distance education enrollment				
	a. Enrolled exclusively in distance education	14.7%	73.9%	39.9%	33.5%
	b. Enrolled in some, but not all, distance education	19.7%	18.2%	27.9%	27.1%
	c. Not enrolled in any distance education	65.6%	7.9%	32.2%	39.3%

COMMUNITY COLLEGE OF BALTIMORE COUNTY
2023 ACCOUNTABILITY REPORT

		FY 2019	FY 2020	FY 2021	FY 2022	
J	Unrestricted revenue by source					
	a. Tuition and fees	44.6%	41.0%	37.3%	34.7%	
	b. State funding	24.0%	25.2%	22.8%	26.0%	
	c. Local funding	29.8%	32.5%	29.4%	31.6%	
	d. Other	1.5%	1.3%	10.6%	7.6%	

		FY 2019	FY 2020	FY 2021	FY 2022	
K	Expenditures by function					
	a. Instruction	49.0%	45.2%	45.9%	46.8%	
	b. Academic support	7.0%	6.6%	6.3%	6.6%	
	c. Student services	9.1%	9.5%	9.4%	9.4%	
	d. Other	34.8%	38.6%	38.3%	37.2%	

Goal 1: Access

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
1	Annual unduplicated headcount					
	a. Total	57,677	53,036	43,730	46,802	**60,000**
	b. Credit students	26,826	25,152	25,467	23,396	**27,000**
	c. Continuing education students	32,319	29,280	19,651	24,688	**33,000**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
2	Market share of first-time, full-time students	38.8%	37.3%	32.1%	29.2%	**43.0%**

Note: Attending higher education for the first time, excludes high school student attendance

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
3	Market share of part-time students	65.9%	66.6%	65.4%	65.2%	**73.0%**

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Benchmark Fall 2024
4	Market share of recent, college-bound high school graduates	45.0%	49.3%	50.3%	42.5%	**55.0%**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
5	High school student enrollment	1,608	1,745	1,533	1,814	**1,800**

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	25,522	26,423	80,968	48,820	**28,000**
	b. Continuing education, online	2,125	6,950	21,957	22,664	**3,500**
	c. Credit, hybrid	3,474	3,707	7,404	5,914	**4,800**
	d. Continuing education, hybrid	499	3,736	1,026	1,759	**1,000**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2026
7	Tuition and mandatory fees					
	a. Annual tuition and fees for full-time students	$4,986	$5,016	$5,016	$5,016	**NA**
	b. Percent of tuition/fees at Md public four-year institutions	51.5%	51.9%	51.1%	49.9%	**≤52**

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

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	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	10,037	11,686	4,363	6,980	**11,500**
b. Annual course enrollments	17,496	19,476	6,359	10,793	**19,500**

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	4,756	3,845	2,496	2,861	**5,500**
b. Annual course enrollments	8,482	6,410	5,232	5,104	**8,800**

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
10 Adult education student achievement of:					
a. At least one ABE educational functioning level	35.1%	19.6%	28.5%	23.7%	**39.0%**
b. At least one ESL educational functioning level	41.2%	29.1%	42.9%	47.3%	**44.0%**
Note: Not reported if < 50 students in the cohort					

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
11 Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	58.5%	60.4%	60.0%	61.6%	**60.0%**

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
b. Percent nonwhite continuing education enrollment	42.4%	44.1%	46.9%	48.7%	**44.0%**

	July 2019	July 2020	July 2021	July 2022	Benchmark Not Required
c. Percent nonwhite service area population, 15 or older	41.6%	42.4%	43.0%	44.5%	**NA**

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
12 Percent minorities (nonwhite) of full-time faculty	27.1%	27.9%	28.7%	27.9%	**32.0%**

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
13 Percent minorities (nonwhite) of full-time administrative and professional staff	32.0%	33.6%	32.8%	33.2%	**36.0%**

Goal 2: Success

	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Benchmark Fall 2024 Cohort
14 Fall-to-fall retention of fist-time students					
a. All first-time students	42.9%	45.0%	42.4%	41.5%	**53.0%**
b. Pell grant recipients	46.7%	50.0%	46.4%	45.2%	**53.0%**
c. Developmental students	44.5%	48.3%	44.1%	41.8%	**53.0%**
d. College-ready students	39.4%	36.5%	39.7%	41.8%	**50.0%**
Note: Attending higher education for the first time, excludes high school student attendance					

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort

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15 Developmental completers after four years	41.2%	39.6%	37.6%	39.6%	**50.0%**
					Benchmark

	Fall 2015 Cohort	**Fall 2016 Cohort**	**Fall 2017 Cohort**	**Fall 2018 Cohort**	**Fall 2021 Cohort**
16 Successful-persister rate after four years					
a. College-ready students	75.8%	77.3%	78.5%	78.2%	**85.0%**
b. Developmental completers	81.0%	80.0%	81.4%	78.9%	**85.0%**
c. Developmental non-completers	33.5%	36.8%	34.7%	31.3%	**NA**
d. All students in cohort	65.1%	65.7%	66.7%	64.8%	**75.0%**

	Fall 2015 Cohort	**Fall 2016 Cohort**	**Fall 2017 Cohort**	**Fall 2018 Cohort**	**Benchmark Not Required**
17 Successful-persister rate after four years					
a. White only	72.6%	70.6%	72.1%	70.4%	**NA**
b. Black/African American only	56.2%	59.0%	61.5%	58.2%	**NA**
c. Asian only	70.2%	77.2%	71.9%	74.3%	**NA**
d. Hispanic/Latino	64.1%	66.5%	62.2%	64.1%	**NA**

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

	Fall 2015 Cohort	**Fall 2016 Cohort**	**Fall 2017 Cohort**	**Fall 2018 Cohort**	**Benchmark Fall 2021 Cohort**
18 Graduation-transfer rate after four years					
a. College-ready students	61.7%	64.0%	61.9%	59.0%	**65.0%**
b. Developmental completers	49.6%	50.9%	48.6%	49.6%	**60.0%**
c. Developmental non-completers	21.7%	25.8%	18.0%	19.9%	**NA**
d. All students in cohort	43.6%	46.1%	43.8%	43.6%	**50.0%**

	Fall 2015 Cohort	**Fall 2016 Cohort**	**Fall 2017 Cohort**	**Fall 2018 Cohort**	**Benchmark Not Required**
19 Graduation-transfer rate after four years					
a. White only	48.5%	49.3%	46.2%	49.8%	**NA**
b. Black/African American only	38.9%	41.7%	40.2%	36.6%	**NA**
c. Asian only	48.2%	55.3%	50.5%	51.9%	**NA**
d. Hispanic/Latino	35.9%	44.7%	44.2%	41.2%	**NA**

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

	FY 2019	**FY 2020**	**FY 2021**	**FY 2022**	**Benchmark FY 2025**
20 Associate degrees and credit certificates awarded					
a. Total awards	2,994	2,668	2,934	2,520	**3,200**
b. Career degrees	932	837	814	823	**NA**
c. Transfer degrees	1,236	1,088	1,193	990	**NA**
d. Certificates	826	743	927	707	**NA**
e. Unduplicated graduates	2,800	2,555	2,820	2,412	**NA**

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		AY 18-19	AY 19-20	AY 20-21	AY 21-22	Benchmark AY 2024-25
21	First-year GPA of 2.0 or above at transfer institution	81.3%	86.6%	85.2%	83.9%	**85.0%**

		FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	Benchmark FY 2024 Graduates
22	Graduate transfers within one year	58.5%	59.5%	60.9%	56.9%	**65.0%**

Goal 3: Innovation

		FY 2019	FY 2020	FY 2021	FY 2022	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	18	22	21	27	
	Northeast Regional Board Exam	100.0%	100.0%	95.7%	84.6%	**NA**
	Number of Candidates	18	22	22	26	
	Both NDHE and NRBE Exam	100.0%	100.0%	95.7%	81.5%	**95.0%**
	Number of Candidates	18	22	22	27	
	b. Emergency Medical Tech - EMT-Basic	81.3%	87.9%	94.6%	86.3%	**90.0%**
	Number of Candidates	48	33	37	51	
	c. Emergency Medical Tech - EMT -Paramedic	80.5%	73.3%	78.6%	75.0%	**90.0%**
	Number of Candidates	41	15	14	16	
	d. Histotechnology	NA	NA	100.0%	77.8%	**90.0%**
	Number of Candidates	NA	NA	4	9	
	e. Medical Imaging (Radiography)	97.0%	95.5%	91.7%	100.0%	**95.0%**
	Number of Candidates	33	22	24	17	
	f. Medical Laboratory	90.9%	100.0%	100.0%	100.0%	**90.0%**
	Number of Candidates	11	15	12	4	
	g. Mortuary Science*					
	Science Exam	82.4%	94.4%	81.3%	86.7%	**NA**
	Number of Candidates	17	18	16	15	
	Arts Exam	88.2%	94.4%	81.3%	93.3%	**NA**
	Number of Candidates	17	18	16	15	
	Both Science & Arts Exam	82.4%	94.4%	68.8%	80.0%	**90.0%**
	Number of Candidates	17	18	16	15	
	h. Nursing - Practical	97.1%	100.0%	91.0%	82.1%	**95.0%**
	Number of Candidates	34	49	78	78	
	i. Nursing (RN)	90.0%	92.3%	93.0%	89.2%	**90.0%**
	Number of Candidates	210	183	185	158	
	j. Occupational Therapy Assistant	92.6%	89.3%	93.8%	100.0%	**90.0%**
	Number of Candidates	27	28	16	23	
	k. Physician Assistant	78.8%	100.0%	90.6%	87.1%	**95.0%**
	Number of Candidates	33	29	32	31	
	l. Radiation Therapy Technician	83.3%	72.7%	77.8%	85.7%	**90.0%**
	Number of Candidates	12	11	9	14	
	m. Respiratory Care Therapist	93.8%	75.0%	72.7%	92.3%	**95.0%**
	Number of Candidates	16	16	22	13	
	n. Veterinary Technology	89.5%	83.3%	88.9%	83.3%	**90.0%**
	Number of Candidates	19	12	18	12	
	Note: Not reported if <5 candidates in a year					

	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	Benchmark Not Required

24 Graduates employed within one year	86.4%	87.8%	83.1%	86.4%	**NA**

	FY 2016 Graduates	**FY 2017 Graduates**	**FY 2018 Graduates**	**FY 2019 Graduates**	**Benchmark Not Required**
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	$23,104	$24,108	$25,280	$26,304	**NA**
b. Median annualized income three years after graduation	$55,396	$56,792	$57,612	$63,400	**NA**

	FY 2019	**FY 2020**	**FY 2021**	**FY 2022**	**Benchmark FY 2025**
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	16,027	15,599	15,296	15,940	**19,000**
b. Annual course enrollments	35,548	30,877	32,335	41,122	**38,000**

	FY 2019	**FY 2020**	**FY 2021**	**FY 2022**	**Benchmark FY 2025**
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	5,153	5,574	3,234	7,651	**6,200**
b. Annual course enrollments	12,268	10,825	10,177	16,281	**13,200**

	FY 2019	**FY 2020**	**FY 2021**	**FY 2022**	**Benchmark FY 2025**
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	21,601	20,427	14,022	17,340	**23,000**
b. Annual course enrollments	44,904	39,321	34,157	41,477	**50,000**

Note: NA designates not applicable
    * designates data not available

2023 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

One of FCC's strategic priorities in Fiscal Year (FY) 2023 was to "*Develop and implement a plan to ensure all prospective and enrolled students are advised appropriately and enrolled in a pathway aligned with their career and/or transfer choice."* As part of the efforts by the College to address this priority, FCC has begun exploring the possibility of formally becoming an Achieve the Dream (ATD) institution to strengthen its student success efforts and reduce equity gaps. In support of improving student progress, the College has begun focusing on the Guided Pathways model, championed by the Community College Research Center (CCRC). This educational model consists of four pillars designed to establish plans for students from college completion to career attainment: *Clarify the Path; Help Students Get on a Path; Help Students Stay on Their Path; Ensure Students Are Learning.*

These efforts continued during FY 2023, expanding through professional learning and the further development of the foundations needed to implement the program. To that end, during the spring of 2023, a team of FCC employees from various areas of the College attended the DREAM Conference in Chicago to network with peers from across the country and to learn more about how they partnered with ATD to transform and reimagine student success on their campuses. In June 2023, several leaders from the College participated in a professional development experience at Mohawk Valley Community College to understand their implementation of the Guided Pathways model. Finally, a team of institutional researchers and enrollment management staff attended the ATD Annual Data & Analytics Summit in September 2023 to learn from higher education professionals in enhancing data cultivation to improve students' success. In the fall of 2023, FCC implemented an educational campaign about ATD and benefits from the network that can support our focus on Guided Pathways.

These efforts have been aligned with the goals outlined in the 2022 *Maryland State Plan for Higher Education, Student Success with Less Debt* (MSP). FCC developed five-year benchmarks in FY 2020 and has assessed them annually through the Maryland Higher Education Commission (MHEC) Performance Accountability Report (PAR). This is the third year of the benchmarks and references below to the benchmarks are where we are in fiscal year FY 2022 in comparison to the FY 2025 benchmarks. FY 2023 data is also included in the narrative when available for comparison.

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

Pillar three of the Blueprint for Maryland's Future (the Blueprint), titled College and Career Readiness (CCR), is currently driving much of the work that the College and Frederick County Public Schools (FCPS) are doing related to dual enrollment and their

overall partnership moving forward. Implementation subcommittees led by FCPS on Career and Technical Education and Career and College Readiness met during the academic year and included representatives from FCC. This work culminated in an initial implementation plan for advancing college and career readiness with a memorandum of understanding (MOU) between FCPS and FCC to offer college-level education to FCPS students. The MOU included college-level courses offered to those who have not achieved the readiness standard by the end of the tenth grade to facilitate a successful transition into credit or noncredit programs at FCC, as soon as possible. As a result, the partnership between the College and FCPS continues to be vibrant through tuition free access to higher education for many high school students in Frederick County.

For Fiscal Year 2023, there were 2,667 unduplicated high school dual students enrolled at the College, an increase of 22.2% from FY 2022 to FY 2023. In FY 2023, the College offered three pathways for students to earn college credit including High-School Based, Early College, and Open Campus. There were 158 students who studied in more than one method, primarily taking a combination of High-School Based in one semester and Open Campus in another. During the fiscal year, there were 2,341 students studying via the high school-based method, taking college-level classes at their high schools. This was a year-over-year increase of 27.6% for high-school-based students. The Open Campus headcount for the fiscal year, students taking courses on-campus at FCC, was 431, a three percent increase compared to the prior fiscal year. There were 48 Early College students working to simultaneously complete their high school and associate degrees in Academic Year (AY) 2023 compared to 40 AY 2022.

For non-dual-enrolled students, the College continued to make significant efforts to keep costs low for students by not increasing tuition and fees for FY 2023.

The following is the status of the Access Goal indicators:

- The combined unduplicated credit and continuing education headcount increased 10.2% (11,209 to 12,351) from FY 2021 to FY 2022. It is worth mentioning that the FY 2023 unduplicated combined headcount (14,190) increased by 14.9% over FY 2022 and is moving in the right direction to reach the benchmark (14,746) in FY 2025.
- Credit unduplicated headcounts declined 4.6% (8,017 to 7,651) from FY 2021 to FY 2022. However, headcount increased 11.5% in FY 2023 (8,530) and is only 106 students below the FY 2025 benchmark (8,636).
- The unduplicated headcount in Continuing Education Workforce Development (CEWD) increased 43.5% (3,516 to 5,046) from FY 2021 to FY 2022 and is lower than the benchmark (6,836). However, enrollment increased 20.2% in FY 2023 (6,064).
- FCC experienced a 1.4% decline in the market share of first-time, full-time, freshmen in fall 2022 (44.9%) compared to fall 2021 (46.3%) and is lower than the benchmark (52.6%).
- FCC had a 1.8% increase in the market share of part-time undergraduates (75.6%) in fall 2022 compared to fall 2021 (73.8%) and reached the benchmark (75.5%).
- The market share of recent college-bound high school graduates declined 5.1% (52.4%) in fall 2022 compared to fall 2021 (57.5%) and is lower than the benchmark (57.8%).
- Students concurrently enrolled in both college-level and high school courses increased 24.0% (1,481 to 1,837), or by 356 students from fall 2021 to fall 2022 which surpassed

the benchmark (1,660).

- Online credit enrollment in FY 2022 was 42.6% higher compared to the benchmark (11,830 vs. 6,787) and the enrollment in hybrid courses was 29.4% higher than the benchmark (5,064 vs. 3,576) for the same period.

- Online CEWD enrollment in FY 2022 was 19.9% higher than the benchmark (758 vs. 607) and showed an overall increase of 16.6% from FY 2021 to FY 2022. The hybrid course enrollment was 83.9% higher than the benchmark (411 vs. 66). However, there was a decline of 14.4% compared to FY 2021 (480).

- The amount of tuition and fees at the College were 47.0% of the Maryland state public universities, supporting the affordability of attending FCC. Combined tuition and fees for 30 credits at FCC was $4,717 in both FY 2022 and FY 2023. This is comparatively less than half the average at the four-year public universities in Maryland, which was $10,043.

- The unduplicated headcount in Continuing Education, Community Service, and Lifelong Learning courses increased 91.1% (1,138 to 2,175) between FY 2021 and FY 2022 but is less than the benchmark (2,895). The duplicated headcount increased 53.3% (2,812 to 4,310) for the same period, but less than the benchmark (6,119).

- The unduplicated headcount in Continuing Education Basic Skills and Literacy courses increased 47.4% (704 to 1,038) from FY 2021 to FY2022. There was also an increase of 19.4% (1,651 to 1,972) for duplicated enrollment. The unduplicated headcount was below the FY 2025 benchmark of 1,616 and was also below the duplicated enrollment benchmark of 3,620.

- The percentage achieving at least one Adult Basic Educational (ABE) functional level was 31.5% in FY 2022, which is an increase of 12.1%, compared to FY 2021 (19.4%). In addition, student achievement in at least one English as a Second Language (ESL) functional level increased 7.5% from 51.4% in FY 2021 to 58.9% in FY 2022. Both indicators reached their benchmarks.

- The percent of non-white students, 15 years and older, enrolled in credit programs was 42.8%, which was just below the FY 2025 benchmark of 43.0%. The percentage for CEWD students was 35.0%, which was one percent higher than the benchmark (34.0%). Both indicators were higher than the percent of the non-white population for the same age group in Frederick County (30.0%) in 2022.

- The percent of full-time, non-white faculty (24.0%) increased four percent between fall 2021 and fall 2022 and is one percent higher than the benchmark (23.0%).

- The percent of full-time non-white administrative and professional staff was 17.5% in fall 2022, which is lower than fall 2021 (18.4%) and 5.5% lower than the benchmark (23.0%).

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

In supporting the MSP's student success goals and objectives, in Fall 2022, FCC established the Student Success Programs office. The office coordinates multiple specialized cohort-based support programs for various student populations, and provides personalized year-round success coaching, population-specific programming, and scholarship opportunities. Another program, the Parents Lead program, assists student parents with children 17 years or younger in pursuing a college degree. Parents Lead provided services and $17,760 in scholarship funds to 19 students

in FY 2023. Project Forward Step is another program designed to meet the needs of returning adult students with special services for single parents and non-traditional age students (age 24 and over) who are low-income, out-of-workforce or homeless. In FY 2023, Project Forward Step provided services and $8,427 in scholarship funds to 24 students.

The following are the status of Success Goal indicators for FY 2022:

- The fall-to-fall retention rate for three out of four categories of students including All FCC students, Pell Recipients, Developmental Students, and College-Ready Students reached their FY 2025 benchmarks. This rate for all students was 60.8% for the fall 2021 cohort, with a 4.5% increase compared to the fall 2018 cohort. The fall-to-fall retention rate for Pell Grant recipients was 63.3% and was 2.3% higher than the fall 2018 cohort (61.0%), and higher than the benchmark (62.0%). The retention rate for developmental students was 61.1%, with a decline of 1.2% compared to fall 2018 cohort (62.3%). In addition, the retention rate for College-Ready Students was 68.5% and was 9.9% higher than 2018 cohort (58.6%) and exceeded the benchmark (62.0%).

- The developmental student completion rate for the fall 2018 cohort after four years was 59.4%, which showed a two percent decline compared to the fall 2017 cohort (61.4%) and did not reach the benchmark (71.0%).

- The successful-persister rate for All Students in the fall 2018 cohort (75.2%) was almost one percent lower than fall 2017 cohort (76.1%). This rate among College-Ready students was (82.2%), the highest compared to the four categories reported for this indicator. The Developmental Completers' rate (71.5%) was lower compared to the fall 2017 cohort (73.2%). For the Developmental Non-Completers cohort, the pass rate increased 10.8% (48.5%) compared to 2017 cohort (37.7%) and has fluctuated across the past three cohorts (45.0%, 62.1%, and 37.7% respectively).

- The successful-persister rate after four years for the 2018 cohort of Black/African-American students was 77.0% which showed an increase of 5.2% compared to 2017 cohort. This rate was 2.3% higher than White students in the 2018 cohort (74.7%). The Hispanic/Latinx student cohort successful-persister rate of 77.9% was 3.9% higher than the fall 2017 cohort and was 3.2% higher than the fall 2018 White student cohort (74.7%).

- The graduation-transfer rate after four years for All Students in the 2018 cohort was 63.9% and 4.4% lower than the 2017 cohort (63.9%). The rate for College-Ready students was 75.4% and was three percent lower than the 2017 cohort. The rate for Developmental Completers was 53.6% and was 6.8% lower than the 2017 cohort (60.4%). The pass rate among Developmental Non-Completers was 38.2%, which is 7.1% higher than the 2017 cohort (31.1%).

- The graduation-transfer rate for the 2018 cohort of Hispanic/Latinx students was 61.5%, which was lower than the fall 2017 cohort (65.0%). This rate was 3.6% lower than the rate for White students (65.1%), the Black/African American students' rate (61.1%) declined compared to the fall 2017 cohort (62.2%) and was four percent lower than the White cohort (65.1%). The rate for White students showed a 9.4% percent decline between the 2018 (65.1%) and 2017 cohort (74.5%). The rate for White students has the highest decline for fall 2018 compared to the other two ethnic/racial groups.

- The number of degrees and certificates awarded in FY 2022 (1,131) increased 7.7% compared to FY 2021 (1,050) which is 81 more awards and exceeded the benchmark

(1,043). The number of graduates was 931 in FY 2022 compared to 957 in FY 2021 representing a 2.7% decline or 26 fewer graduates. The number of career degrees awarded in FY 2022 (206), declined 3.7% compared to FY 2021 (214), while the number of transfer degrees awarded in FY 2022 (600) declined by 13.9% (697) compared to FY 2021. In addition, 125 certificates were awarded in FY 2022, a decline of 10.1% compared to FY 2021 (139).

- The college monitors the cumulative GPA of students who transfer-out to a Maryland Public University. For FCC students who transferred-out, 87.7% in the academic year 2022-2023 had a 2.0 GPA or higher, which is higher than the benchmark (87.0%).

- The percentage of transfer program associate degree and certificate graduates enrolled at a four-year college or university nationally within a year after graduation shows a decline from FY 2020 from 44.1% to 40.7% in FY 2021 and did not reach the benchmark (43.0%).

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

CEWD innovative programming responded to the MSP in improving access and student success. FCC responded to teacher and counselor certification requirements under the Blueprint through contract training offerings. The College created and offered three workforce development programs for FCPS staff: Child Development Associate, ParaPro, and Global Career Development Facilitator. To support a thriving local Biotechnology industry, FCC responded to the community's needs and developed the Biotechnology Internship program, open to Frederick County Public Schools juniors and seniors. This free, accessible program allows students to explore and learn about the Biotechnology field. The short-term, noncredit college course will enable students to convert their learning into college credits through articulation with industry-recognized credentials. In addition, FCC and FCPS are developing a supported academic, career, and social program on the FCC campus for non-diploma bound students with Individualized Education Development Plans (IEDPs) from ages 18-21. The program will support students who could access some college coursework of interest and/or career programs of interest at FCC.

The following is the status of Innovation Goal indicators:

- The first-time pass rate for Registered Nursing students in FY 2022 was 87.3%, which exceeded the benchmark (80.0%).

- The first-time pass rate for students taking the Respiratory Care licensure and certification exam in FY 2022 was 72.2%, which marked an increase of 19.6% compared to FY 2021 (52.6%). The department made some changes from January 2023 to increase the pass rate of students and to reach the benchmark (80.0%), which included staffing changes, expanding the emphasis on test-taking skills, and the consistent use of computerized testing throughout all courses.

- The rate of full-time career program graduates employed within one year after graduation was 81.0%, which shows a healthy employment rate.

- The median income growth of 2019 career program graduates three years after graduation was $51,488 compared to one year prior to graduation, which was $20,800. The rate of growth showed a $30,688 increase in the salary of career program graduates when they complete their programs at FCC.

- Headcounts in Workforce Development courses increased 39.1% (1,674 to 2,328) from FY 2021 to FY 2022 and are lower than the benchmark (2,690).

- Headcounts in continuing professional education leading to government or industry-required certification or licensure increased 28.0% (953 to 1,220) from FY 2021 to FY 2022 and is lower than the benchmark (1,594).
- Headcounts in contract training increased 39.1% (658 to 915) from FY 2021 to FY 2022 and are lower than the benchmark (1,102).

Response to MHEC Questions

Identifying Long-term Equity Gaps:

1) **What are the largest long-term equity gaps that exist in student access, success, and innovation in your institution? Please note the long-term equity gaps refer to the inequities that existed long before the COVID-19 pandemic and persisted over the years.**

   Closing equity gaps across intersections of student demographics has been a Board of Trustees (BOT) strategic priority. On June 19, 2019, the BOT approved the 2019-2024 Diversity, Equity, and Inclusion (DEI) Strategic Plan. The plan focuses DEI efforts until FY 2024 on four goals that are realistic, necessary, and aligned with the values and vision of FCC. The plan resulted from community and College-wide conversations that occurred during FY 2019 and centered on the strengths and areas of needed growth for FCC. Since 2020, the primary focus has been on reducing racial equity gaps for African American and Hispanic/Latinx students. The College identified that the highest success gaps were among male students of color, which will be addressed in FY 2024 and beyond.

2) **How are these equity gaps uncovered/discovered/identified at your institution and how are they shared with your community?**
   FCC has been disaggregating access and success data with minoritized student groups such as race/ethnicity and gender for a few years prior to the development of the Racial Equity Gap Plan. The data revealed that the highest performance gaps were among Black/African American and Hispanic/Latinx students compared to the other racial/ethnic groups. As a result, in 2020-2021, the BOT prioritized closing the success and access gaps for these two racial groups compared to White and all other students.

   FCC has developed several racial equity dashboards and has made them accessible to College employees with the expectation that the departments use them to get data to develop interventions to improve student success and access for Black/African American and Hispanic/Latinx students. FCC has prioritized closing the success and access equity gaps that these two student groups continue to experience. These dashboards have been developed to provide data for the 16 Key Performance Indicators addressing closing racial equity gaps.

3) **What interventions have been implemented to eliminate these gaps?**
Measuring Equity Gaps:

How has your institution used disaggregated data to identify equity gaps in students' educational opportunities and outcomes?

In FY 2023, FCC used disaggregated data and focused on the following to close the equity gap by FY 2025.

- Updated and reviewed data on 16 racial equity gap indicators associated

with their benchmarks and developed several intervention strategies.

- Continued to train faculty Equity Scholars in culturally relevant, conscious, and responsive classrooms.
- Conducted student and employee surveys on diversity, equity, and inclusion.

4) **What stakeholder engagement (students, faculty, staff, etc.) is used to collect and review this data?**

Equity Scholars collect qualitative data from their students through surveys to identify students' perceptions of the use of culturally responsive principles in their course and the impact of the principles on their comfort level, confidence, and success. Surveys are also provided to Equity Scholars at the end of each semester to determine areas of strengths and opportunities for ongoing or new work related to teaching–and reaching–students.

Additionally, Equity Scholars developed a rubric for identifying culturally responsive principles in syllabi and assignments. The rubrics were converted to checklists used in peer observations of Equity Scholars' virtual and face-to-face classes. Scholars used the feedback to determine strengths and opportunities for growth in their teaching.

5) **Does your institution set goals/benchmarks in regard to the elimination of equity gaps? If so, what steps does your institution take to ensure accountability in meeting the established goals/benchmarks of equity?**

The College has set benchmarks for 16 indicators to achieve by FY 2025 to close the racial equity gap. The Racial Equity Strategic Action Team (RESAT) monitors these goals. The subcommittees are Benchmarking, Dual Enrollment, High Impact Practices, Institutional Interventions, and Professional Development.

Community Outreach and Impact

CEWD initiated a training apprenticeship program in collaboration with the Asian American Center of Frederick County to address the need for community health workers to equip individuals with the necessary skills and knowledge to serve as community health workers. In addition, the training promoted healthcare programs and pathways to all high schools in Frederick County. Faculty and staff conducted visits and information sessions to raise awareness and inform students about potential healthcare career paths. Additional efforts included:

- The Adult Education & ESOL team developed and ran two new "Spanish for Staff" courses to improve communication skills for Judy Center employees in Frederick County.
- Under the support of the Department of Labor (DOL) Adult Ed/ESOL grant, the development of the IET (Integrated Education and Training) program continued with a focus on creating pathways to careers such as Commercial Driver's License (CDL) and healthcare professions.
- The Mid-Atlantic Center for Emergency Management & Public Safety (MACEM&PS) participated in three local Homeland Security and Emergency Preparedness (HSEP) Parent Advisory Council (PAC) organizations in the local school systems. These efforts aimed to promote collaboration and ensure effective

implementation of the HSEP programs within the community.

FCC participated in a pilot program with Jobs for the Future with the American Association of Community Colleges. The College will engage local employers to revisit the wording of job requirements that include a bachelor's degree when it may not be required for employees to be successful. The goal is to work with employers to remove wording that may exclude individuals who may possess the necessary skills and abilities for a job but might lack a bachelor's degree. Part of this partnership includes integrating the Stellarworx platform into Career Services offerings; this platform is for job seekers and employers offering living wage jobs that do not require a bachelor's degree.

FCC partnered with Empowered to Live to provide free hands-on trade training to Frederick residents aged 16 to 24. The training was part of Project GUIDE (Geared to Understanding and Identifying Desired Employment) and was a five-week program that offered participants basic construction skills training.

FCC hosted a lively celebration during Hispanic Heritage Month with Francisco Ayala, a Member of the Governor's Commission on Hispanic Affairs who attended the event. The event honored the rich cultural traditions and contributions made by Hispanic/Latinx populations by displaying music, art, crafts, food, dances, and games representative of the diverse backgrounds and lived realities of this important population in our community.

A group of 18 FCC honors students teamed up with Hood College honors students for an annual service project to clean up a waterway in Rock Creek, Maryland. This year, the team removed 1,300 pounds of trash that filled a dumpster provided by The City of Frederick.

FCC has partnered with the City of Frederick Department of Economic Development and the Frederick County Office of Economic Development to offer a free Food Business Entrepreneurship Program. Forty applicants were selected to participate in the inaugural program each week. The City of Frederick Department of Economic Development and the Frederick County Office of Economic Development covered all class costs.

FCC and the Arc of Frederick County held a free event for local businesses to promote the inclusion of individuals with developmental disabilities in the workplace. The Frederick County Employment Summit allowed attendees to network with area service providers and local companies, learn about models of successful inclusion in the workplace, understand how to employ and support individuals with developmental disabilities, and connect with local resources that support these individuals.

Frederick Community College Degree Progress Four Years after Initial Enrollment Fall 2018 Entering Cohort

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	1142		581		333		228	
2	Number attempting fewer than 18 hours over first 2 years	372		170		42		160	
3	Cohort for analysis (Line 1 – Line 2)	770	100.0%	411	100.0%	291	100.0%	68	100.0%
4	Earned Associate degree from this community college	308	40.0%	208	50.6%	93	32.0%	7	10.3%
5	Earned certificate, but no degree, from this community college	13	1.7%	5	1.2%	4	1.4%	4	5.9%
6	Total associate and certificate graduates (Line 4 + Line 5)	321	41.7%	213	51.8%	97	33.3%	11	16.2%
7	Transferred to Maryland two-year/technical college	33	4.3%	15	3.6%	16	5.5%	2	2.9%
8	Transferred to Maryland public four-year college	209	27.1%	150	36.5%	53	18.2%	6	8.8%
9	Transferred to Maryland private four-year college or university	29	3.8%	16	3.9%	12	4.1%	1	1.5%
10	Transferred to out-of-state two-year/technical college	18	2.3%	5	1.2%	11	3.8%	2	2.9%
11	Transferred to out-of-state four-year college or university	95	12.3%	67	16.3%	21	7.2%	7	10.3%
12	Total transfers (sum of Lines 7 - 11)	384	49.9%	253	61.6%	113	38.8%	18	26.5%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	213	27.7%	156	38.0%	54	18.6%	3	4.4%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	492	63.9%	310	75.4%	156	53.6%	26	38.2%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	38	4.9%	12	2.9%	23	7.9%	3	4.4%
16	Successful transition to higher ed (Line 14 + Line 15)	530	68.8%	322	78.3%	179	61.5%	29	42.6%
17	Enrolled at this community college last term of study period	49	6.4%	16	3.9%	29	10.0%	4	5.9%
18	Successful or persisting (Line 16 + Line 17)	579	75.2%	338	82.2%	208	71.5%	33	48.5%

Frederick Community College Degree Progress Four Years after Initial Enrollment Fall 2018 Entering Cohort

		African American Students		Asian Students		Hispanic Students		White Students (optional data)	
1	First-time full- and part-time fall headcount	179		57		189		713	
2	Number attempting fewer than 18 hours over first 2 years	66		15		67		223	
3	Cohort for analysis (Line 1 – Line 2)	113	100.0%	42	100.0%	122	100.0%	490	100.0%
4	Earned Associate degree from this community college	35	31.0%	19	45.2%	46	37.7%	206	42.0%
5	Earned certificate, but no degree, from this community college	2	1.8%	0	0.0%	2	1.6%	9	1.8%
6	Total associate and certificate graduates (Line 4 + Line 5)	37	32.7%	19	45.2%	48	39.3%	215	43.9%
7	Transferred to Maryland two-year/technical college	4	3.5%	1	2.4%	8	6.6%	20	4.1%
8	Transferred to Maryland public four-year college	34	30.1%	14	33.3%	25	20.5%	136	27.8%
9	Transferred to Maryland private four-year college or university	2	1.8%	4	9.5%	3	2.5%	20	4.1%
10	Transferred to out-of-state two-year/technical college	2	1.8%	0	0.0%	6	4.9%	10	2.0%
11	Transferred to out-of-state four-year college or university	10	8.8%	5	11.9%	15	12.3%	64	13.1%
12	Total transfers (sum of Lines 7 - 11)	52	46.0%	24	57.1%	57	46.7%	250	51.0%
13	Graduated from this college and transferred (Line 6 ⊓ Line 12)	20	17.7%	16	38.1%	30	24.6%	146	29.8%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	69	61.1%	27	64.3%	75	61.5%	319	65.1%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	8	7.1%	1	2.4%	9	7.4%	20	4.1%
16	Successful transition to higher ed (Line 14 + Line 15)	77	68.1%	28	66.7%	84	68.9%	339	69.2%
17	Enrolled at this community college last term of study period	10	8.8%	1	2.4%	11	9.0%	27	5.5%
18	Successful or persisting (Line 16 + Line 17)	87	77.0%	29	69.0%	95	77.9%	366	74.7%

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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 2019	Fall 2020	Fall 2021	Fall 2022
A Fall credit enrollment				
a. Unduplicated headcount	6,129	5,756	5,389	5,811
b. Percent of students enrolled part time	69.9%	70.1%	71.5%	71.0%

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
B First-time credit students with developmental education needs	19.2%	15.9%	17.6%	22.4%
Note: Attending higher education for the first time, excludes high school student attendance				

	FY 2019	FY 2020	FY 2021	FY 2022
C Credit students who are first-generation college students (neither parent attended college)	27.4%	25.9%	26.0%	26.0%

	FY 2019	FY 2020	FY 2021	FY 2022
D Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	2,957	2,485	1,233	1,557

	FY 2019	FY 2020	FY 2021	FY 2022
E Credit students receiving financial aid				
a. Receiving any financial aid	28.2%	29.3%	25.9%	26.5%
b. Receiving Pell grants	15.0%	15.4%	15.0%	15.9%

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
F Students 25 years old or older				
a. Credit students	25.5%	24.4%	23.2%	20.7%

	FY 2019	FY 2020	FY 2021	FY 2022
b. Continuing education students	67.8%	66.8%	70.0%	68.0%

	FY 2020	FY 2021	FY 2021	FY 2022
G Credit students employed more than 20 hours per week	53.0%	60.0%	61.0%	68.0%

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
H Credit student racial/ethnic distribution				
a. Hispanic/Latino	13.1%	13.8%	15.3%	16.1%
b. Black/African American only	13.0%	12.8%	12.6%	13.7%
c. American Indian or Alaskan native only	0.2%	0.2%	0.2%	0.2%
d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.1%	0.1%
e. Asian only	4.6%	4.6%	5.3%	5.8%
f. White only	62.6%	59.1%	58.3%	55.9%
g. Multiple races	5.4%	5.6%	5.5%	5.9%
h. Foreign/Non-resident alien	0.9%	3.8%	2.7%	2.4%
i. Unknown/Unreported	0.1%	0.1%	0.1%	0.0%

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
I Credit student distance education enrollment				
a. Enrolled exclusively in distance education	13.6%	27.5%	31.6%	18.6%
b. Enrolled in some, but not all, distance education	24.2%	37.2%	26.4%	35.0%
c. Not enrolled in any distance education	62.1%	35.3%	42.0%	46.4%

	FY 2019	FY 2020	FY 2021	FY 2022
J Unrestricted revenue by source				
a. Tuition and fees	37.8%	35.6%	30.9%	28.9%
b. State funding	21.9%	22.8%	21.4%	24.2%
c. Local funding	37.3%	38.5%	38.8%	39.7%
d. Other	3.1%	3.1%	8.9%	7.2%

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		FY 2019	FY 2020	FY 2021	FY 2022	
K	Expenditures by function					
	a. Instruction	48.9%	48.9%	49.2%	48.5%	
	b. Academic support	2.2%	2.5%	2.5%	2.4%	
	c. Student services	14.7%	16.1%	13.5%	13.6%	
	d. Other	34.2%	32.5%	34.8%	35.5%	

Goal 1: Access

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
1	Annual unduplicated headcount					
	a. Total	14,746	13,898	11,209	12,351	**14,746**
	b. Credit students	8,636	8,690	8,017	7,651	**8,636**
	c. Continuing education students	6,453	5,558	3,516	5,046	**6,836**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
2	Market share of first-time, full-time students	52.6%	51.2%	46.3%	44.9%	**52.6%**
	Note: Attending higher education for the first time, excludes high school student attendance					

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
3	Market share of part-time students	75.5%	74.2%	73.8%	75.6%	**75.5%**

		Fall 2018	Fall 2019	Fall 2020	Fall 2022	Benchmark Fall 2024
4	Market share of recent, college-bound high school graduates	52.0%	57.8%	57.5%	52.4%	**57.8%**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
5	High school student enrollment	1,436	1,509	1,481	1,837	**1,660**

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	6,522	7,820	15,103	11,830	**6,787**
	b. Continuing education, online	485	528	650	758	**607**
	c. Credit, hybrid	3,406	3,430	4,765	5,064	**3,576**
	d. Continuing education, hybrid	47	57	480	411	**66**

		FY 2020	FY 2021	FY 2022	FY2023	Benchmark FY 2026
7	Tuition and mandatory fees					
	a. Annual tuition and fees for full-time students	4,579	4,669	4,717	4,717	**NA**
	b. Percent of tuition/fees at Md public four-year institutions	47.3%	48.3%	48.0%	47.0%	**47.5%**
	Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	2,797	2,464	1,138	2,175	**2,895**
	b. Annual course enrollments	6,262	5,720	2,812	4,310	**6,119**

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	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	1,597	1,424	704	1,038	**1,616**
b. Annual course enrollments	3,618	3,167	1,651	1,972	**3,620**

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
10 Adult education student achievement of:					
a. At least one ABE educational functioning level	22.0%	26.6%	19.4%	31.5%	**25.0%**
b. At least one ESL educational functioning level	43.9%	30.8%	51.4%	58.9%	**47.0%**
Note: Not reported if < 50 students in the cohort					

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
11 Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	38.8%	38.2%	37.1%	42.8%	**43.0%**

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
b. Percent nonwhite continuing education enrollment	28.5%	27.3%	35.8%	35.0%	**34.0%**

	July 2019	July 2020	July 2021	July 2022	Benchmark Not Required
c. Percent nonwhite service area population, 15 or older	25.8%	26.8%	28.1%	30.0%	**NA**

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
12 Percent minorities (nonwhite) of full-time faculty	16.8%	17.1%	20.4%	24.0%	**23.0%**

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
13 Percent minorities (nonwhite) of full-time administrative and professional staff	15.8%	20.0%	18.4%	17.5%	**23.0%**

Goal 2: Success

	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Benchmark Fall 2024 Cohort
14 Fall-to-fall retention of first-time students					
a. All first-time students	56.3%	55.0%	57.1%	60.8%	**62.0%**
b. Pell grant recipients	61.0%	56.1%	64.9%	63.3%	**62.0%**
c. Developmental students	62.3%	56.5%	57.6%	61.1%	**62.0%**
d. College-ready students	58.6%	65.1%	63.5%	68.5%	**62.0%**
Note: Attending higher education for the first time, excludes high school student attendance					

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	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	68.6%	70.5%	61.4%	59.4%	**71.0%**

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	84.8%	86.9%	82.9%	82.2%	**90.0%**
b. Developmental completers	71.9%	76.9%	73.2%	71.5%	**75.0%**
c. Developmental non-completers	45.0%	62.1%	37.7%	48.5%	**NA**
d. All students in cohort	75.8%	80.4%	76.1%	75.2%	**80.0%**

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	77.0%	82.9%	81.8%	74.7%	**NA**
b. Black/African American only	67.6%	74.2%	71.8%	77.0%	**NA**
c. Asian only	78.4%	71.2%	N/A	N/A	**NA**
d. Hispanic/Latino	77.7%	79.4%	74.0%	77.9%	**NA**

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

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	81.7%	82.9%	78.4%	75.4%	**86.0%**
b. Developmental completers	60.2%	60.7%	60.4%	53.6%	**59.7%**
c. Developmental non-completers	35.0%	51.7%	31.1%	38.2%	**NA**
d. All students in cohort	67.9%	70.0%	68.3%	63.9%	**70.0%**

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	70.7%	72.4%	74.5%	65.1%	**NA**
b. Black/African American only	59.5%	62.1%	62.2%	61.1%	**NA**
c. Asian only	74.5%	66.1%	N/A	N/A	**NA**
d. Hispanic/Latino	61.2%	69.5%	65.0%	61.5%	**NA**

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

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	1,024	1,007	1,050	1,131	**1,043**
b. Career degrees	197	202	214	206	**NA**
c. Transfer degrees	660	660	697	600	**NA**
d. Certificates	167	145	139	125	**NA**
e. Unduplicated graduates	915	910	957	931	**NA**

	AY 18-19	AY 19-20	AY 20-21	AY 22-23	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	85.0%	87.0%	85.0%	87.7%	**87.0%**

	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year	40.8%	42.7%	44.1%	40.7%	**43.0%**

Goal 3: Innovation

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Registered Nursing	90.8%	97.1%	86.0%	87.3%	80.0%
Number of Candidates	65	68	58	79	
b. Respiratory Care	78.9%	71.4%	52.6%	72.2%	80.0%
Number of Candidates	19	14	19	18	
Note: Not reported if <5 candidates in a year					

	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	Benchmark Not Required
24 Graduates employed within one year	84.0%	82.0%	81.0%	81.0%	**NA**

	FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	$ 17,052	$ 19,200	$ 22,752	$ 20,800	**NA**
b. Median annualized income three years after graduation	$ 43,392	$ 44,968	$ 44,552	$ 51,488	**NA**

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	2,299	1,905	1,674	2,328	**2,690**
b. Annual course enrollments	3,250	2,671	2,424	2,786	**4,015**

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	1,362	1,045	953	1,220	**1,594**
b. Annual course enrollments	1,605	1,194	1,350	1,483	**1,983**

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	899	742	658	915	**1,102**
b. Annual course enrollments	1,288	886	725	1,155	**1,526**

Note: NA designates not applicable
* designates data not available

Garrett College Performance Accountability Report for the Maryland Higher Education Commission (MHEC) August 2023

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 had an unduplicated credit headcount of 775 in FY2023, which is a 1.8% decrease from FY2022 and a 9.4% decrease from FY20 (pre-Covid-19 pandemic numbers). The effects of Covid-19 continue to impact community college downward enrollment trends. The college's principal service area is Garrett County, Maryland (population 28,702 according to the July 1, 2022 census data, which is a 0.43% decrease from 2021), but it also draws students from several surrounding counties in West Virginia and Pennsylvania. Although hours enrolled increase by 1% in FY22, the mix is skewed that ~65% of the tuition revenue from these credit hours is from in-county tuition. The college is in the process of implementing multiple strategies to increase the out-of-county and out-of-state tuition revenue.

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.

Student Characteristics
The College's fall 2022 enrollment included 367 students in degree and certificate programs, 198 dual-enrolled high school students (34% of total headcount), and 14 students with undeclared majors. A little more than half of Garrett College credit students (52.5%) attend full-time. Most of the college's out-of-county and out-of-state students, including athletes, reside in Garrett and Laker Halls as GC is one of two community colleges in the state with on-campus housing. As shown in Table 1 below, Garrett College offered a total of 16 transfer and career degree

programs and two certificate programs during the 2022-2023 academic year. GC is awaiting MHEC approval to offer a Health Science Certificate in fall 2023. Graduation and transfer rates for the 2013-2019 cohorts are shown in Table 2 below.

Table 1: Degree & Certificate Programs

Program	Enrollment Fall 2022	Program	Enrollment Fall 2022
Addictions Counseling (A.A.S.)	7	General Studies (A.A.)	83
Outdoor Leadership & Adventure (A.A.S.)^	13	General Studies – Allied Health Prof.*	36
Arts & Sciences Transfer (A.A.)	50	Nat. Resources & Wildlife Tech. (A.A.S.)	27
Business Administration (A.A.)	22	Sport Management (A.A.S.)	29
Business & Info. Technology (A.A.S.)	34	Teacher Education (A.A.)	11
Computer Science (A.S.)	9	Elementary Ed./Special Ed. (A.A.T.)	6
Cybersecurity (A.A.S.)	20	Cybersecurity (Certificate)	2
Early Childhood Ed./Special Ed. (A.A.T.)	1	Paramedic Studies (A.A.S.)	8
Electrical Engineering (A.S.E) (discontinued)	1	Professional Technical Studies – Machining (A.A.S.)	2
Engineering Transfer (A.S.)	3	Paramedic (Certificate)#	0

^ Previously Adventure Sports Management (A.A.S.)

* Allied Health Professions Non-Degree 1+1 Transfer Program to Allegany College of Maryland

#Non-credit program also offered for credit

Table 2: Graduation and Transfer Rates

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%	29%	33%
2018	18%	28%	31%	23%
2019	23%	32%	TBD	22%
Average	**17.6%**	**28%**	**29.5%**	**29%**

The student body is predominantly white, but the College enrolls a minority population (on average 20-25%) that is proportionally much larger than that of its service area, which is less than 4% (non-white). Fall 2022 seemed to return to some normalcy. Several changes based on data are being implemented. Fall 2023 will offer students corequisite courses instead of developmental courses. There will be a supplemental remedial portion for extra assistance, but

the students will be mainstreamed into heterogenous credit-bearing college-level classes. The anticipated result is better retention numbers especially from fall to spring, and a decrease in transfers. The Allied Health ACM transfer program will result in successful transfers. A new turf multi-sport field is being constructed and women's soccer begins in fall 2023.

GC employed 21 full-time faculty members as well as a number of adjunct instructors during the 2022-2023 academic year. For the fall 2022 semester, 60% of the course offerings were taught by full-time faculty.

Institution's Contributions Toward the Goals and Strategies Outlined in the 2022 Maryland State Plan for Higher Education, "2022 State Plan"

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 FY2021-FY2025 Strategic Plan align with the "2022 State Plan's" goals of Student Access, Student Success, and Innovation.

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.

Academics and workforce development staff are supporting accessibility through initiatives to enable students to transition between credit and noncredit more seamlessly by investigating new programs, such as the paramedic program. Academics is working with the Garrett County Public Schools to assist with the implementation of Blueprint and making Garrett College easily accessible for assistance with their chosen pathway. The elimination of the developmental program not only removes barriers for students with remedial needs, but provides them with the opportunity to learn in a heterogeneous classroom while getting supplemental and complementary support. Students can earn credit for college-level courses while not going

deeper into debt if they are not successful in developmental courses. This lack of success also lowers their self-worth and motivation. Finally, the director of financial aid, and financial aid office staff, assist students with submitting their FAFSA at various workshops to ensure they are receiving financial assistance via PELL, Maryland Promise, and the Garrett County Scholarship Program.

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

Garrett College continually strives to use data to make data-driven decisions with respect to ensuring student success. The Advising and Academic Success Center (AASC) and marketing's graphic designer collaborated to created academic maps (student-friendly program guides for each of GC's credit program). Each map incorporates pertinent program, advising, transfer, GER, sequencing, and other information relative to the program.
https://garrettcollege.libguides.com/AdvisorResources/AcademicMaps

The fall 2021 cohort fall-to-fall retention for college-ready students (Indicator 14d) of 59.3% increased by 6.9%, but still missed the new fall 2024 cohort benchmark by 15.7%. The retention for all students (indicator 14a), Pell grant recipients (Indicator 14b), and developmental students (Indicator 14c) all increased by 5-10% from the fall 2020 cohort and is trending towards the fall 2024 cohort benchmark.

Of the students in the entering fall 2018 cohort with at least one area of developmental need (Indicator 15), 52.3% completed all recommended developmental course work after four years, 17.7% below the fall 2021 cohort benchmark of 70%. The successful-persister rate after four years for developmental completers (Indicator 16b) is 67.3%, 15.7% below the benchmark of 83% and 6.2% below the fall 2017 cohort. Some of this may be attributed to the COVID-19 pandemic as spring 2020 was only two years into this four-year data point. It is very difficult to teach and learn developmental course work virtually. Many students during the pandemic transferred or dropped out of school. This data may be skewed since this cohort's midpoint of the four years fell in the prime of the Covid-19 pandemic. For the fall 2018 cohort, Garrett's successful-persister rate (Indicator 16a) for college-ready students decreased by 3.2%. The successful-persister rate for developmental non-completers (Indicator 16c) increased by 1.7% from fall 2017's cohort. This can be attributed to a small increase in the number of students who transferred back to their local community college during spring 2020 to spring 2021. A small change results in a bigger percentage change for GC since our cohorts are smaller. This data is one of the reasons GC is eliminating the developmental program and transitioning to a corequisite model that will offer not only supplemental developmental support but also complementary with an integrated developmental support person participating in the course.

For all students, the successful-persister rate (Indicator16d) was 71.1%, 8.9% below the 80% benchmark and 6.8% above the fall 2017 cohort. The graduation/transfer rate for college-ready students (Indicator 18a) for the fall 2018 cohort was 86.2%, exceeding the fall 2021 benchmark of 80%, but 1.3% below the fall 2016 cohort. The graduation/transfer rate for developmental completers (Indicator 18b) was 45.5%, which was 24.7% below the fall 2017 cohort. The "all students" cohort (Indicator 18d) also missed respective fall 2021 benchmark of 69% by 6.6%. The graduation/transfer rate for developmental non-completers (Indicator 18c) decreased to 25.8% for the fall 2018 cohort, 23.0% lower than the fall 2015 cohort. This indicator is not benchmarked; however, could still be an aftereffect of the Covid-19 pandemic as most students would be working on their developmental courses potentially during those first two years.

Spring assessment workshops held in May 2023 utilized the new curriculum maps from the spring 2022 workshop. These initial course assessments for each program helped to establish a baseline to assess longitudinally moving forward.

For FY2022, the College awarded a total of 110 associate degrees: 37 career (A.A.S.) degrees and 67 transfer (A.A., A.A.T., A.S., A.S.E) degrees (Indicators 20a, b, and c). Many students withdrew in spring of 2020 because of the Covid-19 pandemic and the conversion of courses to an online virtual environment. The College offers relatively few certificate programs and typically awards just a handful of certificates but saw an increase of 4 to 6 certificates awarded in FY2022.

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

Garrett College's transition to a corequisite model in the fall 2023 will need to be assessed to determine how it improves student success. Faculty continue to convert textbooks to Open Educational Resources (OERs) to assist with financial access to higher education.

Identifying Long-term Equity Gaps:

o What are the largest long-term equity gaps that exist in student access, success, and innovation in your institution? Please note the long-term equity gaps refers to the inequities that existed long before the COVID-19 pandemic and persisted over the years.
On average, 85% of Garrett College students receive financial aid, 35-40% receive Pell grants, and about 30% are self-reported first-generation college students. Combined with a non-white student population of 20% in a 96% white county that is economically depressed and not culturally diverse, there are a number of equity gaps. Each fall about 30-40% of first-time credit students enter GC with developmental needs. The greatest percentage of developmental students reside in the residence halls and less than 50% of these students are retained the following fall. Of the developmental completers, ~70% persist, while only ~29% of non-completers persist. The students in the percentage of non-completer persisters tend to transfer back to their local community college to continue their developmental courses.

As part of the Appalachian region, Garrett County is a rural jurisdiction with a large farming community and an older, predominantly white population. The college makes continuing attempts to diversify faculty and staff; however, the lack of a diverse environment has made successfully attracting a diverse employment base exceedingly difficult.

o How are these equity gaps uncovered/discovered/identified at your institution and how are they shared with your community?
The equity gaps are identified via assessment, academic performance, graduation numbers, PAR indicators; the PAR degree progress analysis, IPEDS, and college research. Also, administering student and athletic surveys, conducting focus groups, and participating in the Community College Survey of Student Engagement (CCSSE) are used to better understand equity gaps. They are shared in the community at the GC Board of Trustees meetings and through participation on multiple community organizations such as the NAACP; Community Action; and the Chamber of Commerce. The Garrett College web page, https://www.garrettcollege.edu/disclosure-student-diversity.php, also shares data.

o What interventions have been implemented to eliminate these gaps?
Guest lecturers, multiple means of tutoring, 'STARS advocates' (mentors), and the Students in Need Group (SING) offer support in the form of awareness, mentoring, academic assistance, and supplying food, clothing, and school supplies. The one area that needs to be readdressed is an on-site counselor as many students are experiencing stress, depression, and mental health issues.

Academics, with the support of the Director of Analytics, Institutional Research, and Assessment, will be transitioning to a corequisite model and eliminating the developmental program in fall 2023. IR and academics will assess this transition and how it eliminates barriers to student success and the potential positive financial implications. Academics and Advising are using program maps and guided pathways to intervene and provide additional support.

The Director of Equity and Compliance coordinates DEI initiatives which align with the college's mission and strategic plan. The college also publishes a DEI statement online at https://www.garrettcollege.edu/images/about/equity-and-compliance/gc-dei-statement.pdf.

Measuring Equity Gaps:

o How has your institution used disaggregated data to identify equity gaps in students' educational opportunities and outcomes?
Garrett College used disaggregated data specifically from a GC's administrator's doctoral capstone, 'Recommendations to Improve the Student Matriculation Success Rate from Developmental Courses to College-Level Courses at Garrett College' in March 2022. This resulted in Garrett College's transition to a corequisite course model for students not college ready in English and math. The new model will be introduced in fall 2023. PAR degree progress analysis data is also used for identifying equity gaps. Because of our small race and ethnicity samples, it is hard to disaggregate the data too far as it would be unethical and possibly compromise students' identification.

o What stakeholder engagement (students, faculty, staff, etc.) is used to collect and review this data?
Faculty and administrators, including, IR, Student Life, HR, Academics, Student Affairs, Director of Equity and Compliance, and the President collect and review disaggregated data from formal program reviews and various assessments to assist with making changes in teaching modalities, pedagogy, and both student learning outcomes (SLOs) in courses and program learning outcomes (PLOs). We have engaged students in many focus groups to better understand their concerns and hopes regarding DEI.

Garrett College also works with the Garrett County Public Schools by providing educational resources for career pathways, high school dual enrollment, and Blueprint. We are also investigating how to assist with college preparedness for our local high school students who have developmental needs by working with them while still in high school.

o Does your institution set goals/benchmarks in regard to the elimination of equity gaps? If so, what steps does your institution take to ensure accountability in meeting the established goals/benchmarks of equity?
This ties directly to Strategic Plan and Mission. Goal setting and initiatives start at the top with the President and the Director of Equity and Compliance as well as the four deans.

Goal 2: Implement innovative best practices, designed to increase enrollment, improve retention, and enable student success.
The deans of student affairs and academic affairs met with students in April 2022 to discuss hurdles. The EDI Committee sets goals and strategies with identified objectives for each year as part of creating the Cultural Diversity Report for the State. The college can learn and better understand needs and concerns from assessing survey results and input gathered at listening sessions. Although the data may not be quantitative, the qualitative data provides valuable information for the college to assist in creating action plans for continuous improvement.

The college also offers diverse programming for students and the community through the Joan Crawford Lecture Series (JCLS), which features a minimum of three lectures each fall and spring semester.

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 FY2022. Garrett College has a landing page specifically for Community and Campus. It can be found at https://www.garrettcollege.edu/community-home.php.

Community Conversations
The Garrett College Library hosts the JCLS with rotating speakers and topics. The presentations are offered free of charge and the general public and community members are invited to attend. Lectures are livestreamed on the Garrett College YouTube channel, with a link posted to the college's Facebook page. This year's presentations included: GC's sociology professor, Dr. Michele Buday-Murray, who spoke on her study of protected populations; Frostburg State Professor Dr. Greg Wood, examining the Flint strikes; and Eric 'Monstalung' Jordan, a former GC student and basketball player. Jordan introduced himself as "a hip-hop artist" rather than as the program coordinator for West Virginia University's Center for Black Culture and Research. He spoke about stating your passion first and putting in the extra effort before you can embrace your journey. Dr. Robert McCoy, who serves as director of Alaska-based Geophysical Institute, presented arctic research, and two Garrett College faculty, Dr. Jeff Reitz and Dr. John Taylor presenting "Life on the Autism Spectrum: a Personal Perspective."

Performing Arts Center (PAC)
The Performing Arts Center at Garrett College's grand opening was celebrated on December 3, 2022. The PAC provides social, educational, cultural and economic benefits to the community. While Garrett College is responsible for managing the facility, the College is just one of five founding PAC partners. Garrett County Government, Garrett County Public Schools (GCPS), Garrett Lakes Arts Festival (GLAF), and Garrett County Arts Council (GCAC) are the other founding partners. GLAF had a series of events and performances and both Northern Garrett and Southern Garrett high schools performed their winter and spring plays and other events this year at the PAC.

Multipurpose Turf Field
Garrett College broke ground this spring on the current baseball field for a multipurpose turf field for GC athletic teams including baseball, softball, and the newly formed women's soccer

team (which will have its first season in fall 2023). The new field will offer the opportunity to host a wide variety of youth sports and camps for the community.

Accountability Indicators

Garrett College's Board of Trustees approved data and benchmarks/goals for each indicator and degree progress analysis indicators for the fall 2018 cohort, which are attached in the GC 2023 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 August 15, 2023.

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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 2019	Fall 2020	Fall 2021	Fall 2022
A	Fall credit enrollment				
	a. Unduplicated headcount	651	626	578	579
	b. Percent of students enrolled part time	36.7%	46%	50%	48.2%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
B	First-time credit students with developmental education needs	45.7%	42.6%	29.4%	32.3%

		FY 2019	FY 2020	FY 2021	FY 2022
C	Credit students who are first-generation college students (neither parent attended college)	30%	32.9%	28.4%	27.6%

		FY 2019	FY 2020	FY 2021	FY 2022
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	N/A	N/A	1*	N/A

*ESL student in the program, no courses offered same for FY22

		FY 2019	FY 2020	FY 2021	FY 2022
E	Credit students receiving financial aid				
	a. Receiving any financial aid	88.5%	85.9%	82.7%	87.8%
	b. Receiving Pell grants	36.6%	38.6%	29.2%	39.7%

		FY 2019	FY 2020	FY 2021	FY 2022
F	Students 25 years old or older				
	a. Credit students	10.9%	9.6%	10.0%	9.7%

		FY 2019	FY 2020	FY 2021	FY 2022
	b. Continuing education students	84.3%	84.7%	84.00%	80.2%

		FY 2019	FY 2020	FY 2021	FY 2022
G	Credit students employed more than 20 hours per week	32.3%	*	*	*

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	1.20%	1.76%	3.29%	3.1%
	b. Black/African American only	17.20%	14.90%	9.69%	9.3%
	c. American Indian or Alaskan native only	0.15%	0.16%	0.52%	0.3%
	d. Native Hawaiian or other Pacific Islander only	0.31%	0.16%	0.00%	0.0%
	e. Asian only	0.31%	0.64%	0.69%	0.5%
	f. White only	76.80%	78.27%	82.35%	81.3%
	g. Multiple races	2.76%	3.00%	1.90%	3.1%
	h. Foreign/Non-resident alien	1.20%	0.47%	0.17%	0.5%
	i. Unknown/Unreported	0%	0.80%	1.38%	1.7%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
I	Credit student distance education enrollment				
	a. Enrolled exclusively in distance education	8.0%	30.0%	20.6%	8.5%
	b. Enrolled in some, but not all, distance education	44.0%	55.0%	56.7%	42.1%
	c. Not enrolled in any distance education	47.0%	15.0%	22.7%	49.4%

		FY 2019	FY 2020	FY 2021	FY 2022
J	Unrestricted revenue by source				
	a. Tuition and fees	25.0%	25.5%	24.0%	22.6%
	b. State funding	28.5%	29.2%	33.0%	34.3%
	c. Local funding	34.0%	34.6%	38.0%	38.5%
	d. Other	1.4%	3.4%	5.0%	4.5%

		FY 2019	FY 2020	FY 2021	FY 2022
K	Expenditures by function				
	a. Instruction	30.9%	29.5%	30.3%	30.6%
	b. Academic support	8.4%	6.5%	6.9%	6.8%
	c. Student services	18.4%	18.1%	17.8%	18.6%
	d. Other	42.3%	45.9%	45.0%	44.0%

Goal 1: Access

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
1	Annual unduplicated headcount					
	a. Total	4,663	3,654	2811	3191	**5,000**
	b. Credit students	835	856	797	789	**900**
	c. Continuing education students	3,877	2,850	2053	2446	**4,100**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
2	Market share of first-time, full-time freshmen	72.8%	80.5%	83.5%	79.7%	**80.0%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
3	Market share of part-time undergraduates	69.5%	71.6%	78.6%	37.7%	**70%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Benchmark Fall 2024
4	Market share of recent, college-bound high school graduates	75.7%	69.2%	80.60%	78.9%	**83.0%**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
5	High school student enrollment	147	196	179	198	**200**

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	1,097	1,793	2,969	2362	**1,900**
	b. Continuing education, online	22	150	405	637	**100**
	c. Credit, hybrid	287	426	140	335	**500**
	d. Continuing education, hybrid	0	0	0	0	**NA**

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2026
7	Tuition and mandatory fees					
	a. Annual tuition and fees for full-time students	$4,470	$4,260	$4,260	$4,260	**NA**
	b. Percent of tuition/fees at Md public four-year institutions	47.3%	44.1%	43.4%	42.4%	**48.0%**
	Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

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		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	665	346	254	365	**750**
	b. Annual course enrollments	1,288	677	465	667	**1500**

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	99	80	50	54	**120**
	b. Annual course enrollments	154	140	80	97	**200**

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
10	Adult education student achievement of:					
	a. At least one ABE educational functioning level	24.5%	12.0%	*	*	**25.0%**
	b. At least one ESL educational functioning level	*	*	*	*	*

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
11	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	23.2%	21.8%	16.3%	16.8%	**28.0%**

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
	b. Percent nonwhite continuing education enrollment	1.7%	2.2%	2.5%	2.9%	**1.2%**

		Jul-19	Jul-20	July 2021	July 2022	Benchmark Not Required
	c. Percent nonwhite service area population, 15 or older	3.3%	3.3%	3.4%	4.0%	**NA**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
12	Percent minorities (nonwhite) of full-time faculty	5.0%	13.6%	8.7%	5.3%	**16.0%**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
13	Percent minorities (nonwhite) of full-time administrative and professional staff	3.4%	2.2%	0%	0.0%	**8.0%**

Goal 2: Success

		Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Benchmark Fall 2024 Cohort
14	Fall-to-fall retention					
	a. All students	55.5%	55.0%	45.9%	53.6%	**60.0%**
	b. Pell grant recipients	54.3%	50.0%	35.4%	45.0%	**57%**
	c. Developmental students	47.9%	52.0%	37.5%	42.6%	**60%**
	d. College-ready students	69.1%	74.8%	52.4%	59.3%	**75%**

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		Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
15	Developmental completers after four years	59.8%	66.7%	58.5%	52.3%	**70.0%**

		Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
16	Successful-persister rate after four years					
	a. College-ready students	95.2%	97.9%	91.7%	88.5%	**97.0%**
	b. Developmental completers	79.8%	69.6%	83.3%	67.3%	**83.0%**
	c. Developmental non-completers	48.8%	34.3%	27.3%	29.0%	**NA**
	d. All students in cohort	76.1%	70.3%	77.9%	71.1%	**80.0%**

		Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Not Required
17	Successful-persister rate after four years					
	a. White only	79.1%	76.0%	82.2%	76.5%	**NA**
	b. Black/African American only	71.1%	64.7%	66.7%	53.3%	**NA**
	c. Asian only	*	*	*	*	**NA**
	d. Hispanic/Latino	*	*	*	*	**NA**

Note: Garrett College had less then 50 for 17b

		Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
18	Graduation-transfer rate after four years					
	a. College-ready students	88.1%	87.5%	83.30%	86.2%	**80.0%**
	b. Developmental completers	68.7%	63.4%	70.20%	45.5%	**70.0%**
	c. Developmental non-completers	48.8%	34.3%	27.30%	25.8%	**NA**
	d. All students in cohort	68.5%	64.1%	68.20%	62.4%	**69.0%**

		Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Not Required
19	Graduation-transfer rate after four years					
	a. White only	69.1%	65.3%	72.9%	71.3%	**NA**
	b. Black/African American only	68.3%	63.2%	60.0%	42.2%	**NA**
	c. Asian only	*	*	*	*	**NA**
	d. Hispanic/Latino	*	*	*	*	**NA**

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

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
20	Associate degrees and credit certificates awarded					
	a. Total awards	103	95	110	110	**135**
	b. Career degrees	37	23	43	37	**NA**
	c. Transfer degrees	65	71	65	67	**NA**
	d. Certificates	1	1	2	6	**NA**
	e. Unduplicated graduates	103	95	110	110	**NA**

GARRETT COLLEGE
2023 ACCOUNTABILITY REPORT

		AY 18-19	AY 19-20	AY 20-21	AY 21-22	**Benchmark AY 2024-25**
21	First-year GPA of 2.0 or above at transfer institution	80.4%	83.7%	78.60%	96.0%	**85.0%**

		FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	**Benchmark FY 2024 Graduates**
22	Graduate transfers within one year	56.3%	63.1%	65.70%	64.6%	**65.0%**

Goal 3: Innovation

		FY 2019	FY 2020	FY 2021	FY 2022	**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 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	**Benchmark Not Required**
24	Graduates employed within one year	75.0%	81.0%	70.0%	75.0%	**NA**

		FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	**Benchmark Not Required**
25	Income growth of career program graduates					
	a. Median annualized income one year prior to graduation	$7,876	$10,292	$8,724	$7,316	**NA**
	b. Median annualized income three years after graduation	$23,324	$29,796	$26,820	$27,944	**NA**

		FY 2019	FY 2020	FY 2021	FY 2022	**Benchmark FY 2025**
26	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	3,386	2,557	1,866	2,174	**4000**
	b. Annual course enrollments	7,506	5,822	3,626	4,832	**8800**

GARRETT COLLEGE
2023 ACCOUNTABILITY REPORT

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	827	481	628	657	**1000**
b. Annual course enrollments	1,100	586	842	904	**2000**

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	2,294	1,784	1,108	1327	**3000**
b. Annual course enrollments	5,749	4,673	2,268	3486	**7000**

Note: NA designates not applicable
    * designates data not available

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	221		105		61		55	
2	Number attempting fewer than 18 hours over first 2 years	48		18		6		24	
3	Cohort for analysis (Line 1 – Line 2)	173	100.0%	87	100.0%	55	100.0%	31	100.0%
4	Earned Associate degree from this community college	65	37.6%	55	63.2%	10	18.2%	0	0.0%
5	Earned certificate, but no degree, from this community college	0	0.0%	0	0.0%	0	0.0%	0	0.0%
6	Total associate and certificate graduates (Line 4 + Line 5)	65	37.6%	55	63.2%	10	18.2%	0	0.0%
7	Transferred to Maryland two-year/technical college	19	11.0%	7	8.0%	7	12.7%	5	16.1%
8	Transferred to Maryland public four-year college	25	14.5%	18	20.7%	7	12.7%	0	0.0%
9	Transferred to Maryland private four-year college or university	3	1.7%	2	2.3%	1	1.8%	0	0.0%
10	Transferred to out-of-state two-year/technical college	9	5.2%	4	4.6%	2	3.6%	3	9.7%
11	Transferred to out-of-state four-year college or university	26	15.0%	23	26.4%	3	5.5%	0	0.0%
12	Total transfers (sum of Lines 7 - 11)	82	47.4%	54	62.1%	20	36.4%	8	25.8%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	39	22.5%	34	39.1%	5	9.1%	0	0.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	108	62.4%	75	86.2%	25	45.5%	8	25.8%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	15	8.7%	2	2.3%	12	21.8%	1	3.2%
16	Successful transition to higher ed (Line 14 + Line 15)	123	71.1%	77	88.5%	37	67.3%	9	29.0%
17	Enrolled at this community college last term of study period	0	0.0%	0	0.0%	0	0.0%	0	0.0%
18	Successful or persisting (Line 16 + Line 17)	123	71.1%	77	88.5%	37	67.3%	9	29.0%

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		African American Students		Asian Students		Hispanic Students		White Students (optional data)	
1	First-time full- and part-time fall headcount	55		0		0		148	
2	Number attempting fewer than 18 hours over first 2 years	10		0		0		33	
3	Cohort for analysis (Line 1 – Line 2)	45	100.0%	0	100.0%	0	100.0%	115	100.0%
4	Earned Associate degree from this community college	2	4.4%	0	#DIV/0!	0	#DIV/0!	59	51.3%
5	Earned certificate, but no degree, from this community college	0	0.0%	0	#DIV/0!	0	#DIV/0!	0	0.0%
6	Total associate and certificate graduates (Line 4 + Line 5)	2	4.4%	0	#DIV/0!	0	#DIV/0!	59	51.3%
7	Transferred to Maryland two-year/technical college	10	22.2%	0	#DIV/0!	0	#DIV/0!	9	7.8%
8	Transferred to Maryland public four-year college	4	8.9%	0	#DIV/0!	0	#DIV/0!	21	18.3%
9	Transferred to Maryland private four-year college or university	2	4.4%	0	#DIV/0!	0	#DIV/0!	0	0.0%
10	Transferred to out-of-state two-year/technical college	1	2.2%	0	#DIV/0!	0	#DIV/0!	6	5.2%
11	Transferred to out-of-state four-year college or university	1	2.2%	0	#DIV/0!	0	#DIV/0!	23	20.0%
12	Total transfers (sum of Lines 7 - 11)	18	40.0%	0	#DIV/0!	0	#DIV/0!	59	51.3%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	1	2.2%	0	#DIV/0!	0	#DIV/0!	36	31.3%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	19	42.2%	0	#DIV/0!	0	#DIV/0!	82	71.3%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	5	11.1%	0	#DIV/0!	0	#DIV/0!	6	5.2%
16	Successful transition to higher ed (Line 14 + Line 15)	24	53.3%	0	#DIV/0!	0	#DIV/0!	88	76.5%
17	Enrolled at this community college last term of study period	0	0.0%	0	#DIV/0!	0	#DIV/0!	0	0.0%
18	Successful or persisting (Line 16 + Line 17)	24	53.3%	0	#DIV/0!	0	#DIV/0!	88	76.5%

HAGERSTOWN COMMUNITY COLLEGE

I. MISSION

HCC ensures equitable access to affordable, high-quality educational programs, while fostering workforce development and cultural vitality in the region.

II. INSTITUTIONAL ASSESSMENT

State Plan Goal 1- Access

HCC's most recent strategic plan begins with a commitment to enrollment. HCC is dedicated to providing equitable and accessible opportunities for affordable, top-notch postsecondary educational and training options within its service region. Affordability is key when discussing access to higher education. In Fiscal Year 2022, the tuition and fees for a full-time HCC credit student amounted to only 43 percent of the cost of attending Maryland public four-year institutions (as indicated by Indicator 7). During that same year, 95 percent of credit students received financial assistance (as shown in Indicator E a.), with just under a third being recipients of Pell grants (as per Indicator E b.). This signifies a notable rise in financial assistance provided to HCC students due to the availability of extra federal funds under the HEERF program. Additionally, there has been a noticeable, strategic increase in the availability of scholarship programs designed to support students pursuing Workforce Solutions Training Certificates, with the Workforce Development Sequence Scholarship for Continuing Education serving as one such example. This state scholarship is specifically tailored for Continuing Education students who are enrolled in certificate programs geared towards building careers in the workforce.

In fiscal year 2022, significant enrollment growth was not anticipated. Community colleges in Maryland as well as other parts of the country continued to adapt to the enduring impact of the pandemic, demographic shifts, changing workforce needs, and fluctuations in the economy. During this time, credit headcounts decreased by 2.5 percent compared to the previous year. However, non-credit enrollments saw a substantial gain, with an almost 34 percent increase. The College experienced significant increases in both unduplicated headcount and annual course enrollments in continuing education courses, indicating a return to pre-pandemic levels (Indicators 8 and 9). This rise in non-credit students resulted in an overall annual unduplicated headcount increase of 15.8 percent compared to the previous year (Indicator 1). Moving forward, the College projects a significant enrollment gain beginning in Fall 2023 as the dual enrollment program expands, offering more high school students the opportunity to take college courses.

HCC acknowledges the pivotal role of simplifying the admissions and enrollment process to foster increased registrations among students. In recent years, the College has taken strides to enhance both the application software and its overall process, making it more efficient and user-friendly on various devices, including phones and computers. Furthermore, applicants who initiate but do not complete their applications receive timely reminders and offers of assistance to facilitate their journey.

The pandemic brought a heightened sense of urgency, prompting HCC to reevaluate and reshape its approach to education delivery. This has become a strategic part of the College's commitment to expanding student access. The crisis showed that HCC is capable of offering the flexibility the students look for when scheduling their courses (Indicators I, 6). Prior to the pandemic, the College had been strategically increasing its offerings of online and hybrid courses to enhance accessibility and better align with workforce demands. This shift aimed to limit barriers such as location, class schedules, transportation, and time constraints. HCC continues to offer a number of degrees and certificates at least partially online, several of which can be completed entirely online. HCC's dedication to improving online instruction quality remains steadfast. One example is the adoption of Quality Matters, a faculty-centered, peer review process designed to certify the quality of online and blended courses and online components. Additionally, HCC has invested in Blackboard ALLY, a valuable tool that aids faculty in creating accessible materials for students online. This tool was purchased to create more inclusive learning environments for all students.

Diversity and inclusion stand among the core values at HCC, and the institution takes its role as a community leader seriously when it comes to its commitment to recruiting a diverse student and employee body. Based on recent census data and population estimates from the Census Bureau, Washington County has continued to become more racially and ethnically diverse over the last decade. Minority groups currently comprise about 25 percent of the county population, while the College's minority credit students accounted for 29.4 percent of all credit enrollments in fall 2022 (Indicator H). Individuals who identified as Black comprise the largest minority group, both in the county and at HCC, and accounted for 10.9 percent of Fall 2022 enrollment with the Hispanic population following closely at 10.1 percent.

HCC has adopted a range of programs and initiatives aimed at attracting, retaining, and supporting a diverse student body. Among these initiatives are several key programs designed to offer crucial services to at-risk students, ensuring they receive the support needed to successfully progress through their studies and attain their educational goals. 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. The Child Care Access Means Parents in School (CCAMPIS) program is a federal grant program that enables HCC to support Pell-eligible student parents through awarding weekly child care stipends to students' child care providers. Additional support for student diversity and inclusion is also evidenced by the range of extracurricular student clubs and organizations offered through the Student Activities Office. Historically, the College had a Multicultural Committee devoted to promoting student learning, appreciation of differences and similarities, educational and cultural programming, and professional development programs that helped create an open campus environment. This committee recently transitioned to a Diversity and Inclusion Committee, a more encompassing group of employees charged with providing strategic guidance on college diversity and inclusion issues. This new committee is charged with planning the annual on-campus diversity event in honor of Dr. Martin Luther King, Jr. among other major campus initiatives.

One of the College's priorities has been to address the shortage of role models for its increasingly diverse student body. 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 ongoing. As of fall 2022, 6.7 percent of all full-time faculty (Indicator 12) were minorities, a percentage that decreased from fall 2021. In comparison, the percentage of minorities classified as administrative and professional staff (10.7%, Indicator 13) remained fairly level to fall 2021 (10.4 percent). To foster an inclusive work environment, the Human Resources department sponsors training on discrimination and harassment for all employees, ensuring that steps are taken to create a more welcoming and equitable workplace.

State Plan Goal 2 - Success

HCC remains dedicated to the enhancement and refinement of support systems to improve program quality and elevate student satisfaction and success. HCC has formulated strategies aimed at bolstering retention in programs with low retention and completion rates, as well as improving selected student service offerings. Undoubtedly, the pandemic posed multifaceted challenges for students. As seen in the degree progress charts, the successful-persister rate after four years (Indicator 17) for the Black student fall 2018 cohort dropped to 59.3 percent, trailing the rate for White students in the cohort. This rate decreased for both groups from the previous year. The graduation-transfer rates for the cohorts were 47.5 percent for Black students (Indicator 19) and 55.0 percent for White students.

HCC awarded 763 degrees in FY 22 (Indicator 20); a small decrease from the 775 awarded in FY 21, the enrollment declines that began almost a decade ago have had a correlating effect on overall completion numbers.

The students completing the Health Science programs faced challenges and appeared to struggle in the midst of the pandemic, much like other students. First-time passing rates on licensure/certification examinations (Indicator 23) for Practical Nursing dipped from 100 percent to 92.6 percent. The pass rate for HCC's associate degree nursing program dropped to 85.7 percent from 95.6 percent. The percentage of radiology graduates passing the registry examination experienced a drop from 100 percent to 85.0 percent.

However, there is good news related to retention indicating a potential return to normalcy following the crisis. The Fall-to-Fall retention rate of college-ready students for the fall 2021 cohort was 60.4 percent, which was an increase from the previous year. The retention of developmental students increased from 44.2 percent to 54.4 percent (Indicator 14).

HCC continues to monitor and assess significant structural changes designed to improve developmental student retention and completion. Several years ago, all developmental levels across English, English as a Second Language (ESL), and math were 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.

The curriculum was revamped in response to the recognition that developmental coursework presented a barrier for students aspiring to complete degree or certificate programs. The revised curriculum should enable students to progress quickly but also prepare them to successfully transition to credit-level courses. Notably, the developmental completion percentages after four years for the fall 2018 cohort dipped to 51.4 percent when compared to the fall 2017 cohort (Indicator 15). HCC remains committed to closely monitoring the outcomes of these initiatives.

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 2018 cohort after four years for college-ready students (82.1 percent) and developmental completers (71.2 percent) is higher than that of developmental non-completers (25.5 percent). The same is true of graduation/transfer rates (Indicator 18).

Student engagement is critical to success, specifically retention and completion. HCC has made changes in the way that advising and student support experiences are delivered. 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 establish 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 recent years, HCC 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.

State Plan Goal 3 - Innovation

HCC recognizes its vital role within the community and is committed to actively collaborating with both new and established partners in government, economic development, education, and business to develop and sustain the regional workforce pipeline to advance the vitality of the college and the region. 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 and anticipate 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, Medical Laboratory Technician, 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 22 unduplicated annual enrollment in contract training (Indicator 28) increased significantly compared to FY 21 following the lifting of COVID-related restrictions. Both annual unduplicated headcount and enrollment in continuing education workforce development courses saw associated increases as well but not as dramatic (Indicator 26).

In terms of the physical campus, HCC continues to move forward with campus expansion and site improvements. The HCC future plan incorporates projects that will strengthen the sense of arrival to campus as well as 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 installed in the Athletic, Recreation, and Community Center (ARCC) which is used to accommodate large cultural, community, and social events. The campus expansion includes a new location that will house off-campus skilled trades training programs at the D.M. Bowman Family Workforce Training Center.

HCC has finished construction on a renovated space that supports the growth of the college's business curriculum as well as maintains and improves services to growing businesses. The Center for Business and Entrepreneurial Studies (CBES) serves as a center for high-tech startup businesses, while the rest of the building is dedicated to teaching and learning, including a portion of the manufacturing floor newly dedicated to supporting HCC's advanced manufacturing programs for robotics. Updates included, but not be limited to, a new roof and fire alarm system, as well as extensive remodeling of all floors, including the addition of classroom spaces, updates to client offices, the addition of a new e-business office, and the creation of a designated IT network room.

Commission Prompts- Equity Gaps

Identifying Long-term Equity Gaps:
- What are the largest long-term equity gaps that exist in student access, success, and innovation in your institution? Please note the long-term equity gaps refers to the inequities that existed long before the COVID-19 pandemic and persisted over the years.
- How are these equity gaps uncovered/discovered/identified at your institution and how are they shared with your community?
- What interventions have been implemented to eliminate these gaps?

The largest long-term equity gaps that exist in student access, success, and innovation at HCC become evident when analyzing the degree progress analysis submitted in conjunction with this

report. While progress has been made, disparities persist among the students (Indicators 17, 19). HCC's commitment to addressing these disparities is underscored by the practice of including disaggregated data in reports created by the Office of Planning and Institutional Effectiveness such as the Fact Book. This ensures that HCC remains responsive to the unique needs of diverse student populations. This data is reviewed regularly within the institution by committees and decision-making bodies to inform interventions aimed at addressing these gaps and fostering greater equity and inclusion. Several of these interventions were mentioned earlier in this report.

Measuring Equity Gaps:

- How has your institution used disaggregated data to identify equity gaps in students' educational opportunities and outcomes?
- What stakeholder engagement (students, faculty, staff, etc.) is used to collect and review this data?
- Does your institution set goals/benchmarks in regard to the elimination of equity gaps? If so, what steps does your institution take to ensure accountability in meeting the established goals/benchmarks of equity?

HCC's most recent strategic plan includes a commitment to retention. This commitment aims to develop, strengthen, and implement focused retention strategies that foster completion and success. The team working to implement this element of the plan has made considerable efforts to collect new data supporting their work. Surveys and focus groups are the primary means of gathering stakeholder engagement data beyond the typical quantitative indicators of success. This data is reviewed by various campus committees such as the President's Cabinet, Diversity and Inclusion Committee, Academic Council, and Enrollment and Student Success Council (ESSC). These groups meet regularly to review and analyze data and information that might indicate equity gaps in students' educational opportunities and outcomes. HCC's goals/benchmarks in regard to eliminating equity gaps are to be embedded within the college retention plan.

III. COMMUNITY OUTREACH AND IMPACT

HCC has provided quality training and education to the residents of Washington County and the surrounding communities since its inception in 1946. Since that time, the College has strived to be a full partner in the social and economic development of the region. In the most recent strategic plan, the College identified six commitments that guide the priorities of our work for the next three years. Partnerships and Community are two key components among those six priorities. To achieve success, the College is working with local employers to add internship and apprenticeship opportunities across an array of educational programs. HCC's Advancement Office continues to foster a culture of giving in the community that will expand scholarship opportunities for future HCC students.

Partnerships are essential to enrollment and student success at HCC. HCC's efforts to attract and retain local high school graduates continue to be a high priority in FY 22. Despite challenges with engaging with the high schools during COVID, HCC remained the college of choice for

recent, college-bound high school graduates (Indicator 4). HCC continued 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. Additionally, in FY 22, HCC continued to work to provide current high school students with high-quality educational opportunities. The Early College program provided dual credit classes to many students who wanted to experience college courses either on campus or at their high school (Indicator 5). For talented and motivated high school students, HCC offers the exceptional Early College Degree program, allowing students to graduate from high school with an associate's degree in a number of different fields. Finally, the College has been actively broadening opportunities for students beyond HCC through a variety of valuable articulation agreements.

Hagerstown Community College Degree Progress Four Years after Initial Enrollment Fall 2018 Entering Cohort

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	880		312		292		276	
2	Number attempting fewer than 18 hours over first 2 years	302		78		42		182	
3	Cohort for analysis (Line 1 – Line 2)	578	100.0%	234	100.0%	250	100.0%	94	100.0%
4	Earned Associate degree from this community college	204	35.3%	116	49.6%	88	35.2%	0	0.0%
5	Earned certificate, but no degree, from this community college	12	2.1%	4	1.7%	5	2.0%	3	3.2%
6	Total associate and certificate graduates (Line 4 + Line 5)	216	37.4%	120	51.3%	93	37.2%	3	3.2%
7	Transferred to Maryland two-year/technical college	19	3.3%	7	3.0%	6	2.4%	6	6.4%
8	Transferred to Maryland public four-year college	83	14.4%	56	23.9%	26	10.4%	1	1.1%
9	Transferred to Maryland private four-year college or university	7	1.2%	3	1.3%	4	1.6%	0	0.0%
10	Transferred to out-of-state two-year/technical college	14	2.4%	7	3.0%	2	0.8%	5	5.3%
11	Transferred to out-of-state four-year college or university	102	17.6%	54	23.1%	42	16.8%	6	6.4%
12	Total transfers (sum of Lines 7 - 11)	225	38.9%	127	54.3%	80	32.0%	18	19.1%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	132	22.8%	83	35.5%	48	19.2%	1	1.1%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	309	53.5%	164	70.1%	125	50.0%	20	21.3%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	80	13.8%	27	11.5%	50	20.0%	3	3.2%
16	Successful transition to higher ed (Line 14 + Line 15)	389	67.3%	191	81.6%	175	70.0%	23	24.5%
17	Enrolled at this community college last term of study period	5	0.9%	1	0.4%	3	1.2%	1	1.1%
18	Successful or persisting (Line 16 + Line 17)	394	68.2%	192	82.1%	178	71.2%	24	25.5%

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Hagerstown Community College Degree Progress Four Years after Initial Enrollment Fall 2018 Entering Cohort

		African American Students		Asian Students		Hispanic Students		White Students (optional data)	
1	First-time full- and part-time fall headcount	101		19		67		608	
2	Number attempting fewer than 18 hours over first 2 years	42		5		19		201	
3	Cohort for analysis (Line 1 – Line 2)	59	100.0%	14	100.0%	48	100.0%	407	100.0%
4	Earned Associate degree from this community college	13	22.0%	8	57.1%	12	25.0%	157	38.6%
5	Earned certificate, but no degree, from this community college	0	0.0%	0	0.0%	1	2.1%	11	2.7%
6	Total associate and certificate graduates (Line 4 + Line 5)	13	22.0%	8	57.1%	13	27.1%	168	41.3%
7	Transferred to Maryland two-year/technical college	7	11.9%	0	0.0%	3	6.3%	7	1.7%
8	Transferred to Maryland public four-year college	9	15.3%	4	28.6%	10	20.8%	56	13.8%
9	Transferred to Maryland private four-year college or university	1	1.7%	0	0.0%	0	0.0%	3	0.7%
10	Transferred to out-of-state two-year/technical college	1	1.7%	1	7.1%	1	2.1%	11	2.7%
11	Transferred to out-of-state four-year college or university	6	10.2%	5	35.7%	3	6.3%	78	19.2%
12	Total transfers (sum of Lines 7 - 11)	24	40.7%	10	71.4%	17	35.4%	155	38.1%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	9	15.3%	7	50.0%	8	16.7%	99	24.3%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	28	47.5%	11	78.6%	22	45.8%	224	55.0%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	7	11.9%	0	0.0%	7	14.6%	60	14.7%
16	Successful transition to higher ed (Line 14 + Line 15)	35	59.3%	11	78.6%	29	60.4%	284	69.8%
17	Enrolled at this community college last term of study period	0	0.0%	0	0.0%	0	0.0%	3	0.7%
18	Successful or persisting (Line 16 + Line 17)	35	59.3%	11	78.6%	29	60.4%	287	70.5%

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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 2019	Fall 2020	Fall 2021	Fall 2022
A	Fall credit enrollment				
	a. Unduplicated headcount	3,848	3,433	3,533	3,496
	b. Percent of students enrolled part time	72.4%	65.2%	67.8%	67.7%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
B	First-time credit students with developmental education needs	51.7%	23.8%	34.8%	31.2%

		FY 2019	FY 2020	FY 2021	FY 2022
C	Credit students who are first-generation college students (neither parent attended college)	45.8%	43.8%	41.8%	38.7%

		FY 2019	FY 2020	FY 2021	FY 2022
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	239	288	157	293

		FY 2019	FY 2020	FY 2021	FY 2022
E	Credit students receiving financial aid				
	a. Receiving any financial aid	69.8%	69.1%	72.5%	95.8%
	b. Receiving Pell grants	33.5%	35.7%	31.9%	30.5%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
F	Students 25 years old or older				
	a. Credit students	29.3%	26.6%	26.8%	28.3%

		FY 2019	FY 2020	FY 2021	FY 2022
	b. Continuing education students	75.3%	73.8%	70.3%	71.5%

		FY 2019	FY 2020	FY 2021	FY 2022
G	Credit students employed more than 20 hours per week	*	*	*	*

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	7.6%	8.0%	9.2%	10.1%
	b. Black/African American only	12.2%	10.9%	11.0%	10.9%
	c. American Indian or Alaskan native only	0.0%	0.3%	0.2%	0.1%
	d. Native Hawaiian or other Pacific Islander only	0.0%	0.1%	0.1%	0.1%
	e. Asian only	2.2%	2.4%	2.8%	2.4%
	f. White only	69.4%	69.8%	68.1%	66.4%
	g. Multiple races	5.2%	5.2%	5.4%	5.8%
	h. Foreign/Non-resident alien	1.1%	0.7%	0.6%	0.4%
	i. Unknown/Unreported	2.1%	2.6%	2.6%	3.8%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
I	Credit student distance education enrollment				
	a. Enrolled exclusively in distance education	12.0%	57.9%	27%	26%
	b. Enrolled in some, but not all, distance education	26.4%	29.3%	39%	31%
	c. Not enrolled in any distance education	61.6%	12.8%	34%	43%

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		FY 2019	FY 2020	FY 2021	FY 2022
J	Unrestricted revenue by source				
	a. Tuition and fees	44.0%	42.0%	38.3%	37.3%
	b. State funding	26.0%	27.0%	26.1%	30.4%
	c. Local funding	28.0%	29.0%	27.6%	26.9%
	d. Other	2.0%	2.0%	8.0%	5.3%

		FY 2019	FY 2020	FY 2021	FY 2022
K	Expenditures by function				
	a. Instruction	39.9%	40.3%	40.9%	39.2%
	b. Academic support	8.7%	9.3%	9.8%	9.9%
	c. Student services	11.9%	12.5%	11.6%	12.1%
	d. Other	39.7%	37.9%	37.7%	38.8%

Goal 1: Access

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
1	Annual unduplicated headcount					
	a. Total	12,244	10,692	9,039	10,474	**13,750**
	b. Credit students	5,750	5,401	4,997	4,871	**6,500**
	c. Continuing education students	7,065	5,709	4,508	6,027	**8,500**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
2	Market share of first-time, full-time freshmen	64.6%	61.3%	64.7%	71.2%	**68.0%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
3	Market share of part-time undergraduates	83.2%	78.8%	80.4%	79.6%	**85.0%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2024
4	Market share of recent, college-bound high school graduates	70.7%	73.6%	69.9%	71.0%	**80.0%**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
5	High school student enrollment	741	743	803	735	**850**

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	6,900	7,986	18,488	11,849	**7,500**
	b. Continuing education, online	565	1,038	1,755	1,675	**700**
	c. Credit, hybrid	1,566	1,252	937	1,183	**1,750**
	d. Continuing education, hybrid	6	40	40	106	**30**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2026
7	Tuition and mandatory fees					
	a. Annual tuition and fees for full-time students	$139	$139	$139	$144	**NA**
	b. Percent of tuition/fees at Md public four-year institutions	43.2%	42.5%	42.3%	43.0%	**44.0%**
	Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

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	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	2,017	1,344	786	1,371	**2,000**
b. Annual course enrollments	3,274	1,979	1,191	2,243	**3,000**

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	1,002	915	556	671	**1,500**
b. Annual course enrollments	2,096	1,794	1,063	1,279	**2,750**

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
10 Adult education student achievement of:					
a. At least one ABE educational functioning level	18.5%	10.4%	19.8%	15.5%	**25.0%**
b. At least one ESL educational functioning level	39.0%	21.1%	11.8%	27.3%	**40.0%**
Note: Not reported if < 50 students in the cohort					

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
11 Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	27.5%	26.8%	29.7%	29.4%	**30.0%**

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
b. Percent nonwhite continuing education enrollment	27.8%	32.8%	31.7%	29.3%	**35.0%**

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Not Required
c. Percent nonwhite service area population, 15 or older	20.4%	21.0%	21.9%	22.9%	**NA**

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
12 Percent minorities (nonwhite) of full-time faculty	7.8%	9.5%	8.3%	6.7%	**10.0%**

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
13 Percent minorities (nonwhite) of full-time administrative and professional staff	9.8%	8.5%	10.4%	10.7%	**10.0%**

Goal 2: Success

	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Benchmark Fall 2024 Cohort
14 Fall-to-fall retention					
a. All students	53.5%	53.7%	46.0%	58.0%	**60.0%**
b. Pell grant recipients	48.1%	48.6%	47.2%	54.3%	**55.0%**
c. Developmental students	49.4%	47.5%	44.2%	54.4%	**55.0%**
d. College-ready students	64.9%	56.1%	46.1%	60.4%	**70.0%**

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		Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
15	Developmental completers after four years	54.8%	55.0%	54.2%	51.4%	**60.0%**

		Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
16	Successful-persister rate after four years					
	a. College-ready students	94.0%	84.5%	87.6%	82.1%	**92.0%**
	b. Developmental completers	79.8%	88.0%	85.8%	71.2%	**90.0%**
	c. Developmental non-completers	44.7%	46.8%	60.9%	25.5%	**NA**
	d. All students in cohort	77.4%	73.4%	83.1%	68.2%	**80.0%**

		Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Not Required
17	Successful-persister rate after four years					
	a. White only	72.9%	75.4%	84.9%	70.5%	**NA**
	b. Black/African American only	68.2%	68.0%	75.0%	59.3%	**NA**
	c. Asian only	*	*	*	*	**NA**
	d. Hispanic/Latino	*	*	*	*	**NA**

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

		Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
18	Graduation-transfer rate after four years					
	a. College-ready students	82.1%	76.7%	74.6%	70.1%	**80.0%**
	b. Developmental completers	61.1%	71.8%	62.5%	50.0%	**65.0%**
	c. Developmental non-completers	34.1%	34.5%	37.7%	21.3%	**NA**
	d. All students in cohort	61.4%	60.1%	63.9%	53.5%	**65.0%**

		Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Not Required
19	Graduation-transfer rate after four years					
	a. White only	57.2%	61.7%	68.1%	55.0%	**NA**
	b. Black/African American only	52.3%	58.0%	48.2%	47.5%	**NA**
	c. Asian only	*	*	*	*	**NA**
	d. Hispanic/Latino	*	*	*	*	**NA**

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

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
20	Associate degrees and credit certificates awarded					
	a. Total awards	767	785	775	763	**900**
	b. Career degrees	234	220	216	199	**NA**
	c. Transfer degrees	336	407	383	406	**NA**
	d. Certificates	197	158	176	158	**NA**
	e. Unduplicated graduates	733	708	748	714	**NA**

	AY 18-19	AY 19-20	AY 20-21	AY 21-22	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	86.0%	90.0%	86.2%	90.4%	**90.0%**

	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year	63.0%	56.6%	67.6%	61.6%	**65.0%**

Goal 3: Innovation

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. NCLEX for Registered Nurses	97.7%	95.6%	85.7%	90.0%	**99.0%**
Number of Candidates	86	68	77	80	
b. Cert. Exam Amer. Registry of Rad. Tech.	87.0%	85.0%	100.0%	85.0%	**100.0%**
Number of Candidates	31	20	21	20	
c. NCLEX for Licensed Practical Nurses	100.0%	100.0%	100.0%	92.6%	**100.0%**
Number of Candidates	24	19	26	27	
Note: Not reported if <5 candidates in a year					

	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	Benchmark Not Required
24 Graduates employed within one year	77.0%	74.0%	75.0%	83.0%	**NA**

	FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	$17,488	$17,716	$20,168	$18,220	**NA**
b. Median annualized income three years after graduation	$47,112	$45,592	$44,816	$47,828	**NA**

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	4,291	3,654	3,166	4,023	**4,500**
b. Annual course enrollments	6,522	5,373	5,123	6,229	**6,500**

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	2,492	1,628	1,323	1,552	**2,700**
b. Annual course enrollments	3,570	2,342	2,764	2,833	**4,000**

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	1,581	1,451	592	1,694	**2,000**
b. Annual course enrollments	2,146	2,046	1,054	2,831	**2,500**

Note: NA designates not applicable

* designates data not available

2023 INSTITUTIONAL PERFORMANCE ACCOUNTABILITY REPORT
HARFORD COMMUNITY COLLEGE

1. Mission

During the 2021-2022 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.

HCC's mission is: *Grow. Achieve. Inspire. Contribute.*

HCC'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

Identifying Long-term Equity Gaps

Commission Prompt - What are the largest long-term equity gaps that exist in student access, success, and innovation in your institution?

HCC has identified only a few equity gaps regarding student access, but is attempting to improve in this area. The most obvious is that male students enroll at lower rates than females. This is a national-level phenomenon that has existed since the early 1980s. Minority student groups are well-represented when compared to the overall population and their representation has been slowly growing. HCC thinks there is room to grow minority participation rates even further. The percentage of first-generation students has increased each year and in FY 2022 represented over a fourth of the student body. Even though overall numbers suggest HCC is doing OK regarding access, the college has identified minority-majority high schools as a priority and is working to identify geographic areas and neighborhoods that are lagging in higher education participation.

Commission Prompt - How are these equity gaps uncovered/discovered/identified at your institution and how are they shared with your community?

Equity gaps are identified by disaggregating student enrollment and outcomes data. Trends and rates are examined and statistically significant results are identified. HCC examines enrollment, course success, retention, graduation rates, and transfer rates.

HCC is participating in a nationally normed student satisfaction survey this fall (2023). This will help identify gaps in student satisfaction and importance of services so that HCC can improve where equity gaps are identified.

Commission Prompt - What interventions have been implemented to eliminate these gaps?
For a number of years HCC has had a program, My College Success Network (MCSN), that focuses on providing supports for minority students. HCC has identified a number of areas for further changes including academic and career advising, developmental education, and a specific focus on the African-American student experience.

Measuring Equity Gaps

Commission Prompt - How has your institution used disaggregated data to identify equity gaps in students' educational opportunities and outcomes?

HCC has made extensive use of disaggregated data to identify equity issues. The college has produced numerous dashboards with KPIs that can be quickly disaggregated by any user. These KPIs focus on student access, success, retention, and completion. This disaggregated data has been shared through presentations to the Board of Trustees and to the college as a whole. Several populations including African-American students, Hispanic students, students age 25 years and above, Pell recipients, and first-generation students have been consistently been trailing their peers in terms of access, success, retention, or completion. We have also learned that students who fall into multiple risk categories are even more likely to be disadvantaged in terms of outcomes. Faculty have engaged in a review of gateway courses comparing many demographic groups, including those identified above. However, not every group is affected in the same way or to the same extent. Disaggregating outcomes data has allowed HCC to establishing priorities.

Commission Prompt – What stakeholder engagement (students, faculty, staff, etc.) is used to collect and review this data?

Stakeholders throughout the college review equity gap data. The data is largely provided by the college's Institutional Effectiveness (IE) department. HCC's board of trustees have reviewed equity presentations and engaged in discussions. The college's leadership team regularly discusses equity issues when making strategic decisions. Departments that provide student services and support have view data related to student outcomes. Faculty members review course success data that is disaggregated numerous ways.

Commission Prompt - Does your institution set goals/benchmarks in regard to the elimination of equity gaps? If so, what steps does your institution take to ensure accountability in meeting the established goals/benchmarks of equity?

HCC has not set benchmarks in regard to the elimination of equity gaps. However, equity gaps are monitored through disaggregation of all metrics used to make decisions.

Access Indicators

The data show that HCC has made progress on a number of Access indicators. Of the twenty-two benchmarked Access Indicators HCC has already met six of the 2025 benchmarks in the current reporting year cycle. These six include:

Access Indicators Meeting Benchmarks in Current Reporting Cycle		
Access Indicator	Benchmark	Current
Indicator 6a: annual enrollment in online credit courses	10,500	14,949
Indicator 6b: annual enrollment in online continuing education courses	350	1,353
Indicator 7b: percent of tuition/fees at MD public four-year institutions	50.0%	48.4%
Indicator 10a: adult education student achievement of a least one ABE functioning level	20.0%	25.5%
Indicator 11a: percent nonwhite credit enrollment	30.0%	33.7%
Indicator 11b: percent nonwhite continuing education enrollment	22.0%	23.2%

HCC is close to meeting 2025 benchmarks on six additional indicators, including those in the table below. HCC expects to meet most of these benchmarks by 2025. In fact, the college has already passed indicator 5 in fall 2023 thanks to additional state funding reducing financial barriers for dually enrolled high school students.

Access Indicators Close to Benchmarks in Current Reporting Cycle		
Access Indicator	Benchmark	Current
Indicator 3: Market share of part-time undergraduates	70.0%	66.8%
Indicator 5: High school student enrollment	950	789
Indicator 6c: annual enrollment in credit hybrid courses	1,700	1,611
Indicator 10b: Adult education student achievement of at least once ESL functioning level	20.0%	17.6%
Indicator 12: Percent minorities (nonwhite) of full-time faculty	15.0%	14.4%
Indicator 13: Percent minorities (nonwhite) of full-time administrative and professional staff	20.0%	19.1%

Of the remaining ten Access Indicators, HCC posted improvements on seven. Part of the improvement is related to moving past the height of the Covid-19 pandemic. Noncredit enrollment increased by fifty percent and that increased total enrollment despite a decrease in credit enrollment. HCC is committed to continuing to grow enrollment in all these areas.

Access Indicators Improving in Current Reporting Cycle

Access Indicator	Prior Report Statistic	Current Report Statistic
Indicator 1a: Annual unduplicated headcount: Total (credit and noncredit)	10,941	12,008
Indicator 1c: Annual unduplicated headcount: noncredit students	4,000	5,983
Indicator 2: Market share of first-time, full-time freshmen	41.5%	46.0%
Indicator 8a: Enrollment in continuing education community service and lifelong learning courses: Unduplicated annual headcounts	772	2,471
Indicator 8b: Enrollment in continuing education community service and lifelong learning courses: annual course enrollments	1,207	3,596
Indicator 9a. Enrollment in continuing education basic skills and literacy courses: Unduplicated annual headcount	360	418
Indicator 9b. Enrollment in continuing education basic skills and literacy courses: annual course enrollments	800	990

Three indicators did not show improvement. Indicator 1b, the annual unduplicated credit student headcount, decreased. This is part of a long-term decline in credit enrollment. Fortunately, more most recent data indicate that the years-long decline has ended. In addition to improvements in recruiting and admissions processes, HCC has been expanding its partnership with the Harford County Public School District. The expansion of dual enrollment opportunities will increase connections between the college and college-bound high school students. Expanding dual enrollment should help drive an increase in the market share of recent high school graduates (Indicator 4). HCC continuing education courses are primarily face-to-face activity-based courses and do not lend themselves well to a hybrid format, while those courses that have an online component are completely online. While these three metrics (6d) did not improve, HCC is confident that these numbers will improve.

Access Indicators Not Improving in Current Reporting Cycle		
Access Indicator	Prior Report Statistic	Current Report Statistic
Indicator 1b: Annual unduplicated headcount: Credit students	7,128	6,344
Indicator 4: Market share of recent, college-bound HS graduates	60.1%	53.8%
Indicator 6d: Enrollment in hybrid continuing education courses	0	0

Success Indicators

HCC has met two of thirteen Success Indicators. HCC is within three percentage points or closer to the benchmark on an additional nine indicators related to student retention. Two additional indicators are improving and within five percentage points of the 2025 benchmark. The table below shows the current reporting value compared to either the benchmark or prior year's reported value.

Success Indicators Meeting Benchmarks in Current Reporting Cycle		
Success Indicator	2025 Benchmark	Current
Indicator 16d: Successful-persister rate after four years: All students in cohort	80.0%	82.0%
Indicator 21: First-year GPA of 2.0 or above at transfer institution	90.0%	90.2%
Success Indicators Close to Benchmarks in Current Reporting Cycle		
Success Indicator	2025 Benchmark	Current
Indicator 14a: Fall-to-fall retention: All Students	62.0%	61.6%
Indicator 14b: Fall-to-fall retention: All Students	57.0%	54.8%
Indicator 14d: Fall-to-fall retention: All Students	70.0%	69.5%
Indicator 15: Developmental completers after four years	62.0%	60.3%
Indicator 16a: Successful-persister rate after four years: College-ready students	90.0%	89.2%
Indicator 18a: Graduation-transfer rate after four years: College-ready students	76.0%	72.9%
Indicator 18d: Graduation-transfer rate after four years: All Students in Cohort	65.0%	62.9%
Success Indicators Improving in Current Reporting Cycle		
Success Indicator	2022 Report Statistic	Current Report Statistic
Indicator 16b: Successful-persister rate after four years: Developmental completers	80.1%	80.7%
Indicator 18b: Graduation-transfer rate after four years: Developmental completers	54.7%	56.4%

Two Success Indicators, shown in the table below, did not improve this reporting cycle. Graduate transfers within one year, indicator 22, continues to decrease. The Covid-19 pandemic may have played a role is the recent graduate transfer decline since the last three years covered in this report were impacted by the pandemic. Also, a robust job market and rising cost-of-living may have lured some graduates into the job market who would otherwise have continued their education. Developmental student retention remains an issue. The college has made policy

changes to place more students in college-level courses, leaving a more challenging group of students enrolled in developmental education. HCC recognizes the importance of developmental education and continues to review and revise developmental education pathways.

Success Indicators Not Improving in Current Reporting Cycle		
Success Indicator	Prior Report Statistic	Current Report Statistic
Indicator 14a: Fall-to-fall retention: Developmental Students	57.0%	49.2%
Indicator 22: Graduate transfers within one year	65.6%	64.7%

Innovation Indicators

While not meeting any Innovation benchmarks, HCC has progressed on three indicators. Pass rates for Medical Assisting licensure increased by almost eight percentage points, unduplicated headcount enrollments for continuing education courses for licensure preparation and workforce development increased by over ten percent each.

Innovation Indicators Improving in Current Reporting Cycle		
Innovation Indicator	Prior Report Statistic	Current Report Statistic
Indicator 23c: Medical Assisting pass rate	40%	47.6%
Indicator 26a: Enrollment in Continuing Education Workforce Development Courses: Unduplicated Headcount	2,888	3,194
Indicator 27a: Enrollment in Cont. Ed. Leading to certification or licensure: Unduplicated Headcount	1,572	1,668

Five Innovation indicators did not show improvement. Despite an increase in headcount enrollment for continuing education workforce development and licensure training courses, those students were taking fewer courses per person resulting in fewer course enrollments. Contract training courses decreased on both the headcount indicator, 28a, and the annual enrollment indicator, 28b. Post-pandemic, HCC is working to increase enrollment in these courses. The remaining indicator in this list, the nursing program certification pass rate dropped significantly, but has since increased to over ninety percent for subsequent graduating cohorts.

Innovation Indicators Not Improving in Current Reporting Cycle		
Innovation Indicator	Prior Report Statistic	Current Report Statistic
Indicator 23a: NCLEX RN licensure/certification pass rate	86.9%	76.9%
Indicator 26b: Enrollment in Continuing Education Workforce Development Courses: Annual Course Enrollments	7,312	6,499
Indicator 27b: Enrollment in Cont. Ed. Leading to certification	2,753	2,646

or licensure: Annual Course Enrollments		
Indicator 28a: Enrollment in contract training courses: Unduplicated Annual Headcount	732	444
Indicator 28b: Enrollment in contract training courses: Annual course enrollments	914	649

Summary

The time period covered in this report was a challenging period. The Covid-19 pandemic negatively impacted the college in numerous ways, but it also provided an opportunity to evaluate and rethink how the college operates. More efficient uses of technology were identified and implemented and changes are still ongoing that will improve the student experience. The college has become more data informed and more performance measures are being used to identify areas that can be improved.

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, the HCC Foundation, and community partnerships are some ways the college reaches the community. Some highlights are below.

Grants play a big role in this outreach with the College bring in $2,669,148 in grant awards in FY23. There are several grants of note for this fiscal year that highlight the unique programming on campus:

- Child Care Apprenticeships ($193,819): This grant from the Maryland State Department of Education kickstarted a new apprenticeship program at the College.
- African American Heritage ($11,959): Harford County Government offered a special grant program this year to support African American life and history. The Harford Civil Rights Project, housed on campus in the Arts and Humanities division, received a grant to expand upon an oral history project designed to permanently capture memories and experiences related to the Civil Rights Movement in Harford County.
- Hunger-Free Campus ($13,636): The Maryland Higher Education Commission introduced a new grant this year to aid college students experiencing food insecurity. As part of this grant, the Hunger Free Campus Taskforce was created, bringing together HCC stakeholders who work directly with students.
- Maryland Leads ($678,516): This grant created the Harford Youth Workforce Investment, a program where Harford County Public School students in upper-level high school take classes during the school day as cohorts to learn trades skills as an alternative and complement to their regular high school curriculum.

The College also partnered with other organizations to provide outreach to our community. Some example partnerships and outreach projects are provided.

- Harford County Detention Center – HCC will be resuming adult basic education classes

in the detention center now that Covid-19 restrictions are lifted.
- Harford County Public Schools and Harford County Libraries – partnered with HCC to provide ESL courses to Hispanic parents.
- Boys and Girls Club – partnered with HCC to provide short-term trades instruction in a neighborhood setting.
- Army Research Lab – provided subject matter experts to teach content and context for additive manufacturing curriculum development including advanced 3D printing.
- DEVCOM Biological Center – partnered with HCC to provide paid internships in biotechnology labs

Harford Community College Foundation also hosts numerous community activities. Some examples are:

1. $568,622 in the form of scholarships were awarded for Harford students through the Foundation. This is the highest dollar amount the Foundation every awarded in a single year.
2. Total funds raised by the Harford Community College Foundation through gifts, events and grants increased by 36% and totaled $4.01 Million.
3. Summer Swing Golf Tournament. This event is held annually and raised $60,000 for student scholarships.
4. Screech's Night Owl 5K. This event is held in collaboration with the HCC Athletics Department. Proceeds from this event support student athlete scholarships.
5. ATHENA Leadership Award Breakfast. This annual event recognizes women leaders in the Harford County Community. This event also supports student scholarships.
6. HCC College President hosts an annual appreciation dinner for the Foundation's highest level of donors.

4. Accountability Indicators

See attached HCC 2022 Accountability Indicators Table.

HARFORD COMMUNITY COLLEGE Degree Progress Four Years after Initial Enrollment Fall 2018 Entering Cohort

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	1204		599		365		240	
2	Number attempting fewer than 18 hours over first 2 years	330		127		39		164	
3	Cohort for analysis (Line 1 – Line 2)	874	100.0%	472	100.0%	326	100.0%	76	100.0%
4	Earned Associate degree from this community college	359	41.1%	230	48.7%	129	39.6%	0	0.0%
5	Earned certificate, but no degree, from this community college	4	0.5%	2	0.4%	2	0.6%	0	0.0%
6	Total associate and certificate graduates (Line 4 + Line 5)	363	41.5%	232	49.2%	131	40.2%	0	0.0%
7	Transferred to Maryland two-year/technical college	41	4.7%	18	3.8%	14	4.3%	9	11.8%
8	Transferred to Maryland public four-year college	276	31.6%	186	39.4%	85	26.1%	5	6.6%
9	Transferred to Maryland private four-year college or university	7	0.8%	6	1.3%	1	0.3%	0	0.0%
10	Transferred to out-of-state two-year/technical college	12	1.4%	4	0.8%	6	1.8%	2	2.6%
11	Transferred to out-of-state four-year college or university	96	11.0%	68	14.4%	22	6.7%	6	7.9%
12	Total transfers (sum of Lines 7 - 11)	432	49.4%	282	59.7%	128	39.3%	22	28.9%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	245	28.0%	170	36.0%	75	23.0%	0	0.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	550	62.9%	344	72.9%	184	56.4%	22	28.9%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	158	18.1%	75	15.9%	74	22.7%	9	11.8%
16	Successful transition to higher ed (Line 14 + Line 15)	708	81.0%	419	88.8%	258	79.1%	31	40.8%
17	Enrolled at this community college last term of study period	9	1.0%	2	0.4%	5	1.5%	2	2.6%
18	Successful or persisting (Line 16 + Line 17)	717	82.0%	421	89.2%	263	80.7%	33	43.4%

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HARFORD COMMUNITY COLLEGE Degree Progress Four Years after Initial Enrollment Fall 2018 Entering Cohort

		African American Students		Asian Students		Hispanic Students		White Students (optional data)	
1	First-time full- and part-time fall headcount	188		31		80		821	
2	Number attempting fewer than 18 hours over first 2 years	74		3		18		207	
3	Cohort for analysis (Line 1 – Line 2)	114	100.0%	28	100.0%	62	100.0%	614	100.0%
4	Earned Associate degree from this community college	37	32.5%	13	46.4%	23	37.1%	256	41.7%
5	Earned certificate, but no degree, from this community college	0	0.0%	0	0.0%	0	0.0%	4	0.7%
6	Total associate and certificate graduates (Line 4 + Line 5)	37	32.5%	13	46.4%	23	37.1%	260	42.3%
7	Transferred to Maryland two-year/technical college	9	7.9%	0	0.0%	4	6.5%	28	4.6%
8	Transferred to Maryland public four-year college	29	25.4%	13	46.4%	17	27.4%	202	32.9%
9	Transferred to Maryland private four-year college or university	1	0.9%	0	0.0%	2	3.2%	3	0.5%
10	Transferred to out-of-state two-year/technical college	3	2.6%	0	0.0%	1	1.6%	6	1.0%
11	Transferred to out-of-state four-year college or university	7	6.1%	1	3.6%	7	11.3%	70	11.4%
12	Total transfers (sum of Lines 7 - 11)	49	43.0%	14	50.0%	31	50.0%	309	50.3%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	25	21.9%	8	28.6%	16	25.8%	178	29.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	61	53.5%	19	67.9%	38	61.3%	391	63.7%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	13	11.4%	7	25.0%	10	16.1%	118	19.2%
16	Successful transition to higher ed (Line 14 + Line 15)	74	64.9%	26	92.9%	48	77.4%	509	82.9%
17	Enrolled at this community college last term of study period	1	0.9%	0	0.0%	0	0.0%	8	1.3%
18	Successful or persisting (Line 16 + Line 17)	75	65.8%	26	92.9%	48	77.4%	517	84.2%

Harford Community College
2023 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 2019	Fall 2020	Fall 2021	Fall 2022
A	Fall credit enrollment				
	a. Unduplicated headcount	5,705	5,256	4,596	4,591
	b. Percent of students enrolled part time	66.1%	66.7%	65.4%	64.8%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
B	First-time credit students with developmental education needs	49.1%	25.7%	38.6%	41.1%

		FY 2019	FY 2020	FY 2021	FY 2022
C	Credit students who are first-generation college students (neither parent attended college)	21.6%	22.5%	24.7%	27.5%

		FY 2019	FY 2020	FY 2021	FY 2022
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	258	171	70	131

		FY 2019	FY 2020	FY 2021	FY 2022
E	Credit students receiving financial aid				
	a. Receiving any financial aid	40.8%	44.6%	53.5%	64.7%
	b. Receiving Pell grants	21.4%	21.3%	19.3%	21.2%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
F	Students 25 years old or older				
	a. Credit students	26.4%	24.2%	25.5%	23.5%

		FY 2019	FY 2020	FY 2021	FY 2022
	b. Continuing education students	72.8%	68.8%	72.9%	70.9%

		FY 2019	FY 2020	FY 2021	FY 2022
G	Credit students employed more than 20 hours per week	55.4%	59.3%	60.0%	62.2%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	5.8%	6.0%	6.4%	7.1%
	b. Black/African American only	16.2%	15.8%	16.5%	17.1%
	c. American Indian or Alaskan native only	0.3%	0.2%	0.3%	0.2%
	d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.1%	0.1%
	e. Asian only	3.0%	3.8%	3.8%	4.3%
	f. White only	68.5%	67.9%	66.3%	64.9%
	g. Multiple races	3.6%	3.6%	4.0%	4.2%
	h. Foreign/Non-resident alien	1.1%	1.0%	1.2%	1.6%
	i. Unknown/Unreported	1.3%	1.7%	1.3%	0.5%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
I	Credit student distance education enrollment				
	a. Enrolled exclusively in distance education	15.2%	79.1%	31.7%	26.2%
	b. Enrolled in some, but not all, distance education	27.1%	12.3%	39.0%	35.3%
	c. Not enrolled in any distance education	57.7%	8.6%	29.4%	38.4%

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		FY 2019	FY 2020	FY 2021	FY 2022
J	Unrestricted revenue by source				
	a. Tuition and fees	42.0%	41.0%	37.1%	34.0%
	b. State funding	23.0%	23.0%	24.0%	25.6%
	c. Local funding	32.0%	33.0%	34.8%	33.4%
	d. Other	2.9%	2.6%	1.3%	1.3%

		FY 2019	FY 2020	FY 2021	FY 2022
K	Expenditures by function				
	a. Instruction	37.2%	36.6%	37.8%	34.7%
	b. Academic support	13.9%	13.4%	15.2%	13.7%
	c. Student services	13.9%	12.7%	13.4%	12.5%
	d. Other	35.0%	37.3%	33.6%	39.0%

Goal 1: Access

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
1	Annual unduplicated headcount					
	a. Total	16,953	14,388	10,941	12,008	**16,000**
	b. Credit students	8,145	7,612	7,128	6,344	**8,000**
	c. Continuing education students	9,213	7,151	4,000	5,983	**9,000**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
2	Market share of first-time, full-time freshmen	54.7%	52.1%	45.1%	46.0%	**56.0%**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
3	Market share of part-time undergraduates	70.1%	67.4%	64.2%	66.8%	**70.0%**

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Benchmark Fall 2024
4	Market share of recent, college-bound high school graduat	62.2%	62.2%	60.1%	53.8%	**65.0%**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
5	High school student enrollment	885	964	666	789	**950**

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	10,526	11,182	28,706	14,949	**10,500**
	b. Continuing education, online	247	545	2,875	1,353	**350**
	c. Credit, hybrid	2,159	1,678	684	1,611	**1,700**
	d. Continuing education, hybrid	0	0	0	0	**200**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2026
7	Tuition and mandatory fees					
	a. Annual tuition and fees for full-time students	$4,783	$4,783	$4,783	$4,860	**NA**
	b. Percent of tuition/fees at Md public four-year	49.4%	49.5%	48.7%	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 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	4,433	3,276	772	2,471	**3,500**
	b. Annual course enrollments	9,618	5,546	1,207	3,596	**8,000**

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	895	717	360	418	**850**
	b. Annual course enrollments	2,689	1,829	800	990	**2,500**

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
10	Adult education student achievement of:					
	a. At least one ABE educational functioning level	12.2%	20.5%	22.2%	25.5%	**20.0%**
	b. At least one ESL educational functioning level	17.8%	21.3%	11.1%	17.6%	**20.0%**
	Note: Not reported if < 50 students in the cohort					

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
11	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	29.8%	30.3%	30.3%	33.7%	**30.0%**

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
	b. Percent nonwhite continuing education enrollment	19.8%	21.5%	22.7%	23.2%	**22.0%**

		July 2019	July 2020	July 2021	July 2022	Benchmark Not Required
	c. Percent nonwhite service area population, 15 or older	23.1%	23.6%	24.1%	24.9%	**NA**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
12	Percent minorities (nonwhite) of full-time faculty	11.7%	13.7%	15.4%	14.4%	**15.0%**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
13	Percent minorities (nonwhite) of full-time administrative	17.2%	19.6%	18.5%	19.1%	**20.0%**

Goal 2: Success

		Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Benchmark Fall 2024 Cohort
14	Fall-to-fall retention					
	a. All students	62.9%	57.6%	61.9%	61.6%	**62.0%**
	b. Pell grant recipients	57.1%	47.1%	57.1%	54.8%	**57.0%**
	c. Developmental students	57.7%	46.7%	54.8%	49.2%	**57.0%**
	d. College-ready students	69.4%	66.8%	64.4%	69.5%	**70.0%**

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	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	58.6%	62.2%	62.3%	60.3%	**62.0%**

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	87.6%	90.9%	88.2%	89.2%	**90.0%**
b. Developmental completers	86.9%	81.3%	80.1%	80.7%	**85.0%**
c. Developmental non-completers	37.5%	27.0%	35.7%	43.4%	**NA**
d. All students in cohort	82.2%	80.9%	81.2%	82.0%	**80.0%**

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	83.7%	83.0%	83.5%	84.2%	**NA**
b. Black/African American only	73.3%	70.5%	65.0%	65.8%	**NA**
c. Asian only	n<50	n<50	n<50	n<50	**NA**
d. Hispanic/Latino	n<50	81.7%	84.3%	77.4%	**NA**

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

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	75.2%	77.9%	71.4%	72.9%	**76.0%**
b. Developmental completers	63.9%	62.4%	54.7%	56.4%	**61.0%**
c. Developmental non-completers	24.0%	14.6%	17.1%	28.9%	**NA**
d. All students in cohort	65.3%	65.3%	60.9%	62.9%	**65.0%**

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	67.2%	66.4%	65.0%	63.7%	**NA**
b. Black/African American only	55.0%	55.8%	44.2%	53.5%	**NA**
c. Asian only	n<50	n<50	n<50	n<50	**NA**
d. Hispanic/Latino	n<50	76.7%	60.8%	61.3%	**NA**

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

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	979	864	904	917	**NA**
b. Career degrees	265	288	285	285	**NA**
c. Transfer degrees	640	524	587	585	**NA**
d. Certificates	74	52	32	47	**NA**
e. Unduplicated graduates	923	835	871	879	**NA**

	AY 18-19	AY 19-20	AY 20-21	AY 21-22	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	90.0%	89.0%	91.7%	90.2%	**90.0%**

	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	Benchmark FY 2024
22 Graduate transfers within one year**	69.6%	66.0%	65.6%	64.7%	**72.0%**

Goal 3: Innovation

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a .NCLEX RN	91.9%	91.4%	86.9%	76.9%	**90.0%**
Number of Candidates	123	139	145	130	**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	44.4%	67.0%	40.0%	47.6%	**70.0%**
Number of Candidates	18	3	5	21	**NA**

	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	Benchmark Not Required
24 Graduates employed within one year	85.6%	83.3%	74.3%	87.9%	**NA**

	FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to	$13,876	$12,964	$15,368	$15,552	**NA**
b. Median annualized income three years after	$48,200	$52,860	$58,100	$58,316	**NA**

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	4,293	3,480	2,888	3,194	**4,300**
b. Annual course enrollments	7,774	5,969	7,312	6,499	**7,800**

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or					
a. Unduplicated annual headcount	2,174	1,598	1,572	1,668	**2,200**
b. Annual course enrollments	3,236	2,556	2,753	2,646	**3,200**

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	1,216	906	732	444	**1,200**
b. Annual course enrollments	1,719	1,287	914	649	**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

The college's new president arrived in January 2022 and the college began a journey of changing its operations to increase enrollment and accelerate student goal completion. This initiative is called HCC Forward. Two new vice presidents were selected and started at the beginning of FY23 - one in teaching and learning and one in student success. The new vice presidents immediately began to implement the plans to move HCC Forward.

For the academic area this meant creating three interdisciplinary divisions from the seven prior divisions. The new structure provides more interdisciplinary opportunities for departments, consistency of operations, and streamlined services. New teaching and learning service centers were created using personnel from the former division offices. They continue to support faculty and students, but each center also has a main responsibility – one center supports scheduling, one supports budgeting, and one supports hiring.

The student success area was completely reorganized, creating three distinct areas to facilitate student achievement, strengthen retention and increase enrollment. The three areas created were a) advising and retention, b) student development and c) enrollment services. A Howard Hub was designed and will be set up to facilitate the new organization and enable students to better navigate the college all in one location. In FY23, the college completely reorganized its internal systems to account for these major personnel reorganizations and the new structure was in place by July 2023.

The HCC Forward initiative also included work to offer more opportunities for students to accelerate their pathway by taking eight-week courses; several of the high enrollment courses were re-designed and will be ready to pilot in the fall of 2024. These eight-week terms have been a proven structure in other states where colleges have found students are able to graduate faster leading to increased graduation rates and increased enrollment.

In FY23, the college reversed the trend of declining enrollments in the credit and non-credit areas. Overall state funded credit FTEs moved from 5,086.77 in FY22 to 5,087.96 in FY23. Even though this was a slight increase of 0.02 percent, this was a major change in the college's credit area where enrollment had been declining since FY16. Continuing Education FTEs grew from 1,055.35 to 1,087.17, a growth of 3.02 percent. With credit and non-credit combined total FTEs grew to 6,175.13 or 0.54 percent. The college also grew with its learning modalities with face-to-face classes as the administration saw the trend go from 39 percent face-to-face in the

spring of 2022 to 49 percent face-to-face in the fall of 2022. The administration had budgeted to decrease enrollment by three percent in FY23, and another decline of 2.5 percent for FY24. However, the administration anticipates now that the college will see a reverse in these downward trends for FY24.

Howard Community College's partnership with the Howard County Public Schools (HCPSS) continued to grow with the Blueprint legislation. The college entered a new phase as the HCPSS system picked up the tuition costs for their dually enrolled students and these students no longer had to pay 50 percent of their tuition. The college's enrollment with dually enrolled students increased 30 percent going from 514.17 FTEs in FY22 to 668.40 FTEs in FY23. In addition, the administration developed a new MOU with the HCPSS which will now allow Howard Community College to begin a Middle College on campus in FY24.

Academic Update

In FY23, the Business Department submitted curriculum updates to the Entrepreneurship Certificate program. The certificate was revised from an 18-credit program made up of two required courses plus elective course offerings to an 18-credit program comprised of 6 required three credit courses. The updated certificate covers essential core competencies and skill sets needed for entrepreneurial ventures with learning outcomes added.

A process is also underway to redesign the Hospitality Degree and the Event Management Certificate. This intentional plan is to improve enrollment, retention, and completion in alignment with 7-week course scheduling. The advisory board has been consulted and we have held planning sessions for industry feedback. This is a natural progression to the maturity of our five-year strategic plan for the Center for Hospitality and Culinary Studies department.

The Education Department, in partnership with the HCPSS Career and Technology Office, launched "Learn, Return, Teach", a new JumpStart pathway leveraging Maryland Leads grant funding to support high school students dually enrolled in an Associate of Arts in Teaching degree. As part of this program high school juniors and seniors attended a two-week Summer Boot Camp featuring interactive workshops in college Math and English skills, mindfulness practices and Yoga in the classroom, and how to thrive as a new teacher in Maryland. Twenty-two of these dually enrolled education majors are apprentices in Howard County schools and will receive pay, invaluable experience, and college credit.

Finally, in FY23 two new programs were added: a certificate in Applied Artificial Intelligence and Machine Learning and an AAS in Cloud Operations. No programs were discontinued.

The division of continuing education and workforce development (CEWD) continued to support the regional education and workforce needs. Non-credit had 16,881 enrollments and 1087.17 FTEs in FY23. CEWD launched the first cohort of the surgical technician and licensed practical nurse apprenticeship programs in fall 2022. The division also expanded allied health employer partnerships to include MedStar Health, LifeBridge Health, Kennedy Kreiger Institute, Johns Hopkins Community Physicians, Johns Hopkins Howard County General Hospital, and the University of Maryland School of Dentistry. CEWD also continued to expand stackable credentials for professional certificates by creating new certificate programs for mammography

and cardiac devices. The division forged a new partnership with Associated Builders and Contractors, Greater Baltimore, to launch the plumbing registered apprenticeship program in spring 2023. Finally, CEWD added new registered apprenticeship programs for childcare professionals and help desk support technician approved by the Maryland Apprenticeship and Training Council.

Capital Program

The new Mathematics and Athletic Complex has been renamed the Kahlert Foundation Complex. The construction has progressed as scheduled. The final construction funds on the complex will be received in FY24 from both the state and county. The first phase of construction was completed in FY23 allowing for conditional use of the gym. The athletic teams were allowed to practice in the building. As the occupancy was required to stay under 100, other spaces in the first phase of the complex were not available for use. The entire complex is expected to be open by the spring of FY25.

This year under Dr Willis' leadership, the college advocated for a Workforce Development and Trades Center which would service the skilled trades area. Credit programs expected in the building include manufacturing, welding, and automotive. Non-credit programs include electrical, HVAC, plumbing, and forklift/heavy equipment operations. Part I and II were submitted to the state for approval. The county has agreed to fund $1 million dollars toward the design costs of $5,300,000 and the college's continuing education reserve funds will cover the difference. Design of the building is expected to begin in FY24.

The State of Maryland

Governor Moore and the Maryland General Assembly granted full funding for the Cade Funding Formula to Maryland's community colleges for the FY24 budget. This represented a 10.8 percent increase over FY23. For the second year, the Cade funding formula achieved full statutory funding at 29 percent per FTE that the state allocated to the public four-year institutions. From the Cade funding, Howard Community College received $3,949,619, a 13.3 percent increase in funding over the FY23 budget.

As of the May unemployment report, Maryland's unemployment rate fell from 2.5 percent to 2.4 percent, while the national average rate rose from 3.4 percent to 3.7 percent. Maryland still lags the nation on employment recovery since pre-pandemic levels. With student loan forbearance ending soon and the restart of payments in October, this is likely to weigh down the region as Maryland residents carry above average student loan debt compared to other regions of the country. Moderate economic performance is expected by the state, as Maryland is expected to grow at the rate of 1.3 percent, close to the U.S. rate which is projected to grow at 1.5 percent.

Howard County

The college received an increase of 5.05 percent or $2,039,000 over FY23 from Howard County. This is one of the largest increases the college has received since (FY) 2008. The county has projected a 5.6 percent increase in their FY24 budget. However, there are still uncertainties

ahead. Federal stimulus funding and high inflation have abnormally increased the county revenues. In future years, the growth is expected to drop close to or below the historic trend of 3.2 percent on average. Hence a cautionary plan should be considered for the long term.

Last year, the U.S. News and World Report named the 15 richest counties in the United States; Howard County was ranked number six. In addition, Columbia was recently named the "Best Places to Raise a Family for 2023" by WalletHub and the "Best Places to Live in the U.S. for 2023" by Livability. Columbia ranked 13th best in the nation on both lists and is the only Maryland city to make or top the list. Howard County also had the lowest unemployment rate among the counties in Maryland, tying with Carroll County at 1.8 percent.

However, in the long-term, the county is transitioning from a "growth county" to a "maturing county." The county is at the end stages of developing its available land, which means it now must focus on redevelopment and replacing an aging infrastructure. The county's population is aging, resulting in slower growth in personal income tax and additional needs for an aging population. In addition, with the limited availability of developable land there is a significant shift to more dense and multi-family driven housing for development, also lowering our income tax revenue. Other factors that could restrict growth are rising interest rates, a shift in office space demand as well as state and federal policies. Though the county projected a 5.6 percent growth in FY24, the county is projecting an average 3.2 percent growth rate in fiscal years 2025 through 2029.

Savings

During the FY23 budget development process, the college saved $607,579 with reductions primarily in personnel and contracted services. Faculty release time and class sizes were reviewed. This is now an annual process. With these reviews, the college reduced part-time personnel at a savings of $208,129. In addition, the college saw significant attrition which also created savings.

Conclusion

The State of Maryland, Howard County, and the college have always benefited from our location close to the federal government which offers above average salaries and some stability. The light the college has this year has been the increase in its state-funded FTE enrollment with an overall slight increase of 0.54 percent.

The college was fortunate to receive significant increases in state and county funding for the past two years. Federal stimulus funding certainly helped with these increases. Moving forward, the state and county funding may not be quite as robust. The college must look to other sources such as enrollment growth and prudent spending to manage its budget. The significant changes made in teaching and learning and student success along with the college's transition to eight-week courses will help with enrollment growth and retention. Although there are significant challenges ahead, the college is confident in its ability to innovate and meet its students' future needs.

Additional Questions:

Identifying Long-term Equity Gaps:

o What are the largest long-term equity gaps that exist in student access, success, and innovation in your institution? Please note the long-term equity gaps refer to the inequities that existed long before the COVID-19 pandemic and persisted over the years.

Black/African American males and Hispanic/Latino students, have had lower retention and completion rates.

o How are these equity gaps uncovered/discovered/identified at your institution and how are they shared with your community?

HCC monitors institutional performance to identify gaps via our functional area and department vital signs, and our board of trustees' key performance indicator system (KPI). All vital signs are posted on the college portal and the KPI reports are posted on the college website. The president shares key results at the convocation events.

o What interventions have been implemented to eliminate these gaps?

Strategic action plans were created to close any gaps. The college investigated national best practices to develop strategies to address them.

HCC created two nationally recognized programs to address the gaps discovered. Howard P.R.I.D.E. for men of color and Ambiciones for Hispanic/Latino students. The college was able to triple the completion rates for men of color and double those rates for the Hispanic/Latino students. The college won the Malcolm Baldrige Performance Excellence award in 2019.

Measuring Equity Gaps:

o How has your institution used disaggregated data to identify equity gaps in students' educational opportunities and outcomes?

HCC disaggregates performance data on race, ethnicity, gender and a multitude of other student characteristics to identify sub-groups that may require additional support. The college invested in a web intelligence system to offer faculty and staff the ability to drill down and identify groups that need opportunities for improvement.

o What stakeholder engagement (students, faculty, staff, etc.) is used to collect and review this data?

Faculty and staff have access at their desktop to the course, program and overall retention and

completion rates. They were involved in the design of those reports. Through their formal student learning outcomes assessment projects, they have the opportunity to discuss the results and create action plans of improvement with their colleagues. Professional development opportunities are offered to learn new skills to offer culturally sensitive student experiences in and out of the classroom.

HCC students serve on the strategic action committee and are part of the process improvement teams that have improved services and outcomes. The students are surveyed annually to solicit satisfaction rates and gather suggestions for improvement. The college conducts focus groups with students as needed to gather the needs of various groups.

o Does your institution set goals/benchmarks in regard to the elimination of equity gaps? If so, what steps does your institution take to ensure accountability in meeting the established goals/benchmarks of equity?

Yes, the college's strategic plan contains the commitment to close the performance gaps. The trend data is reviewed annually with the board of trustees.

Benchmark Assessment

Howard Community College is committed to the goals identified in the *2021-2025 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, 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* increased by 1,600 students. As the annual unduplicated headcount for noncredit students increased to 10,156 , enrollment for credit students decreased to 12,943, down by 968 students. *Market share of first-time, full-time freshmen,* decreased by 4.3 percentage points, while the *market share of part-time undergraduates* increased by 4.6 percentage points in fall 2022. The *market share of recent, college-bound high school graduates* decreased to 30.0 percent in fall 2021, 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 can plan their academic time at HCC and view their progress toward completion. *High school student enrollment* (dual enrollment) increased to 1,237, but still

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* decreased in FY22. All *credit and continuing education enrollments in online and hybrid* courses exceed benchmark levels. These decreases are mainly due to operations returning to back to normal after the COVID-19 pandemic, which forced much of the college's operations to move to a virtual/remote modality.

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 from various public and private sources to assist students with tuition.

In FY22, the *unduplicated annual headcount for community service and lifelong learning courses* and *annual course enrollments* increased and were closer to benchmark level. The *unduplicated annual headcount in continuing education basic skills and literacy courses,* the *annual course enrollments also* increased and moved closer to the benchmark. The increase in enrollment is tied to the overall return of operations back to normal after the COVID-19 pandemic. Twenty-nine percent of adults achieved *at least one Adult Basic Education (ABE) educational functioning level*. Similarly, 32 percent of adults in the English as a Second Language (ESL) program have achieved *at least one ESL educational functioning level*. Both indicators fell below the benchmark levels.

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 70.4 in fall 2022 and the *percent nonwhite continuing education enrollment* increased to 60.3 in FY22. 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 50.1 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 until fall 2020 in which it decreased by 0.2 percentage points. The trend has picked back up again in fall 2021 to 31.4 percent, and it is 30.8 percent for fall 2022. *Percent minorities (nonwhite) of full-time administrative and professional staff* was at 32.5 percent, which is 0.1 percent lower than fall 2022. 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 office

of human resources 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 decreased slightly*, while it increased for *Pell grant recipients*, and for *developmental students* in the fall 2021 cohort, retention rate surpassed the benchmark level for the *Pell grant recipients*. The *fall-to-fall retention* rate for c*ollege-ready students* decreased to 52.2 percent and fell below the benchmark of 60 percent.

The percent of *developmental completers after four years* increased to 44.5 percent for the fall 2018 cohort and moved closer to the benchmark level of 45 percent. The fall 2018 cohort *successful-persister rate after four years* for college-ready students decreased to 84.3 percent and fell slightly below the benchmark of 85 percent. For developmental completer students, the persistence rate fell below the benchmark at 90.8 percent. The overall rate for the fall 2018 cohort was 77.2 percent, edging 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. Both HCC and 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 2018 cohort, *successful-persister rates after four years* for White, and Black/African-American increased, while the rate for the Asian, students decreased. The rate remained the same for Hispanic/Latino students. Similarly, the *graduation-transfer rate after four years* for White and Black/African American students increased while the rate for Asian and Hispanic/Latino students decreased. These metrics are not required to have benchmark levels.

To eliminate barriers, facilitate completion, and smooth transfer to four-year institutions, the college implemented initiatives to improve the graduation and transfer rates. For 2018 fall cohort, the g*raduation/transfer rate after four years* of college-ready students was at 69.5 percent, developmental completers at 59.3 percent, non-completers at 26.6 percent, and all students in cohorts at 54.7 percent.

Transfer degrees decreased from FY21 to FY22 by sixty-two awards, *career degrees* decreased by six in FY22 and both metrics are no longer required to have benchmark levels. *Total awards* and *unduplicated graduates* have decreased from FY21 to FY22 by ninety-two and by thirty-six respectively. For FY22, the *total awards* fell below the benchmark of 1,400, set to be achieved by FY25 at 1,344 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 86.3 percent earning a *cumulative GPA after the first year of 2.0 or above* in academic year (AY) 2021-22. This is higher 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* have been steadily increasing since FY16. For FY21 graduates, the rate has slightly decreased to 69.3 percent but remained above the benchmark level of 67 percent.

State Plan Goal 3: Innovation

The *licensure/certification examination pass rate* 77.9 percent for the NCLEX-RN (for nursing students) decreased by 4.8 percent, which was a few percentage points below the benchmark. The rate for NCLEX-PN (for practical nursing students) increased to the benchmark of 100 percent at a rate of 100 percent. The nursing staff have met to discuss and implement new initiatives to improve the pass rates. The pass rate for the EMT-Basic exam decreased to 65.6 percent in FY21 and is still below the benchmark level of 87 percent.

A total of 79.1 percent of FY21 *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 attend community colleges. This is a new metric that moved from the institutional characteristics section two years ago and it is from a new source, namely the Maryland Longitudinal Data System Center, and it is not required to have benchmark levels.

Both the *unduplicated headcount in continuing education workforce development courses* and the *annual course enrollments* increased and are edging closer to the benchmarks in FY22.The primary reason for the increase was due to the increase in face-to-face training offerings that were not available because of 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* increased, however, both metrics were below benchmark levels in FY22.

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 partnerships with four-year institutions, other Maryland community colleges, and the HCPSS to help learners move quickly through the educational 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 new partnerships to promote innovation and maximize resources in providing concrete benefits for students and community members.

During the week of August 15, the Center for Civic and Community Engagement led the freshman and sophomore cohorts of the Rouse Scholars program in service experiences. with community partners during the Rouse Scholars retreats. These experiences began with in-class orientations and discussions of community-engaged learning and designed to foster collaboration and camaraderie in the cohorts as well as educate students as they consider community-engaged scholarship as a capstone option. Freshmen worked with Howard EcoWorks on an invasive species management project in the Emerson community in Laurel, Maryland, and sophomores visited the Baltimore ToolBank and worked to maintain their collection of tools and supplies available to the greater Baltimore nonprofit community.

HCC's Wellness Center partnered with the Howard County Health Department since 2010. This partnership includes providing on-campus sexual health education and testing programs (STIs and HIV testing), with referrals to the Howard County Health Department for treatment or reproductive health services. COVID-19 and flu vaccines have also been included in clinic programming when available and needed. County Executive Calvin Ball announced a major expansion of this partnership to meet the needs of our students. The county health department will provide a full-time Registered Nurse, a licensed counseling social worker, and part-time counselor, as well as supplies and indirect costs, totaling $941,797 of support over three years. Services will include well-woman visits, birth control, options counseling services and other referrals, STI Treatments, HIV PrEP prevention, telemedicine and more. All students are eligible to receive services at no cost.

Dr. Willis announced a new partnership between Howard Community College (HCC) and the Department of Juvenile Services (DJS) to start a new program called Project Elevate. This program is designed for kids aged 15 to 19 to earn their GED at HCC to provide opportunities for teens to keep them from possibly spending their lives behind bars, thereby avoiding the pipeline to prison scenario.

Howard Community College
Degree Progress Four Years after Initial Enrollment
Fall 2018 Entering Cohort

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	1641		631		449		561	
2	Number attempting fewer than 18 hours over first 2 years	463		192		14		257	
3	Cohort for analysis (Line 1 – Line 2)	1178	100.0%	439	100.0%	435	100.0%	304	100.0%
4	Earned Associate degree from this community college	354	30.1%	193	44.0%	161	37.0%	0	0.0%
5	Earned certificate, but no degree, from this community college	8	0.7%	5	1.1%	3	0.7%	0	0.0%
6	Total associate and certificate graduates (Line 4 + Line 5)	362	30.7%	198	45.1%	164	37.7%	0	0.0%
7	Transferred to Maryland two-year/technical college	54	4.6%	17	3.9%	8	1.8%	29	9.5%
8	Transferred to Maryland public four-year college	376	31.9%	195	44.4%	160	36.8%	21	6.9%
9	Transferred to Maryland private four-year college or university	9	0.8%	4	0.9%	4	0.9%	1	0.3%
10	Transferred to out-of-state two-year/technical college	14	1.2%	2	0.5%	1	0.2%	11	3.6%
11	Transferred to out-of-state four-year college or university	90	7.6%	41	9.3%	30	6.9%	19	6.3%
12	Total transfers (sum of Lines 7 - 11)	543	46.1%	259	59.0%	203	46.7%	81	26.6%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	261	22.2%	152	34.6%	109	25.1%	0	0.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	644	54.7%	305	69.5%	258	59.3%	81	26.6%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	218	18.5%	58	13.2%	114	26.2%	46	15.1%
16	Successful transition to higher ed (Line 14 + Line 15)	862	73.2%	363	82.7%	372	85.5%	127	41.8%
17	Enrolled at this community college last term of study period	48	4.1%	7	1.6%	23	5.3%	18	5.9%
18	Successful or persisting (Line 16 + Line 17)	910	77.2%	370	84.3%	395	90.8%	145	47.7%

Howard Community College
Degree Progress Four Years after Initial Enrollment
Fall 2018 Entering Cohort

		African American Students		Asian Students		Hispanic Students		White Students	
1	First-time full- and part-time fall headcount	531		191		207		449	
2	Number attempting fewer than 18 hours over first 2 years	184		39		53		121	
3	Cohort for analysis (Line 1 – Line 2)	347	100.0%	152	100.0%	154	100.0%	328	100.0%
4	Earned Associate degree from this community college	79	22.8%	52	34.2%	40	26.0%	131	39.9%
5	Earned certificate, but no degree, from this community college	2	0.6%	0	0.0%	0	0.0%	3	0.9%
6	Total associate and certificate graduates (Line 4 + Line 5)	81	23.3%	52	34.2%	40	26.0%	134	40.9%
7	Transferred to Maryland two-year/technical college	27	7.8%	4	2.6%	4	2.6%	11	3.4%
8	Transferred to Maryland public four-year college	88	25.4%	70	46.1%	42	27.3%	131	39.9%
9	Transferred to Maryland private four-year college or university	2	0.6%	0	0.0%	1	0.6%	4	1.2%
10	Transferred to out-of-state two-year/technical college	5	1.4%	2	1.3%	2	1.3%	2	0.6%
11	Transferred to out-of-state four-year college or university	28	8.1%	4	2.6%	10	6.5%	33	10.1%
12	Total transfers (sum of Lines 7 - 11)	150	43.2%	80	52.6%	59	38.3%	181	55.2%
13	Graduated from this college and transferred (Line 6 ⊓ Line 12)	56	16.1%	41	27.0%	30	19.5%	101	30.8%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	175	50.4%	91	59.9%	69	44.8%	214	65.2%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	60	17.3%	26	17.1%	36	23.4%	47	14.3%
16	Successful transition to higher ed (Line 14 + Line 15)	235	67.7%	117	77.0%	105	68.2%	261	79.6%
17	Enrolled at this community college last term of study period	16	4.6%	9	5.9%	9	5.8%	5	1.5%
18	Successful or persisting (Line 16 + Line 17)	251	72.3%	126	82.9%	114	74.0%	266	81.1%

HOWARD COMMUNITY COLLEGE
2023 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 2019	Fall 2020	Fall 2021	Fall 2022
A	Fall credit enrollment				
	a. Unduplicated headcount	9,340	9,604	8,124	8,214
	b. Percent of students enrolled part time	65.8%	72.1%	70.7%	72.1%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
B	First-time credit students with developmental education needs	61.4%	53.5%	62.6%	59.4%

Note: Attending higher education for the first time, excludes high school student attendance.

		FY 2020	FY 2021	FY 2022	FY 2023
C	Credit students who are first-generation college students (neither parent attended college)	30.3%	29.3%	25.7%	27.6%

		FY 2019	FY 2020	FY 2021	FY 2021
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	2,307	2,342	1,282	1,883

		FY 2019	FY 2020	FY 2021	FY 2022
E	Credit students receiving financial aid				
	a. Receiving any financial aid	49.3%	41.8%	38.4%	55.0%
	b. Receiving Pell grants	22.8%	22.6%	19.1%	22.3%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
F	Students 25 years old or older				
	a. Credit students	35.2%	29.7%	32.4%	29.9%

		FY 2019	FY 2020	FY 2021	FY 2022
	b. Continuing education students	52.7%	55.4%	54.9%	49.9%

		FY 2020	FY 2021	FY 2022	FY 2023
G	Credit students employed more than 20 hours per week	37.1%	39.4%	33.2%	32.8%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	10.9%	11.0%	12.5%	13.7%
	b. Black/African American only	28.8%	27.3%	30.0%	29.9%
	c. American Indian or Alaskan native only	0.2%	0.2%	0.2%	0.2%
	d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.1%	0.1%
	e. Asian only	11.6%	13.1%	12.8%	12.9%
	f. White only	32.8%	31.7%	28.1%	26.4%
	g. Multiple races	6.1%	6.4%	6.2%	5.9%
	h. Foreign/Non-resident alien	5.4%	4.9%	5.8%	5.5%
	i. Unknown/Unreported	4.0%	5.2%	4.4%	5.5%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
I	Credit student distance education enrollment				
	a. Enrolled exclusively in distance education	8.1%	39.6%	23.6%	20.7%
	b. Enrolled in some, but not all, distance education	18.5%	39.3%	36.5%	31.7%
	c. Not enrolled in any distance education	73.3%	21.1%	39.8%	47.6%

HOWARD COMMUNITY COLLEGE
2023 ACCOUNTABILITY REPORT

		FY 2019	FY 2020	FY 2021	FY 2022
J	Unrestricted revenue by source				
	a. Tuition and fees	40.9%	40.0%	38.9%	36.0%
	b. State funding	18.9%	19.9%	20.3%	23.3%
	c. Local funding	37.1%	37.9%	39.6%	38.7%
	d. Other	3.2%	2.2%	1.3%	2.1%

		FY 2019	FY 2020	FY 2021	FY 2022
K	Expenditures by function				
	a. Instruction	46.6%	46.1%	45.2%	44.3%
	b. Academic support	11.5%	12.3%	12.3%	13.2%
	c. Student services	8.8%	8.8%	9.1%	9.3%
	d. Other	33.1%	32.9%	33.4%	33.2%

Goal 1: Access

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
1	Annual unduplicated headcount					
	a. Total	29,587	26,143	21,094	22,694	**29,000**
	b. Credit students	14,444	14,314	13,911	12,943	**14,000**
	c. Continuing education students	15,803	12,313	7,543	10,156	**15,000**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
2	Market share of first-time, full-time students	30.9%	27.4%	23.6%	19.3%	**34.0%**

Note: Attending higher education for the first time, excludes high school student attendance.

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
3	Market share of part-time undergraduates	69.5%	72.4%	65.8%	70.4%	**70.0%**

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Benchmark Fall 2024
4	Market share of recent, college-bound high school graduates	36.4%	35.5%	32.2%	30.0%	**40.0%**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
5	High school student enrollment	707	1,787	837	1,237	**750**

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	10,807	12,041	50,497	26,954	**10,300**
	b. Continuing education, online	3,415	3,884	8,804	7,153	**2,300**
	c. Credit, hybrid	1,693	2,275	2,861	5,135	**1,700**
	d. Continuing education, hybrid	536	553	579	802	**300**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2026
7	Tuition and mandatory fees					
	a. Annual tuition and fees for full-time students	$4,991	$5,110	$5,110	$5,110	**NA**
	b. Percent of tuition/fees at Md public four-year institutions	51.5%	52.9%	52.0%	50.9%	**53.0%**

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

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	4,602	3,487	1,878	2,387	**4,801**
b. Annual course enrollments	10,256	7,747	3,213	3,577	**10,328**

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	2,670	2,676	1,222	2,029	**2,700**
b. Annual course enrollments	5,801	5,436	2,656	4,607	**6,200**

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
10 Adult education student achievement of:					
a. At least one ABE educational functioning level	41.1%	30.0%	46.0%	29.0%	**39.0%**
b. At least one ESL educational functioning level	40.0%	22.0%	49.0%	32.3%	**41.0%**
Note: Not reported if < 50 students in the cohort					

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
11 Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	63.8%	64.7%	68.7%	70.4%	**60.0%**

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
b. Percent nonwhite continuing education enrollment	52.6%	55.9%	55.9%	60.3%	**48.0%**

	July 2019	July 2020	July 2021	July 2022	Benchmark Not Required
c. Percent nonwhite service area population, 15 or older	47.1%	47.9%	48.7%	50.1%	**NA**

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
12 Percent minorities (nonwhite) of full-time faculty	29.1%	28.9%	31.4%	30.8%	**40.0%**

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
13 Percent minorities (nonwhite) of full-time administrative and professional staff	31.4%	31.5%	32.6%	32.5%	**40.0%**

Goal 2: Success

	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Benchmark Fall 2024 Cohort
14 Fall-to-fall retention of first-time students					
a. All first-time students	60.0%	57.6%	58.3%	57.4%	**62.0%**
b. Pell grant recipients	61.9%	56.6%	62.0%	62.5%	**62.0%**
c. Developmental students	61.2%	54.7%	58.0%	60.2%	**62.0%**
d. College-ready students	59.7%	62.3%	58.6%	52.2%	**60.0%**
Note: Attending higher education for the first time, excludes high school student attendance.					

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	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	43.0%	45.5%	42.8%	44.5%	**45.0%**

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	81.4%	84.0%	86.2%	84.3%	**85.0%**
b. Developmental completers	92.2%	91.1%	93.0%	90.8%	**92.0%**
c. Developmental non-completers	52.4%	46.0%	42.5%	47.7%	**NA**
d. All students in cohort	75.7%	75.3%	76.5%	77.2%	**80.0%**

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	75.5%	79.4%	79.9%	81.1%	**NA**
b. Black/African American only	70.1%	68.7%	67.3%	72.3%	**NA**
c. Asian only	84.1%	85.4%	89.0%	82.9%	**NA**
d. Hispanic/Latino	77.8%	68.8%	74.0%	74.0%	**NA**

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

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	68.3%	70.1%	72.2%	69.5%	**70.0%**
b. Developmental completers	65.8%	64.1%	61.8%	59.3%	**65.0%**
c. Developmental non-completers	29.1%	24.9%	22.6%	26.6%	**NA**
d. All students in cohort	53.6%	53.7%	54.8%	54.7%	**59.0%**

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	55.6%	59.3%	63.1%	65.2%	**NA**
b. Black/African American only	49.6%	47.3%	44.5%	50.4%	**NA**
c. Asian only	60.8%	64.6%	66.3%	59.9%	**NA**
d. Hispanic/Latino	45.8%	46.2%	49.3%	44.8%	**NA**

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

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	1,427	1,438	1,436	1,344	**1,400**
b. Career degrees	352	372	351	345	**NA**
c. Transfer degrees	979	983	990	928	**NA**
d. Certificates	96	83	95	71	**NA**
e. Unduplicated graduates	1,294	1,326	1,275	1,239	**NA**

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	AY 18-19	AY 19-20	AY 20-21	AY 21-22	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	83.5%	85.4%	88.3%	86.3%	**86.0%**

	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year	67.4%	67.0%	69.8%	69.3%	**67.0%**

Goal 3: Innovation

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. NCLEX - RN	94.0%	81.9%	82.7%	77.9%	**90.0%**
Number of Candidates	125	177	150	127	
b. NCLEX - PN	100.0%	92.6%	76.5%	100.0%	**100.0%**
Number of Candidates	11	27	17	10	
c. EMT B	70.0%	50.0%	71.4%	65.6%	**87.0%**
Number of Candidates	14	8	7	21	
Note: Not reported if <5 candidates in a year					

	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	Benchmark Not Required
24 Graduates employed within one year	80.6%	78.4%	78.5%	79.1%	**NA**

	FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	$19,932	$16,812	$17,456	$20,056	**NA**
b. Median annualized income three years after graduation	$57,352	$55,832	$56,064	$61,568	**NA**

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	8,732	6,336	4,524	5,912	**8,500**
b. Annual course enrollments	15,551	9,995	7,619	10,618	**13,900**

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	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	3,967	3,071	2,747	2,726	**4,000**
b. Annual course enrollments	5,978	5,036	4,200	4,027	**6,000**

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	5,639	3,218	1,921	3,141	**5,000**
b. Annual course enrollments	11,204	5,503	3,671	6,674	**10,000**

Note: NA designates not applicable

    * designates data not available

MARYLAND HIGHER EDUCATION COMMISSION 2023
PERFORMANCE ACCOUNTABILITY REPORT
<u>MONTGOMERY COLLEGE</u>

MISSION

Montgomery College is where students discover their passions and unlock their potential to transform lives, enrich the community, and change the world.

INSTITUTIONAL ASSESSMENT

Montgomery College is a respected and well-established comprehensive two-year community college with more than 75 years of service that provides a quality higher education experience that gives everyone the chance to achieve success and to create meaningful change in their lives and, potentially, the world. In 2023, the College was ranked #1 community college in Maryland and ranked #77 in the United States by Niche. In addition to credit programs, the College has a strong and vital Workforce Development and Continuing Education division that attends to the education and workforce needs of residents and businesses in Montgomery County and surrounding jurisdictions. Over the past few years, the College experienced and adjusted to major paradigm shifts that led to permanent changes in the delivery of the curriculum, instruction, and services – mainly adding and expanding virtual learning experiences. Even though the county is nearing the end of the global pandemic, the experience tested the College's agility to meet the education, training, and workforce needs of students, faculty, and staff. The College learned from that experience –it was challenging, yet exciting as we [the College] explored and tested boundaries of possibilities to meet the needs of the college community. At Montgomery College, we believe in our role as both a college and a community. We are learners and seekers and achievers – and we rose to the challenges that we faced. That said, the full effects of the COVID-19 pandemic is weakening, but its presence continues to linger, particularly in credit enrollment. Yet, despite the continued difficulties endured by the pandemic, we have sustained the provision of accessible, quality education, and our infrastructure is strong.

Student and Institutional Characteristics

Credit enrollment in fall 2022 (Indicator A-a) was 17,137. More than two-thirds of credit students (67.2 percent) attended part-time (Indicator A-b). Nearly one-quarter (24.6 percent) of credit students were 25 years of age or older (Indicator F). Hispanic/Latino (28.0 percent) and Black (25.2 percent) students accounted for more than half of the student body, while Asian (12.3 percent) and White (19.7 percent) students accounted for less than a third of enrollment. More than a third (34.9 percent) of first-time credit students entered the College in fall 2022 with developmental needs (Indicator B). In fiscal 2022, there were 4,674 annual enrollments in English for speakers of other languages courses (Indicator D). Less than one-half (44.0 percent) of the students enrolled at the College received some form of financial aid (Indicator E-a); 21.0 percent received the Pell grant (Indicator E-b). Thirteen and a half percent of credit students were enrolled exclusively in distance education courses in fall 2022 (Indicator I); nearly 26 percent

were enrolled in some, but not all, distance education; and 60.6 percent were not enrolled in any form of distance education.

Finances

More than half (54.8 percent) of the college's unrestricted revenue sources (Indicator J) came from a local funding source in fiscal 2022; tuition and fees generated 25.2 percent of revenue; and 19.5 percent came from the state. Compared to the previous year, significant increases in federal and state grant funding led to higher total revenue in Fiscal 2022.

The largest proportion of the College's expenditures by function (Indicator K) were directed towards instruction (33.9 percent), academic support (18.0 percent), and student services (12.7 percent). Another (35.4 percent) were expended in "other." All expenditures helped to fulfill the primary function of the College: teaching, learning and student support. The College achieved cost savings primarily due to the hybrid delivery of services requiring a change in utilization of space and through reductions in salaries to reflect lower enrollment and higher than historic turnover.

Maryland State Plan — Goal 1, Access: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.
In support of Goal 1, Montgomery College provides high-quality, practical and relevant education and training in credit and noncredit programs while giving students ample access to an affordable college education. The annual cost for a full-time credit student to attend Montgomery College in fall 2022 was $5,322 (Indicator 7), which was 53.0 percent of the cost to attend a public four-year college in Maryland. Tuition and fees have remained static since fiscal 2020.

Credit Enrollment

In fiscal 2022, Montgomery College enrolled, educated, and/or trained 39,757 individual students (Indicator 1a): 24,085 were credit-bearing students (Indicator 1b). The market share of new full-time freshmen in the College's service area was 30.9 percent (Indicator 2), while the market share of part-time undergraduate students (Indicator 3) was 68.5 percent. The market share of recent college-bound Montgomery County high school graduates (Indicator 4) attending Montgomery College in fall 2021 declined substantially from 48.6 percent to 39.3 percent. Most colleges saw declines in this timeframe which were spurred by the COVID pandemic.

More than three-quarters (78.3 percent) of Montgomery College's student body in fall 2022 were nonwhite (Indicator 11a), and according to the latest census data, 55.6 percent of the county's service area who were at least 15 years of age were nonwhite (Indicator 11c). The representation of full- time faculty and administrators at the College have become increasingly more diverse; compared to fall 2019, nonwhite faculty increased from 37.1 percent to 41.0 percent and administrative and professional staff increased from 47.2 percent to 59.9 percent in fall 2022.

In fiscal 2022 credit student enrollment declined 13.5 percent below the previous year. Some students delay the decision to attend college, others choose not to attend college at all and prefer

to enter the workforce, still others drop or stop out. Thus, attending college to earn a degree seems to be less of a priority, especially among adult learners, when one considers the rise in the cost of living and the surge in the job market where a degree or higher education is not required. These and many other factors likely lead to the reduction in the market share in Montgomery College's service area. After analyzing and discussing the decline in enrollment over the past several years, and considering the extended impact of the pandemic, it was determined that the original benchmark was unrealistically optimistic. Therefore, in alignment with the newly formed enrollment management plan, and with the approval of the College's Board of Trustees, the enrollment benchmarks for the fiscal year have been adjusted to reasonable levels.

Dual enrollment and online course enrollment continued to grow. In fall 2022, dual enrollment (Indicator 5) at Montgomery College increased 55.1 percent since fall 2019 (from 971 to 1,506). Early exposure of public-junior high and high school students to higher education programs and various career paths through programs like Middle College, Early College, Jump Start, and Pathways to Network and Information Technology (P-Tech) continue to contribute to their presence at the College.

The College saw a decline in online and hybrid enrollment in fiscal 2022 compared to the previous year. Online enrollment (Indicator 6a) in credit courses dropped from 30,169 to 27,284 (-9.6 percent) and hybrid course enrollment declined from 5,810 to 4,671 (-19.6 percent). The pandemic escalated an increase of online/hybrid courses and programs and provided students with unfettered access to a wide variety of courses. Now, with the waning of the pandemic and the increased availability in face-to-face instruction, many students return to the classroom and the on-campus environment; but online and hybrid options remained available. In spite of the decline in online enrollment, online courses and online degree and certificate programs are viable and preferred options for many students who seek access to education in this modality. The College launched the virtual campus with a focus on increased access to education, reduced cost and time to completion, and inclusive services that are meant to improve the overall student experience. It also should be noted that the College has been recognized as a leader in online education and recently received recognition from Intelligent.com as being one of the best online community colleges in the state of Maryland. While in-person learning has returned, there is sustained interest in distance learning. As the College continues to be flexible in its approaches to meet the needs and academic expectations of its students, the benchmarks for the indicators in this section are attainable.

Noncredit Enrollment
In fiscal 2022, Workforce Development and Continuing Education (WDCE) provided noncredit education, workforce training, and/or credentialing to 16,644 individual students (Indicator 1c), an increase of 4.4 percent above the previous year's enrollment. Three-quarters (75.4 percent) of noncredit students were 25 years of age or older (Indicator Fb) and 53 percent were nonwhite (Indicator 11b). Given the return to in-person instruction, online and hybrid course enrollments saw substantial decreases in the past year, 34.4 percent and -55.6 percent, respectively. Annual enrollment in online courses (Indicator 6b) decreased from 31,261 to 23,266; and from 2,635 to 1,693 in hybrid courses (6d). This sector is typically known for face-to-face learning, and the

return to in-person gatherings has lessened the necessity for the many online offerings that were needed at the height of the pandemic.

WDCE offers access to various educational opportunities to a wide range of students with different interests and goals. Continuing education and lifelong learning courses (Indicator 8) enrolled 6,082 individual students and generated 10,546 annual enrollments in courses designed for residents aged 50 and older. These figures represent an 8.1 percent increase in individual students and a 2.5 percent decline in annual course enrollments compared to the previous year. Continuing education basic skills and literacy courses (Indicator 9) generated 11,601 annual enrollments with 5,431 individual students, an increase of 16.2 percent and 14.6 percent, respectively – which indicate a real need for such courses. Indicator 10 reflects gain in adult education student achievement in two program areas: adult basic education (ABE) and English for speakers of other languages (ESL). The data showed increased achievement in at least one ABE functioning level compared to the previous year (55.0 percent 61.0 percent), while the achievement in at least one ESL educational functioning level steadied at 55.0 percent. The College has surpassed the benchmark on the ABE indicator and believe that the benchmark on the ESL is reasonably achievable in the next few years.

Maryland State Plan — Goal 2, Success: *Promote and implement practices and policies that will ensure student success.*
The College has reviewed and modified policies that inadvertently created barriers to student success, and have implemented strategies that have helped students succeed.

Retention and Academic Preparedness
The fall-to-fall retention rate for all first-time degree seeking students who entered the College in fall 2021 and returned in fall 2022 (Indicator 14) was 67.5 percent, which was five percentage points above the previous cohort (from 62.4 percent) and the highest retention rate in four years. The retention rate for this cohort increased across subgroups. The retention rate for first-time degree seeking students who received the Pell grant increased from 69.5 percent to 71.2 percent. The retention rate for students who entered the College with academic deficiencies rose slightly (51.1 percent to 51.7 percent); while the retention rate of college-ready students increased nearly five percentage points (from 64.0 percent to 69.8 percent). The weakening effects of the pandemic and a moderate return to "normal" college life might be an influential factor in these positive changes. The College is confident that it will achieve the established benchmark of a 75 percent retention rate by the assessment period.

Students entered the College with different levels of academic readiness – some are ready for the rigor of college and some are not. Fifty-nine percent of new students who entered the College in fall 2018 with developmental needs completed their developmental coursework within four years (Indicator 15). Developmental mathematics has been one of the biggest barriers to student progression and college completion. The College's math department designed and implemented a new rigorous statistics curriculum for students in liberal arts and sciences programs that is more applicable to what students need for their majors, which gives students an alternative to

traditional remedial mathematics with more "real world" applications to the study of the liberal arts and social sciences rather than traditional remedial algebra courses. A co-requisite structure is also offered where students take developmental and college-level math in the same semester, which has had a positive impact on math completion rates. A similar co-requisite model for students in need of developmental English is also available. Implementation of these strategies helps to reduce and remove barriers to student success as well as remove the stigma associated with developmental course work. In the past, developmental course requirements were determined by placement test scores. However, the College no longer relies solely on those scores to determine college readiness. High school GPA and high school transcripts now serve as proxies to determine English and math placement and has resulted in the reduction or elimination of unnecessary coursework for many students. As such, a measurable increase in the developmental completion metrics is expected within the next few years.

Degree Progress Cohort
The Degree Progress cohort model tracks the graduation, transfer, and persistence rate of first-time, full- and part-time students, four years after entry, who attempted at least 18 credit hours within the first two years of initial enrollment. The cohort is divided into three groups: college-ready, those who complete developmental course requirements, and those who do not complete developmental course requirements. The most recent cohort group for this analysis entered the College in fall 2018.

Successful-persisters are defined as students who had graduated, and/or transferred, or were still enrolled and had earned at least 30 credit hours with a minimum cumulative grade point average of 2.0 four years after entry (Indicator 16). Nearly 75 percent of the fall 2018 cohort were successful persisters after four years. The persistence rate dropped across the categories of academic preparedness. In general, college-ready students persisted at a higher rate than students who entered the college with developmental needs. Compared to the previous cohort the overall persistence rate dropped less than one point (75.3 to 74.8 percent), college-ready students dropped nearly three points (85.8 to 82.9 percent), and the rate for developmental completers dropped less than 1 point (80.0 to 79.3 percent). Data by race/ethnicity showed that the persistence rate (Indicator 17) was measurably higher for Asian students than it was for students in other race/ethnic groups. The persistence rate for Asian student rose 3.8 points (86.2 percent to 90.0 percent), declined 2.5 points for Hispanic/Latino students (71.5 to 69.0 percent), while the persistence rate for Black students was relatively stable (71.5 to 71.6 percent).

Within four years of entry, 52.4 percent of the 2018 cohort graduated and/or transferred, which was slightly below the rate of the previous cohort (52.8 percent). Data for college ready and developmental completers (Indicator 18) and for different race/ethnic groups (Indicator 19) showed some backsliding on this metric compared to data for the previous cohort. The graduation/transfer rate decreased by 3 points for college-ready students (from 68.0 percent to 65.0 percent) and 2.9 percent for developmental completers (from 51.7 percent to 48.8 percent). Asian and White students, however, did increase, by 3.9 and 2.8 points respectively. Asian students went from 64.3 to 68.2 percent, while White students increased from 57.8 to 60.6

percent. Unfortunately, Black students decreased 2.6 points (51.7 to 49.1 percent), while Hispanic/Latino students decreased 3.2 points (46.3to 43.1 percent).

The disparity in these metrics remains a challenge. The ramifications of the pandemic disproportionately affected those of color and those with economic disadvantage. We continue to monitor disparities closely, and expect that recent changes to developmental course requirements, and a return to in-person learning will result in better outcomes and percentage increases. The College remains actively engaged in strategies that are designed to address specific needs and experiences of Black and Hispanic/Latino students. The goal of these strategies is to bring all student groups to parity on a variety of success metrics across race/ethnicity. The established benchmarks for these success measures are set at reasonable levels and will be continuously monitored closely over the next few years.

Graduation and Transfer
In fiscal 2022, a total of 2,877 students were awarded 2,994 associate degrees and credit certificates (Indicator 20). Nearly 70 percent (69.7 percent) of transfer program graduates transfer annually within one year of graduation (Indicator 22), and some students transfer without the benefit of a degree or certificate. One year after transfer, 87.7 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.

Graduating with an award is 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. The benchmarks for the number of awards are set reasonably at 3,230 and we are now less than 250 awards away from the target. In addition, the College has met or exceeded the benchmark minimum, and that is, 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 and their importance has become increasingly more visible. To 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 that 13 to 20 radiologic graduates sat for the licensure/certification exam with a 90 to 100 percent pass rate in each of the past four reporting years, fiscal 2019 to fiscal 2022. During the same time period, the pass rates for the 125 to 184 nursing graduates ranged from 75.9 percent to 92.4 percent. Physical therapy graduates (10 to 18) showed pass rates of 75 percent 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.

An important role of the College is to produce a more educated and prepared workforce. In addition, skill enhancement for employment is a primary goal of many students. The value of a degree is evident in income data for students one year prior to graduation compared to their income three years after graduation. The data show that the median annualized income for FY 2019 graduates three years after graduation in occupational programs at the College has risen to nearly $49,000, which was more than double the income level students were earning one year prior to graduation ($18,572).

Workforce Development and Continuing Education (WDCE)
WDCE provides the workforce and training needs in key areas in the job market in the County. In response 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. Rapid conversion to structured remote delivery using distance learning platforms, video conferencing tools, and other functions allowed students to finish their courses. The return of in-person learning was good for WDCE. While overall unduplicated credit enrollment decreased 13.5 percent, unduplicated continuing education enrollment increased 4.4 percent. These increases were profoundly uniform across all the indicators (26, 27, and 28) that fall within the state goal of innovation.

Individual student enrollment in continuing education workforce development courses (Indicator 26) increased 4 percent and course enrollments grew by 9 percent compared to the previous year. For students seeking courses for continued government or industry- required certification or licensure (Indicator 27), enrollment increased 14.3 percent, while annual course enrollments declined 15.1 percent, suggesting that more people enrolled in fewer courses? Contract training course headcount (Indicator 28) increased 4.4 percent, while annual course enrollment rose 4.9 percent. 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.

Community Outreach and Impact

The College's vision statement is: Montgomery College will serve as the community's institution of choice to transform the lives of students and Montgomery County. The College's outreach is wide and impactful. Several of the many outreach efforts are discussed below.

One aspect of this outreach is through the Office of Community Engagement (OCE), which is the face of the college in the community. Its primary role is to connect residents in underserved and under-represented communities with the college through the operation of three community engagement centers, nonprofit partnerships, community events, and grassroots outreach activities. The College has served thousands of people seeking training and job skills. Individuals from these communities have been empowered to take advantage of classes and learning

opportunities –many of them free, such as English classes and computer trainings—that have improved their earning potential.

Montgomery College plans a spring opening of the College's East County Education Center (ECEC). The ECEC will offer credit and non-credit courses in classrooms and training labs, as well as provide student advising space and other student support related services. The new center is expected to serve more than 1,000 students from underserved communities in the first year. The credit and noncredit classes will be offered in fields of interest to prospective students and community members with a focus on targeting skill gaps in key industry sectors such as healthcare, hospitality, and IT -- programs that focus on the needs of our county's emerging industries. These potentially transformative educational and training opportunities will manifest into progress for our students, our businesses, our public schools, and our neighborhoods.

In partnership with the Capital Area Food Bank (CAFB) the College continues to host the popular Mobile Food Market Program on all three campuses that offer fresh, seasonal produce at no cost. CAFB also supports the food pantries located on each campus, helps to identify community resources that address food insecurities among our students and the residents from the community, and make available resources on health, housing and other service providers on-site.

The College's Office of Equity and Inclusion, the Universities of Shady Grove, and the Office of the County Executive partnered to present an event on critical race theory and its significance to our community. In fact, a variety of programming this year explored important topics around implicit bias and disability, racism, and violence in the wake of mass shootings, and welcoming newcomers to our community.

Annually, the College hosts the Maryland/DC Regionals National Science Bowl (NSB). Sponsored by WGL/Washington Gas, QIAGWN, and the Department of Energy Office of Science, thousands of middle and high school students from across the country come together to compete in a fast-paced question -and-answer format where they solve technical problems and answer questions on a range of science disciplines including biology, chemistry, Earth and space sciences, physics, and math.

Montgomery College students engage in activities that impact the broader community through service learning and civic engagement opportunities. For example, Spirit of Service Days provides students with the opportunity to learn and serve with local organizations for a day with other MC students. Past Spirit of Service Days have included Good Deeds Day, MLK Day of Service, Accenture Day of Service, annual Earth Day clean-ups, and Homeless Resource Day.

The ignITeHub, located on the Rockville Campus, provides a physical and virtual space for students, lifelong learners, faculty, local business owners, and community members to grow their technology and coding skills, learn to create apps, collaborate to solve problems and create or improve existing products and services.

Identifying Long-term Equity Gaps

The Montgomery College mission statement has been updated this year to support the transformational aspirations of our students and the institution. Historical data indicate that our African American and Latino students achieve at a lower rate than their peers do. There is clear evidence of an equity gap between African American, Latino students and the whole of the student population (e.g. indicators 17 and 19 in Goal 2). The "equity gap" refers to disparities in educational performance between high and low performing student groups, known as subgroups. Measures of the equity gap typically compare performance differences between race/ethnicities, genders, and ages. Disaggregated data on student arrival, progress and completion are shared publicly and updated annually on the Student Success Scorecard.

The equity gap is not unique to Montgomery College; it is a long-standing, national challenge. Effectively closing the gap requires improving the performance of all students while accelerating the performance of low performing subgroups so they catch up to their higher performing peers. Research finds that a variety of school, community, economic, and familial factors correlate with the equity gap, but views are divergent on how to narrow the gap. Over the past decade, federal, state, and local policies have made the closing of the achievement gap a top priority. Montgomery College has also made it a priority and a focus of our transformational aspirations.

Measuring Equity Gaps

In 2013 the College convened the *Closing the Achievement Gap Task Force* made up of 80 members from all areas of the college that studied this critical issue and made 47 data-informed recommendations. Some of those recommendations and interventions over the last ten years are listed below:

- **Provide evaluation tools and data analysis to assess the success of these initiatives.** An annual Resource Data Toolkit provided by the Office of Institutional Research and Effectiveness provides disaggregated data on courses and student success. Using this data, faculty, staff and administrators developed program success strategies, and DFW reduction initiatives to increase student engagement. This report can be accessed by any member of the division at any time, and the division leadership team reviews the data annually. Student engagement surveys have indicated that students recognize this faculty engagement inside and outside of the classroom.
- **Develop special college-wide programs to specifically address the academic success, retention and completion of African American and Latino students.** The Achieving the Promise Academy, launched in 2017, focuses on students of color. This program connects students with academic mentors and offers workshops on various skills, including time management and academic planning. In 2018, the program expanded to provide classroom support in select courses. Initially serving 150 students annually, it now benefits nearly 3,000 students.
- **Enhance the cultural competence of faculty to welcome students of diverse ethnic backgrounds.** The College offered a three-part series on collaborative and active learning techniques for equity and diversity and a year-long pedagogical discussion series

focused on Critical Race Theory. In addition, the professional week programming has been redesigned in alignment with MC's refreshed Strategic Plan goals. These sessions aim to reinforce community engagement, enhance the college's sense of belonging, and heighten educational and organizational efficiency. Geared towards optimizing the economic prospects for our students and the community, the offerings resonate profoundly with the college's mission of continuous improvement and community-centric growth. The programming presents a clear vision of advancing the college's transformational aspirations through a blend of contemporary techniques, active learning strategies, and interactive discussions.

- **Target courses that are roadblocks for substantial numbers of African-American and Latino students for interventions**. Dual language courses provide an opportunity for students to learn academic material in their native language. The College also utilizes non-native English speakers in the Learning Centers, where tutors/peers, who speak more than 25 different languages, and are available and paired with students upon request. The College has also expanded Spanish- and Amharic-language marketing outreach, launching the #YouBelongHere campaign, and maintaining the College website in the seven most common languages. The College continues to provide multilingual outreach services to underserved and underrepresented communities at community centers, nonprofit partners, public events, and virtually. In FY23, the Community Engagement team served 3,275 prospective students at 96 events, held over 4,000 one-on-one consultations, and conducted 45 workshops for 1,200 students and prospective students.
- **Study the ACCUPLACER test**. Montgomery College led the statewide review of the placement testing resulting in Maryland community college's using multiple measures of placement, including more testing options and the inclusion of high school transcripts. This resulted in significantly more students taking and passing college-level English and math in the first year. In particular, the percentage of both African American and Latino students completing college-level math and English increased.

Continued emphasis on diversity, equity, and inclusion to meet the broad aims of the transformational aspirations has been ongoing. A small sample of achieved progress included the following: updated the Student Success College policy, which now includes "identifying potential systemic improvements that lead to transformational change at scale for all students"; developed a new College policy on diversity, equity, inclusion, and social justice; created and conducted "Journey Towards Becoming an Antiracist Institution" required training and trained over 1,400 College employees; launched an Antiracism Micro-credential Badge; established a Hispanic-Serving Institution Taskforce; hosted a 2022 Fall Equity Dialogue on Antiracism; held writing groups that focused on the themes of Latinx, Asian-American, LGBTQ+ identity and literature; trained 81 employees as search advocates; provided recurring collegewide events with full inclusion and integration of American Sign Language interpreter services; offered select classes and tutoring in Spanish; completed a data exploration and analysis on select noncredit programs; helped minority vendors understand the bidding process; and assessed the scope of diversity, equity, inclusion, and antiracism initiatives at the College.

MONTGOMERY COLLEGE Degree Progress Four Years after Initial Enrollment Fall 2018 Entering Cohort

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	3366		1511		1094		761	
2	Number attempting fewer than 18 hours over first 2 years	803		288		86		429	
3	Cohort for analysis (Line 1 – Line 2)	2563	100.0%	1223	100.0%	1008	100.0%	332	100.0%
4	Earned Associate degree from this community college	824	32.1%	515	42.1%	306	30.4%	3	0.9%
5	Earned certificate, but no degree, from this community college	11	0.4%	7	0.6%	2	0.2%	2	0.6%
6	Total associate and certificate graduates (Line 4 + Line 5)	835	32.6%	522	42.7%	308	30.6%	5	1.5%
7	Transferred to Maryland two-year/technical college	43	1.7%	11	0.9%	22	2.2%	10	3.0%
8	Transferred to Maryland public four-year college	899	35.1%	569	46.5%	315	31.3%	15	4.5%
9	Transferred to Maryland private four-year college or university	23	0.9%	15	1.2%	5	0.5%	3	0.9%
10	Transferred to out-of-state two-year/technical college	22	0.9%	11	0.9%	5	0.5%	6	1.8%
11	Transferred to out-of-state four-year college or university	174	6.8%	92	7.5%	64	6.3%	18	5.4%
12	Total transfers (sum of Lines 7 - 11)	1161	45.3%	698	57.1%	411	40.8%	52	15.7%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	654	25.5%	425	34.8%	227	22.5%	2	0.6%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	1342	52.4%	795	65.0%	492	48.8%	55	16.6%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	437	17.1%	177	14.5%	240	23.8%	20	6.0%
16	Successful transition to higher ed (Line 14 + Line 15)	1779	69.4%	972	79.5%	732	72.6%	75	22.6%
17	Enrolled at this community college last term of study period	138	5.4%	42	3.4%	67	6.6%	29	8.7%
18	Successful or persisting (Line 16 + Line 17)	1917	74.8%	1014	82.9%	799	79.3%	104	31.3%

MONTGOMERY COLLEGE Degree Progress Four Years after Initial Enrollment Fall 2018 Entering Cohort

		African American Students		Asian Students		Hispanic Students		White Students (optional data)	
1	First-time full- and part-time fall headcount	960		446		1186		679	
2	Number attempting fewer than 18 hours over first 2 years	260		47		275		186	
3	Cohort for analysis (Line 1 – Line 2)	700	100.0%	399	100.0%	911	100.0%	493	100.0%
4	Earned Associate degree from this community college	192	27.4%	185	46.4%	261	28.6%	170	34.5%
5	Earned certificate, but no degree, from this community college	3	0.4%	1	0.3%	4	0.4%	3	0.6%
6	Total associate and certificate graduates (Line 4 + Line 5)	195	27.9%	186	46.6%	265	29.1%	173	35.1%
7	Transferred to Maryland two-year/technical college	17	2.4%	1	0.3%	11	1.2%	10	2.0%
8	Transferred to Maryland public four-year college	232	33.1%	213	53.4%	249	27.3%	182	36.9%
9	Transferred to Maryland private four-year college or university	6	0.9%	4	1.0%	8	0.9%	5	1.0%
10	Transferred to out-of-state two-year/technical college	6	0.9%	1	0.3%	9	1.0%	5	1.0%
11	Transferred to out-of-state four-year college or university	44	6.3%	25	6.3%	49	5.4%	54	11.0%
12	Total transfers (sum of Lines 7 - 11)	305	43.6%	244	61.2%	326	35.8%	256	51.9%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	156	22.3%	158	39.6%	198	21.7%	130	26.4%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	344	49.1%	272	68.2%	393	43.1%	299	60.6%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	111	15.9%	71	17.8%	175	19.2%	71	14.4%
16	Successful transition to higher ed (Line 14 + Line 15)	455	65.0%	343	86.0%	568	62.3%	370	75.1%
17	Enrolled at this community college last term of study period	46	6.6%	16	4.0%	61	6.7%	14	2.8%
18	Successful or persisting (Line 16 + Line 17)	501	71.6%	359	90.0%	629	69.0%	384	77.9%

MONTGOMERY COLLEGE
2023 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 2019	Fall 2020	Fall 2021	Fall 2022
A	Fall credit enrollment				
	a. Unduplicated headcount	21,260	20,037	17,284	17,137
	b. Percent of students enrolled part time	65.6%	65.6%	66.4%	67.2%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
B	First-time credit students with developmental education needs	59.6%	33.5%	32.3%	34.9%

		FY 2019	FY 2020	FY 2021	FY 2022
C	Credit students who are first-generation college students (neither parent attended college)	*	*	49.6%	*

		FY 2019	FY 2020	FY 2021	FY 2022
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	7,384	7,216	5,481	4,674

		FY 2019	FY 2020	FY 2021	FY 2022
E	Credit students receiving financial aid				
	a. Receiving any financial aid	53.4%	52.2%	48.6%	44.0%
	b. Receiving Pell grants	25.3%	23.6%	21.4%	21.0%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
F	Students 25 years old or older				
	a. Credit students	29.1%	27.4%	27.2%	24.6%

		FY 2019	FY 2020	FY 2021	FY 2022
	b. Continuing education students	73.6%	74.0%	76.2%	75.4%

		FY 2019	FY 2020	FY 2021	FY 2022
G	Credit students employed more than 20 hours per week	*	*	32.2%	*

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	25.8%	26.1%	26.4%	28.0%
	b. Black/African American only	26.5%	26.4%	26.5%	25.2%
	c. American Indian or Alaskan native only	0.3%	0.2%	0.2%	0.2%
	d. Native Hawaiian or other Pacific Islander only	0.3%	0.2%	0.2%	0.2%
	e. Asian only	11.9%	12.4%	12.5%	12.3%
	f. White only	22.1%	21.9%	20.7%	19.7%
	g. Multiple races	3.3%	3.5%	3.6%	3.9%
	h. Foreign/Non-resident alien	9.4%	9.0%	9.7%	10.2%
	i. Unknown/Unreported	0.4%	0.4%	0.3%	0.3%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
I	Credit student distance education enrollment				
	a. Enrolled exclusively in distance education	8.4%	12.0%	11.9%	13.5%
	b. Enrolled in some, but not all, distance education	21.3%	24.9%	26.9%	25.9%
	c. Not enrolled in any distance education	70.3%	63.1%	61.2%	60.6%

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		FY 2019	FY 2020	FY 2021	FY 2022
J	Unrestricted revenue by source				
	a. Tuition and fees	30.9%	30.3%	28.6%	25.2%
	b. State funding	15.9%	16.0%	16.6%	19.5%
	c. Local funding	52.1%	52.1%	54.0%	54.8%
	d. Other	1.1%	1.6%	0.9%	0.5%

		FY 2019	FY 2020	FY 2021	FY 2022
K	Expenditures by function				
	a. Instruction	32.5%	33.1%	34.7%	33.9%
	b. Academic support	17.2%	17.0%	17.3%	18.0%
	c. Student services	12.1%	12.7%	13.1%	12.7%
	d. Other	38.2%	37.2%	34.9%	35.4%

Goal 1: Access

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
1	Annual unduplicated headcount					
	a. Total	52,732	49,168	42,915	39,757	**44,528**
	b. Credit students	29,961	28,946	27,840	24,085	**26,975**
	c. Continuing education students	24,890	21,598	15,944	16,644	**18,641**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
2	Market share of first-time, full-time freshmen	37.8%	38.7%	31.5%	30.9%	**45.0%**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
3	Market share of part-time undergraduates	73.1%	69.6%	67.2%	68.5%	**75.0%**

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Benchmark Fall 2025
4	Market share of recent, college-bound high school graduates	47.8%	48.9%	48.6%	39.3%	**55.0%**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
5	High school student enrollment	971	1,532	1,472	1,506	**2,050**

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	19,143	26,551	30,169	27,284	**28,062**
	b. Continuing education, online	875	5,040	31,261	23,266	**1,200**
	c. Credit, hybrid	5,225	4,381	5,810	4,671	**6,938**
	d. Continuing education, hybrid	383	521	2,635	1,693	**2,400**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2026
7	Tuition and mandatory fees					
	a. Annual tuition and fees for full-time students	$5,322	$5,322	$5,322	$5,322	**NA**
	b. Percent of tuition/fees at Md public four-year institutions	54.9%	55.1%	54.2%	53.0%	**57.0%**

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

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2023 ACCOUNTABILITY REPORT

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	8,311	7,193	5,626	6,082	**9,100**
	b. Annual course enrollments	14,092	12,361	10,812	10,546	**15,500**

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	6,580	5,828	4,673	5,431	**7,200**
	b. Annual course enrollments	10,895	9,730	10,125	11,601	**12,000**

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
10	Adult education student achievement of:					
	a. At least one ABE educational functioning level	43.1%	51.0%	55.0%	61.0%	**45.0%**
	b. At least one ESL educational functioning level	57.2%	70.0%	55.0%	55.0%	**60.0%**
	Note: Not reported if < 50 students in the cohort					

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
11	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	75.5%	75.9%	77.1%	78.3%	**80.0%**

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
	b. Percent nonwhite continuing education enrollment	59.3%	59.8%	52.0%	53.0%	**65.0%**

		July 2019	July 2020	July 2021	July 2022	Benchmark Not Required
	c. Percent nonwhite service area population, 15 or older	54.7%	55.3%	55.6%	56.7%	NA

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
12	Percent minorities (nonwhite) of full-time faculty	37.1%	39.0%	36.4%	41.0%	**47.4%**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
13	Percent minorities (nonwhite) of full-time administrative and professional staff	47.2%	59.2%	58.9%	59.9%	**62.5%**

Goal 2: Success

		Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Benchmark Fall 2024 Cohort
14	Fall-to-fall retention					
	a. All students	65.7%	64.2%	62.4%	67.5%	**75.0%**
	b. Pell grant recipients	69.6%	68.6%	69.5%	71.2%	**75.0%**
	b. Developmental students	62.6%	58.5%	51.1%	51.7%	**75.0%**
	c. College-ready students	70.0%	70.8%	64.0%	69.8%	**75.0%**

MONTGOMERY COLLEGE
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		Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
15	Developmental completers after four years	60.0%	61.6%	59.3%	59.0%	**80.0%**

		Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
16	Successful-persister rate after four years					
	a. College-ready students	86.1%	87.6%	85.8%	82.9%	**90.0%**
	b. Developmental completers	83.6%	77.5%	80.0%	79.3%	**90.0%**
	c. Developmental non-completers	35.2%	34.5%	33.7%	31.3%	**NA**
	d. All students in cohort	74.3%	72.7%	75.3%	74.8%	**80.0%**

		Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Not Required
17	Successful-persister rate after four years					
	a. White only	79.8%	79.5%	79.4%	77.9%	**NA**
	b. Black/African American only	69.3%	66.0%	71.5%	71.6%	**NA**
	c. Asian only	85.8%	84.1%	86.2%	90.0%	**NA**
	d. Hispanic/Latino	70.7%	69.9%	71.5%	69.0%	**NA**

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

		Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
18	Graduation-transfer rate after four years					
	a. College-ready students	70.3%	70.0%	68.0%	65.0%	**70.0%**
	b. Developmental completers	52.7%	49.1%	51.7%	48.8%	**70.0%**
	c. Developmental non-completers	21.6%	17.4%	15.4%	16.6%	**NA**
	d. All students in cohort	50.7%	49.5%	52.8%	52.4%	**55.0%**

		Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Not Required
19	Graduation-transfer rate after four years					
	a. White only	59.0%	60.9%	57.8%	60.6%	**NA**
	b. Black/African American only	48.5%	45.3%	51.7%	49.1%	**NA**
	c. Asian only	60.4%	62.9%	64.3%	68.2%	**NA**
	d. Hispanic/Latino	43.7%	41.7%	46.3%	43.1%	**NA**

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

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
20	Associate degrees and credit certificates awarded					
	a. Total awards	3,075	3,028	3,137	2,994	**3,230**
	b. Career degrees	611	696	644	713	**NA**
	c. Transfer degrees	2,152	2,108	2,294	2,077	**NA**
	d. Certificates	312	224	199	204	**NA**
	e. Unduplicated graduates	2,917	2,903	3,020	2,877	**NA**

	AY 18-19	AY 19-20	AY 20-21	AY 21-22	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	85.9%	90.1%	88.1%	87.7%	**85.0%**

	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year	67.9%	68.0%	69.6%	69.9%	**65.0%**

Goal 3: Innovation

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Radiologic Technology	100%	100.0%	90.0%	93.8%	**75.0%**
Number of Candidates	15	13	20	16	
b. Nursing	87.2%	92.4%	85.6%	75.9%	**80.0%**
Number of Candidates	125	131	184	145	
c. Physical Therapy	85.7%	100.0%	75.0%	80.0%	**85.0%**
Number of Candidates	14	18	16	10	
Note: Not reported if <5 candidates in a year					

	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	Benchmark Not Required
24 Graduates employed within one year	67.5%	62.5%	62.4%	68.7%	**NA**

	FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	$20,348	$18,816	$19,580	$18,572	**NA**
b. Median annualized income three years after graduation	$47,080	$43,708	$45,988	$48,620	**NA**

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	11,455	9,831	5,710	5,936	**12,600**
b. Annual course enrollments	21,633	20,112	11,656	12,720	**23,800**

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	5,531	4,569	3,140	3,589	**6,060**
b. Annual course enrollments	11,548	10,987	7,507	6,373	**12,700**

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	5,099	4,398	3,075	3,211	**5,600**
b. Annual course enrollments	10,951	10,479	7,447	7,811	**12,000**

Note: NA designates not applicable

PRINCE GEORGE'S COMMUNITY COLLEGE

MARYLAND HIGHER EDUCATION COMMISSION

2023 PERFORMANCE ACCOUNTABILITY REPORT

MISSION

Prince George's Community College provides high-quality, transformative learning experiences that enrich lives and empower students to earn credentials leading to holistic personal development, professional advancement, and economic prosperity.

INSTITUTIONAL ASSESSMENT

Prince George's Community College offers high-quality instruction and student support services in both credit and noncredit programs while giving students access to an affordable college education. Credit and noncredit courses and programs are offered at our main campus in Largo, as well as at five degree and extension centers: Joint Base Andrews, Skilled Trades Center, University Town Center, Westphalia Training Center, and Laurel College Center, which is designated as a Regional Higher Education Center. Beyond our physical campuses, Prince George's Community College provides students with greater flexibility to achieve their educational goals through a variety of digital learning options. This encompasses online classes offered in various formats, including asynchronous, hybrid, and structured remote choices.

In the Fall 2022 term, Prince George's Community College served 10,276 credit students (PAR Aa). Among them, 71.2% were part-time students (PAR Ab). While our student population has decreased by 3.1% compared to Fall 2021, this decrease is less than the 6.8% decline observed from Fall 2020 to Fall 2021, indicating a less steep decline trend. Less than a third (30.9%) of credit students are aged 25 or older, and 40.7% work more than 20 hours per week (PAR Fa & G). The majority of our student body (89.1%) consists of ethnic and racial minorities, including Foreign/Non-resident aliens. The largest racial/ethnic group is Black/African Americans, comprising 61.2% of the student body (PAR Ha-Hi). The proportion of first-time in college credit students with developmental education needs has increased significantly, rising from 14.1% to 32.7% between Fall 2021 and Fall 2022 (PAR B). Initiatives have been put in place to support these first-time students. First-generation college students make up 44.9% of the population, which is 6.8 percentage points lower than the previous report (PAR C).

A majority of our credit students (65.7%) receive some form of financial aid, with only 28% receiving a Pell grant (PAR Ea & Eb). Notably, 79.7% of our students have enrolled in at least one distance education course. There has been a 2.7 percentage point increase in the number of students who did not enroll in any online courses compared to the previous year (PAR Ia-Ic).

In FY22, the College had 9,383 Continuing Education students enrolled, representing a 2.3% decrease from FY21 (PAR 1c). Among these students, 81.9% are at least 25 years old, and 40.7% work more than 20 hours per week (PAR Fb & G).

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

The college has implemented numerous initiatives to make its programs and services more accessible to a diverse range of students. These actions align with our dedication to providing high-quality education that meets the evolving needs of our student body.

The annual trends in credit and continuing education online enrollment reveal distinct patterns and shifts in student preferences for online learning. Notably, from 2018 to 2020, there is a consistent upward trajectory in enrollments, signifying a growing inclination towards online courses as an alternative to traditional classroom settings. This growth trend was accentuated in 2021at the height of the COVID-19 pandemic with credit and continuing education enrollment increasing 72,360 (PAR 6a) and 19,770 (PAR 6b) respectively. Fiscal year 2022 online enrollments indicate movements that continue to exceed pre-pandemic enrollment levels, with credit online at 46,462 (PAR 6a) and continuing education online at 8,581(PAR 6b). Overall, the data underscores a consistent trend of growth and interest in online courses, driven by changing educational preferences and the convenience of remote learning. To provide substantial support for the large number of students enrolled in online courses, the college concentrated on bolstering the retention of online learners. This was achieved through the reintroduction of the Coordinator Online Student Support position, along with the implementation of learning analytics dashboards. These dashboards aim to identify behaviors and patterns that contribute to high student attrition rates in online asynchronous courses. The role of online student retention was primarily centered around the establishment of new partnerships and the enhancement of access to campus resources for students. Particularly noteworthy is the strengthened partnership with the Student Governance Association on topics related to online student success.

The college continues to observed an upward enrollment trend among dual enrolled high school students. The most substantial increase occurred between the fall of 2018 and 2019, resulting in an impressive growth of 19.3% (PAR 5). The sole decrease in high school enrollment over the past five years occurred between fall 2020 and 2021, with a 5.2% drop attributed to the disruptions caused by the COVID-19 pandemic. In response to the high school enrollment decline in 2021, the Creating Opportunities for Academic Success and Transfer (COAST) advisors strategically shifted their focus to work more closely with PGCPS high schools and specific territories within the county to encourage and support dual enrolled students. This proactive collaboration contributed to a well-planned recovery in enrollment numbers. As a result, the subsequent period between the fall of 2021 and 2022 marked a recovery of 11.3% in high school enrollment (PAR 5). As a result of these coordinated efforts, the College is positioned to meet or exceed the 2025 benchmark for dual enrolled high school student enrollment.

In line with the PGCC mission, the College is dedicated to being the top choice for prospective students aiming to attain a degree or certification that will contribute to their economic security. Over the last decade, PGCC's tuition rate consistently ranked within the lowest quartile in the State of Maryland, thereby fostering greater accessibility and affordability, especially for students from lower-income backgrounds and those who are first-generation learners. Tuition from 2018 until 2022 remained static. However, in response to the growing operational demands

that have surpassed the main revenue performance, an adjustment became necessary in fiscal year 2023. Notwithstanding the increase, the annual cost for a full-time student to attend Prince George's Community College was $4,880 (PAR 7a), which was 48.6% of the cost to attend a public four-year college in Maryland (PAR 7b).

To support the success of students of color, which comprises 94.9% (PAR 11a) of the student population, the Diverse Male Student Initiative (DMSI) and Women of Wisdom (WOW) programs have a primary focus on enhancing the persistence, retention, and graduation rates of students who are enrolled in courses at the college. With a central mission of providing holistic support throughout students' academic journeys, these programs strive to ensure a comprehensive educational experience. By enriching both in-class and out-of-class aspects of college life, DMSI and WOW are fully committed to offering accessible, affordable, and top-tier postsecondary education. Through various provisions such as opportunities for travel to explore colleges, comprehensive student resources, dedicated tutoring services, academic enrichment, and more, these programs initiate a transformative shift in the educational journey, fostering an unparalleled paradigm of learning and growth. A notable achievement is the launch of an inaugural summer preparatory program in 2023, which was provided at no cost to the students. Up to this point, the DMSI and WOW programs have successfully enrolled over 1,000 current PGCC students and continue to deliver retention-centered academic and co-curricular services to further enhance student support.

In response to the consistent upward trend in Hispanic/Latino student enrollment, from 13.4% in 2019 to 18.2% in 2022 (PAR Ha), the College developed a variety of programs to support this population. These programs include creating marketing materials that speak to the diversity of the Hispanic community, developing multilingual messaging and informational videos, partnering with community organizations to facilitate roundtable discussions and college fairs, and hosting the annual Hispanic College Fair and the Bilingual Latino Job and Resource Fair. Through these initiatives and partnerships, PGCC is committed to making meaningful contributions to the educational and professional development of the Hispanic and Latino students.

The college has adopted the student-centered Appreciative Advising model to empower students in enhancing their educational journeys and realizing their aspirations, objectives, and capacities. This approach entails employing a structured set of questions that focus on students' strengths, aiding them in discovering and nurturing their existing skills to attain both academic and personal triumphs. Both in-person and virtual training sessions were conducted for the Academic and Career advisors, employing real-world student scenarios. Appreciative Advising has proven highly successful in guiding students to align their academic pursuits with their professional ambitions, surmount academic challenges, pinpoint suitable majors, and foster strong, positive connections with their advisors.

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

Students come to Prince George's Community College with different levels of college readiness, aspirations, goals, and interests. It is the College's responsibility to identify factors that advance

or impede the success of its students, remove barriers, and implement strategies to help students succeed.

The fall 2021 cohort of first-time degree and certificate seeking students showed a decline in retention rates across all categories, including all students, Pell grant recipients, developmental students, and college-ready students. These trends suggest challenges in retaining students during these two years, especially for college-ready students.

The fall-to-fall retention for the cohort of first-time students who entered the college in fall 2021 was 53.7% (PAR 14a), which marked a 3.3 percentage point decline from the fall 2020 cohort. Pell grant recipients in the fall 2021 cohort had a retention rate of 50.5% (PAR 14b), which was 3.2 percentage points below the overall retention rate for all students and showed a 6.6 percentage point drop from the fall 2020 cohort of Pell grant recipients. Developmental students in fall 2021 had a retention rate of 53.7% (PAR 14c), which was a 6.2 percentage point increase from the Fall 2020 cohort. College-ready students in fall 2021 had a retention rate of 44.5% (PAR 14d), indicating a 15.7 percentage point decline from the previous year and 9.2 percentage points below the overall first-time student retention rate.

The college recognizes that students may leave for various reasons. To alleviate these challenges, the college proactively supported students with financial difficulties. Throughout the year, the college has been responsive to the financial needs of its students by providing emergency assistance through the Higher Education Emergency Relief Fund (HEERF). This assistance has been instrumental in helping students facing immediate financial crises. Over 2,500 degree-seeking students have received direct payments totaling $3.8 million. These payments have been used to assist students with essential expenses such as food, housing, transportation, childcare, and healthcare, making it easier for them to continue their education. A portion of the HEERF funding, totaling $324,000, was allocated to assist 243 students with tuition and fees. This support has played a crucial role in preventing deregistration and ensuring that students can stay enrolled. More than 800 students have received financial assistance amounting to over $500,000 for tuition and fees. This assistance has allowed students to continue or complete workforce readiness courses leading to licensure or certification, enhancing their employability. In addition to emergency aid from HEERF, the college has provided students with a comprehensive financial aid package. This package includes a combination of grants, loans, scholarships, and work assistance, with a total value of over $33,726,250. These resources are designed to support students in pursuing their educational goals. Overall, the college's concerted efforts to address financial barriers and provide substantial support through HEERF and other financial aid programs demonstrate its commitment to helping students overcome challenges and continue their education. These actions are essential in mitigating the impact of declining retention rates and fostering student success.

In fiscal year 2022, Prince George's Community College experienced significant growth in educational accomplishments, building on a trend that began in FY 2019. This trend reflects a positive trajectory in student achievements. Specifically, there was a notable increase in the total number of awards, primarily driven by substantial growth in certificates awarded. Career degrees and transfer degrees also showed positive trends. The steady increase in unduplicated graduates

further underscores the consistent trend of successful program completion.

The College observed a 19.3% surge in the number of degrees and certificates awarded in FY 2022, with a total of 1,600 awards issued (PAR 20a). This marks an increase of 259 awards compared to the previous fiscal year. The most notable increase was in the number of certificates awarded. Certificates awarded in FY 2022 totaled 246 (PAR 20d), an increase of 118 awards over the fiscal year 2021. The rise in awarded certificates is by design. In the last two years, several programs have integrated industry-approved and career-relevant certificates into their degree offerings. As students advance through their programs, they enroll in specific courses that not only count toward their degree but also make up the necessary coursework for the associated certificate. This dual-path approach ensures that students naturally acquire a relevant certificate while accumulating the credits required for their associate's degree.

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

The College plays a crucial role in equipping students with the education and skills needed for the workforce. Many students aim to enhance their employment prospects through their education. The impact of a degree becomes clear when we examine income data for students. Comparing their income one year prior to graduation with their income three years after graduation, we find compelling results. Based on the data, FY 2019 graduates in occupational programs at the College saw a significant increase in their median annualized income three years after graduation, reaching nearly $56,744 (PAR 25b). This amount is more than twice the income they were earning just one year before graduating, which was $23,456 (PAR 25a).

Overall, the institution experienced growth in enrollment for Continuing Education Workforce Development Courses and Contract Training Courses, while the Continuing Professional Education (CPE) category had mixed results with an increase in headcount but a decrease in course enrollments. For Continuing Education Workforce Development Courses, there was an increase in both unduplicated headcount and course enrollments from FY 2021 to FY 2022. Continuing Professional Education (CPE) had a slight increase in unduplicated headcount but a decrease in course enrollments from FY 2021 to FY 2022. This might indicate that while more unique students enrolled, they took fewer courses on average. Contract Training Courses saw significant growth in both unduplicated headcount and course enrollments, indicating increased participation in this category.

The college initiated several projects that led to increased enrollment in noncredit courses. These increases can be attributed to the post-COVID-19 recovery efforts, which involved expanding our online offerings in continuing education courses. Additionally, curricular changes were implemented to enhance the cross-listing of courses in both credit and continuing education. This cross-listing allows us to identify courses that share the same learning outcomes, enabling students to enroll in a single section of the course to attain the desired academic credit or workforce skills. While navigating the ongoing recovery from the COVID-19 pandemic, we have been proactively expanding our business partnerships and actively engaging with business clients, including strengthening our collaboration with Employ Prince George's. For instance, we have recently initiated training programs for the environmental services staff at George

Washington University.

The College introduced an innovative initiative to support students in their transition to the workforce through a system of incremental credentialing using digital badges. These badges acknowledge the connection between general education accomplishments and WorkKeys readiness, empowering students to improve their job prospects and advance their careers. As part of this initiative, we've developed three digital badges that align with general education outcomes and WorkKeys proficiencies, as outlined in the National Career Readiness Certificate (NCRC). To date, we've awarded 767 Applied Math badges, 2057 Workplace Documents badges, and 1542 Graphic Literacy badges to students who have demonstrated proficiency in these areas.

The culmination of our workforce programs in the allied health area is achieving industry license or certification. Two standout credit programs, Respiratory Therapy and Medical Assisting, have achieved a remarkable 100% pass rate in the essential licensure/certification exams required for employment (PAR 23e and 23g). These programs met or exceeded their benchmark targets. Notably, Respiratory Therapy has consistently maintained a perfect pass rate for the past four fiscal years. In the field of Nursing, we have seen a significant increase in the number of candidates, rising from 63 in FY2021 to 95 in FY22 (PAR 23c). Furthermore, PGCC has become the preferred choice for continuing education and professional development, with 2,066 individual students enrolling (PAR 27a), marking a notable 3.4% increase from FY2021. It's worth mentioning that many students enrolled in multiple courses throughout the fiscal year, resulting in a total of 2,957 students registered (PAR 27b).

COMMUNITY OUTREACH AND IMPACT

The College engaged with elected officials on the federal, state, and local levels. Several elected officials visited the College during fiscal year 2023. Specifically, in May 2023, Governor Wes Moore visited the College related to the Governor's Office of Small, Minority, and Women Business Affairs' 2023 Military Small Business Appreciation Breakfast. The event was co-hosted by Prince George's Community College and honored the significant contributions of Maryland's veteran community to the state's economy. Also, in May 2023, United States Senators Chris Van Hollen and Ben Cardin, and Congressman Steny Hoyer, visited the College to present $971,000 in congressionally directed funding to support the expansion of the College's nursing program.

The College attended Maryland House and Senate hearings on various higher education legislation. Students participated in the Maryland Association of Community Colleges' Student Advocacy Day, where they were able to serve as advocates regarding important legislation during the 2023 Maryland General Assembly Legislative Session. Student Advocates were able to meet members of the Prince George's County House Delegation, to voice their opinions on issues related to higher education. Students were also able to tour the State House.

In February 2023, the College launched the PGCC Connect newsletter, which is an external newsletter geared towards informing the community on what is happening at the College. In March 2023, the College launched the Business Connection Council (BCC). The BCC serves as

a community of businesses that are committed to advancing the needs of Prince George's County, the State of Maryland, and Prince George's Community College. The Council gathers to discuss higher education, workforce development, and community engagement, with a direct connection to providing opportunities for students at Prince George's Community College. Members of the BCC are from the banking industry, automotive industry, and restaurant industry, to name a few.

INSTITUTIONAL RESPONSE TO MHEC PROMPTS

Identifying Equity Gaps

- *What are the largest long-term equity gaps that exist in student access, success, and innovation in your institution? Please note the long-term equity gaps refers to the inequities that existed long before the COVID-19 pandemic and persisted over the years.*
- *How are these equity gaps uncovered/discovered/identified at your institution and how are they shared with your community?*
- *What interventions have been implemented to eliminate these gaps?*

Prince George's Community College recognizes equity gaps as disparities in educational achievement and student success metrics based on factors such as race and ethnicity, socioeconomic status, gender, and other demographic characteristics. These disparities manifest in areas like retention rates, credits earned, and degree completions.

Among all ethnic groups, full-time Black male students are facing performance challenges in several key areas: fall-to-fall retention, credits earned during the first and second years, as well as completing associate degrees within two and three years. Additionally, the college has noted a consistent decline in fall-to-fall retention among Pell grant recipients since the fall 2018 cohort.

To address these disparities, PGCC's PBI grant plays a crucial role by offering case management services like advising and workshops. This grant helps combat persistent inequities in student access, achievement, and innovation within the institution. By providing vital financial support to programs like the Diverse Male Student Initiative (DMSI) and Women of Wisdom (WOW), we can amplify their impact.

Furthermore, PGCC has experienced a significant increase in students requiring developmental instruction, with a 152.2% rise from Fall 2021 (PAR B). This influx has revealed a gap in persistence and completion for students needing developmental courses in math and English. Leveraging disaggregated data, PGCC has pinpointed areas where additional instruction can benefit our students the most. Course Success Dashboards, primarily used in Teaching, Learning, and Student Success, have helped identify equity gaps and guide intervention strategies. As a result, we've introduced embedded tutors in our developmental writing and math classes. Additionally, we're transitioning from the prerequisite developmental model to the corequisite developmental model, where all students will enter entry-level credit math and English courses. National data indicates that this corequisite model substantially increases the number of students passing credit math and English courses in their first year, leading to greater retention and completion rates.

The establishment of a culture focused on the continuous use of disaggregated data positions the college to drive student success and make progress in closing these equity gaps.

Measuring Equity Gaps

- *How has your institution used disaggregated data to identify equity gaps in students' educational opportunities and outcomes?*
- *What stakeholder engagement (students, faculty, staff, etc.) is used to collect and review this data?*
- *Does your institution set goals/benchmarks in regard to the elimination of equity gaps? If so, what steps does your institution take to ensure accountability in meeting the established goals/benchmarks of equity?*

Student expressions via surveys such as, Student Experience Survey, Community College Survey of Student Engagement (CCSSE), and the Race and Ethnicity Survey play a role in examining equity gaps. For example, our Hispanic/Latino student population has increased over the last decade. And the faculty-student race/ethnicity equity gap, for Hispanic/Latino faculty and students has widened. In Fall 2015, our Hispanic/Latino credit student population was 11% by Fall 2022, this has increased to 18%. The percentage of Hispanic/Latino faculty in 2022 (from 2022 EDS) was 3%. The 2022 CCSSE results revealed student perception, when asked "During the current academic year at this college, how many classes have you taken taught by instructors who are the same race/ethnicity as you?" Only 3% of Hispanic/Latino students reported one or more instructors of the same race/ethnicity. There are currently plans in place to specifically target recruitment of full- and part-time faculty who identify as Hispanic/Latino. CCSSE results was shared throughout the college via reports and presentations and is stored on the Research Assessment and Effectiveness (RAE) portal accessible to all PGCC employees.

Additionally, the College sets benchmarks related to the equity gaps. For example, Goal 1 of the 2022-2025 Strategic Plan is "Enhance Equitable Access and Upward Mobility for Enrolling and Completing at PGCC," the indicators and projects linked to this Goal are related to equity. There are targets for all Strategic Plan Indicators and recorded in the PAR metrics are benchmarks set for the end of select metric cycles. Accountability is ensured by reporting on these values each year and making them available to the College community

ACCOUNTABILITY INDICATORS

Please see tables on the following pages for Prince George's Community College's 2023 Accountability Report.

	Prince George's Community College Degree Progress Four Years after Initial Enrollment Fall 2018 Entering Cohort								
		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	1728		610		232		886	
2	Number attempting fewer than 18 hours over first 2 years	506		167		24		315	
3	Cohort for analysis (Line 1 – Line 2)	1222	100.0%	443	100.0%	208	100.0%	571	100.0%
4	Earned Associate degree from this community college	218	17.8%	133	30.0%	29	13.9%	56	9.8%
5	Earned certificate, but no degree, from this community college	12	1.0%	2	0.5%	2	1.0%	8	1.4%
6	Total associate and certificate graduates (Line 4 + Line 5)	230	18.8%	135	30.5%	31	14.9%	64	11.2%
7	Transferred to Maryland two-year/technical college	46	3.8%	12	2.7%	7	3.4%	27	4.7%
8	Transferred to Maryland public four-year college	202	16.5%	110	24.8%	39	18.8%	53	9.3%
9	Transferred to Maryland private four-year college or university	4	0.3%	1	0.2%	1	0.5%	2	0.4%
10	Transferred to out-of-state two-year/technical college	14	1.1%	5	1.1%	3	1.4%	6	1.1%
11	Transferred to out-of-state four-year college or university	57	4.7%	25	5.6%	8	3.8%	24	4.2%
12	Total transfers (sum of Lines 7 - 11)	323	26.4%	153	34.5%	58	27.9%	112	19.6%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	124	10.1%	76	17.2%	19	9.1%	29	5.1%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	429	35.1%	212	47.9%	70	33.7%	147	25.7%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	252	20.6%	106	23.9%	44	21.2%	102	17.9%
16	Successful transition to higher ed (Line 14 + Line 15)	681	55.7%	318	71.8%	114	54.8%	249	43.6%
17	Enrolled at this community college last term of study period	51	4.2%	12	2.7%	9	4.3%	30	5.3%
18	Successful or persisting (Line 16 + Line 17)	732	59.90%	330	74.5%	123	59.1%	279	48.9%

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	Prince George's Community College Degree Progress Four Years after Initial Enrollment Fall 2018 Entering Cohort								
		African American Students		Asian Students		Hispanic Students		White Students (optional data)	
1	First-time full- and part-time fall headcount	1134		65		289		58	
2	Number attempting fewer than 18 hours over first 2 years	335		12		80		20	
3	Cohort for analysis (Line 1 – Line 2)	799	100.0%	53	100.0%	209	100.0%	38	100.0%
4	Earned Associate degree from this community college	113	14.1%	21	39.6%	43	20.6%	8	21.1%
5	Earned certificate, but no degree, from this community college	10	1.3%	0	0.0%	1	0.5%	0	0.0%
6	Total associate and certificate graduates (Line 4 + Line 5)	123	15.4%	21	39.6%	44	21.1%	8	21.1%
7	Transferred to Maryland two-year/technical college	28	3.5%	4	7.5%	10	4.8%	2	5.3%
8	Transferred to Maryland public four-year college	131	16.4%	14	26.4%	32	15.3%	4	10.5%
9	Transferred to Maryland private four-year college or university	3	0.4%		0.0%	1	0.5%		0.0%
10	Transferred to out-of-state two-year/technical college	6	0.8%	1	1.9%	5	2.4%	2	5.3%
11	Transferred to out-of-state four-year college or university	39	4.9%	5	9.4%	5	2.4%	1	2.6%
12	Total transfers (sum of Lines 7 - 11)	207	25.9%	24	45.3%	53	25.4%	9	23.7%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	66	8.3%	14	26.4%	24	11.5%	5	13.2%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	264	33.0%	31	58.5%	73	34.9%	12	31.6%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	151	18.9%	12	22.6%	51	24.4%	11	28.9%
16	Successful transition to higher ed (Line 14 + Line 15)	415	51.9%	43	81.1%	124	59.3%	23	60.5%
17	Enrolled at this community college last term of study period	30	3.8%	1	1.9%	14	6.7%	2	5.3%
18	Successful or persisting (Line 16 + Line 17)	445	55.7%	44	83.0%	138	66.0%	25	65.8%

Prince George's Community College
2023 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 2019	Fall 2020	Fall 2021	Fall 2022
A	Fall credit enrollment				
	a. Unduplicated headcount	11,885	11,376	10,607	10,276
	b. Percent of students enrolled part time	71.1%	69.2%	70.3%	71.2%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
B	First-time credit students with developmental education needs	60.0%	24.5%	14.1%	32.7%

		FY 2019	FY 2020	FY 2021	FY 2022
C	Credit students who are first-generation college students (neither parent attended college)	51.7%	51.7%	51.7%	44.9%

		FY 2019	FY 2020	FY 2021	FY 2022
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	5,698	5,662	2,477	2,641

		FY 2019	FY 2020	FY 2021	FY 2022
E	Credit students receiving financial aid				
	a. Receiving any financial aid	43.9%	45.6%	39.2%	65.7%
	b. Receiving Pell grants	31.4%	30.2%	26.2%	28.8%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
F	Students 25 years old or older				
	a. Credit students	35.3%	34.0%	39.0%	30.9%

		FY 2019	FY 2020	FY 2021	FY 2022
	b. Continuing education students	70%	76%	71.9%	81.9%

		FY 2019	FY 2020	FY 2021	FY 2022
G	Credit students employed more than 20 hours per week	49.2%	49.2%	49.2%	40.7%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	13.4%	14.9%	16.5%	18.2%
	b. Black/African American only	68.8%	66.5%	64.0%	61.2%
	c. American Indian or Alaskan native only	0.3%	0.3%	0.3%	0.2%
	d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.1%	0.1%
	e. Asian only	4.4%	4.2%	3.9%	3.6%
	f. White only	3.7%	3.6%	3.8%	4.7%
	g. Multiple races	3.3%	3.5%	4.0%	3.6%
	h. Foreign/Non-resident alien	3.8%	3.1%	2.5%	2.2%
	i. Unknown/Unreported	2.1%	3.9%	5.0%	6.2%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
I	Credit student distance education enrollment				
	a. Enrolled exclusively in distance education	9.0%	94.8%	53.2%	49.9%
	b. Enrolled in some, but not all, distance education	22.5%	2.1%	29.2%	29.8%
	c. Not enrolled in any distance education	68.5%	3.1%	17.6%	20.3%

Prince George's Community College
2023 ACCOUNTABILITY REPORT

		FY 2019	FY 2020	FY 2021	FY 2022	
J	Unrestricted revenue by source					
	a. Tuition and fees	34.9%	34.3%	31.0%	25.4%	
	b. State funding	25.8%	26.6%	31.6%	30.7%	
	c. Local funding	37.2%	37.3%	36.4%	36.4%	
	d. Other	2.1%	1.8%	1.0%	7.5%	

		FY 2019	FY 2020	FY 2021	FY 2022	
K	Expenditures by function					
	a. Instruction	31.3%	31.9%	33.8%	34.1%	
	b. Academic support	23.0%	22.4%	22.1%	20.6%	
	c. Student services	7.4%	7.7%	7.3%	7.1%	
	d. Other	38.3%	38.0%	36.7%	38.2%	

Goal 1: Access

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
1	Annual unduplicated headcount					
	a. Total	37,411	33,280	24,774	23,601	**35,100**
	b. Credit students	16,981	16,812	16,951	14,778	**17,400**
	c. Continuing education students	21,274	17,130	9,601	9,383	**19,000**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
2	Market share of first-time, full-time freshmen	27.8%	29.2%	33.2%	31.2%	**32.0%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
3	Market share of part-time undergraduates	54.7%	53.1%	65.7%	68.2%	**61.0%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Benchmark Fall 2024
4	Market share of recent, college-bound high school graduates	27.3%	26.8%	34.6%	26.5%	**33.0%**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
5	High school student enrollment	1,699	1,906	1,807	2,012	**2,417**

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	13,763	17,340	72,360	46,462	**16,300**
	b. Continuing education, online	1,087	1,527	19,770	8,581	**1,600**
	c. Credit, hybrid	842	1,853	602	590	**750**
	d. Continuing education, hybrid	1,104	320	111	733	**950**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2026
7	Tuition and mandatory fees					
	a. Annual tuition and fees for full-time students	$4,700	$4,670	$4,670	$4,880	**NA**
	b. Percent of tuition/fees at Md public four-year institutions	48.5%	48.4%	47.6%	48.6%	**50.0%**

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

Prince George's Community College
2023 ACCOUNTABILITY REPORT

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	6,158	5,382	1,633	2,641	**6,200**
	b. Annual course enrollments	34,512	34,208	6,626	12,538	**35,200**

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	6,061	5,769	5,032	2,746	**6,200**
	b. Annual course enrollments	9,592	9,390	8,324	5,075	**10,000**

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
10	Adult education student achievement of:					
	a. At least one ABE educational functioning level	15.7%	9.3%	11.4%	15.0%	**40.0%**
	b. At least one ESL educational functioning level	33.1%	21.2%	5.1%	56.1%	**43.0%**
	Note: Not reported if < 50 students in the cohort					

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
11	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	96.1%	96.1%	95.9%	94.9%	**92.0%**

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
	b. Percent nonwhite continuing education enrollment	89.0%	88.8%	90.8%	87.9%	**92.0%**

		July 2019	July 2020	July 2021	July 2022	Benchmark Not Required
	c. Percent nonwhite service area population, 15 or older	86.7%	87.0%	87.2%	88.0%	**NA**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
12	Percent minorities (nonwhite) of full-time faculty	51.8%	54.1%	54.7%	54.5%	**62.0%**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
13	Percent minorities (nonwhite) of full-time administrative and professional staff	79.3%	78.7%	78.3%	79.9%	**77.0%**

Goal 2: Success

		Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Benchmark Fall 2024 Cohort
14	Fall-to-fall retention					
	a. All students	57.3%	54.8%	57.0%	53.7%	**65.0%**
	b. Pell grant recipients	58.8%	57.6%	57.1%	50.5%	**62.0%**
	c. Developmental students	54.2%	47.3%	47.5%	53.7%	**55.0%**
	d. College-ready students	63.0%	66.1%	60.2%	44.5%	**74.0%**

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	36.4%	44.0%	52.7%	26.7%	**54.0%**

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	78.8%	71.6%	75.4%	74.5%	**83.0%**
b. Developmental completers	89.5%	80.5%	74.3%	59.1%	**93.0%**
c. Developmental non-completers	42.8%	36.2%	34.7%	48.9%	**NA**
d. All students in cohort	63.7%	58.8%	61.2%	59.9%	**75.0%**

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	75.5%	++	++	++	**NA**
b. Black/African American only	61.9%	55.9%	58.5%	55.7%	**NA**
c. Asian only	74.2%	74.2%	88.1%	83.0%	**NA**
d. Hispanic/Latino	63.0%	63.8%	61.1%	66.0%	**NA**

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

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	53.9%	49.3%	54.4%	47.9%	**60.0%**
b. Developmental completers	50.3%	43.4%	43.5%	33.7%	**57.0%**
c. Developmental non-completers	26.5%	26.2%	25.8%	25.7%	**NA**
d. All students in cohort	39.1%	36.8%	40.6%	35.1%	**45.0%**

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	43.4%	++	++	++	**NA**
b. Black/African American only	38.5%	34.4%	38.2%	33.0%	**NA**
c. Asian only	50.0%	51.7%	65.7%	58.5%	**NA**
d. Hispanic/Latino	35.6%	37.6%	39.8%	34.9%	**NA**

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

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	1,064	1,179	1,341	1,600	**1,750**
b. Career degrees	334	355	414	481	**NA**
c. Transfer degrees	638	738	799	873	**NA**
d. Certificates	92	86	128	246	**NA**
e. Unduplicated graduates	1,023	1,142	1,267	1,488	**NA**

	AY 18-19	AY 19-20	AY 20-21	AY 21-22	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	81.9%	83.6%	86.3%	85.2%	**85.0%**

	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year	70.6%	75.4%	74.4%	69.1%	**85.0%**

Goal 3: Innovation

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Health Information Management	100%	*	14.3%	20.0%	**90.0%**
Number of Candidates	6		14	5	
b. Nuclear Medicine	83%	*	100.0%	50.0%	**90.0%**
Number of Candidates	6		6	6	
c. Nursing	78%	86.0%	88.9%	85.3%	**90.0%**
Number of Candidates	102	109	63	95	
d. Radiography	96%	88.0%	83.3%	87.5%	**90.0%**
Number of Candidates	26	24	24	7	
e. Respiratory Therapy	100%	100.0%	100.0%	100.0%	**100.0%**
Number of Candidates	6	7	6	8	
f. Paramedic	86%	86.0%	100.0%	83.3%	**90.0%**
Number of Candidates	7***	7	11	12	
g. Medical Assisting	*	*	*	100.0%	**90.0%**
Number of Candidates				5	
h. Surgical Technology	*	*	*	*	**90.0%**
Number of Candidates					

Note: Not reported if <5 candidates in a year

	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	Benchmark Not Required
24 Graduates employed within one year	66.1%	57.1%	60.4%	61.2%	NA

	FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	$28,668	$25,132	$24,612	$23,456	NA
b. Median annualized income three years after graduation	$54,416	$53,404	$56,012	$56,744	NA

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	10,314	6,828	3,703	4,237	**10,600**
b. Annual course enrollments	16,126	11,616	6,331	6,850	**16,700**

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	3,604	2,872	1,997	2,066	**3,900**
b. Annual course enrollments	5,693	4,415	3,068	2,957	**5,900**

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	4,962	4,024	866	1,330	**5,300**
b. Annual course enrollments	10,629	11,133	2,093	2,832	**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 Community College empowers a diverse population of students to achieve success by delivering high-quality, affordable education, professional training, workforce development opportunities, and comprehensive student services that strengthen economic growth and improve the quality of life on the Lower Eastern Shore.

INSTITUTIONAL ASSESSMENT

State Plan Student Access Goal: Ensure equitable access to affordable and high-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 more than 7,000 students in FY 2022 (Indicator 1a), an increase of 12% from the prior year. Credit headcount had decreased almost 10% and non-credit headcount by more than half during FY 2020 and FY 2021 due to the COVID-19 pandemic.

In the fall of 2020, six different credit class formats were developed and offered with a focus on student safety and success, including on-campus, online, virtual and three types of hybrid models. Enrollment breakdowns in the fall term were 39% on campus, 38% online and 23% in virtual or hybrid formats. By the fall of 2021, more classes were offered on campus and enrollments changed to 55% on campus, 34% online and 11% in virtual or hybrid formats. Enrollments in the fall of 2022 resulted in 59% on campus, 30% online and 11% in virtual or hybrid formats. Although many classes have been moved back to a face-to-face format, online enrollments have remained more than twice what they were prior to the pandemic.

When the college's campus and off-campus sites closed in late March 2020, most of the college's continuing education classes had to be postponed or canceled. Some classes were able to be moved to a distance learning format and others were safely offered on campus. Continuing education enrollments increased 35% from FY 2021 to FY 2022 with almost 30% of enrollments in online or virtual classes.

Wor-Wic has been awarded various grants that focus on student access and retention. A TRIO Student Support Services (SSS) 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, provides 144 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. For the 2021-2022 program year, 84% of the TRIO SSS student cohort persisted to the next program year, graduated or transferred to a four-year institution. More than 90% of students in the cohort met the requirements for good academic standing (passing 67% of attempted credits with a minimum 2.0 GPA).

For FY 2023, the Maryland State Department of Education granted a continuation of Wor-Wic's 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 college received an extension of unexpended FY 2022 funds, as well as an increase of $59,338. Of the 10 participants in FY 2023, nine were continuing from the prior year and one was new to the program. All participants were retained from the fall to spring terms and earned a total of 118 credit hours.

Wor-Wic was also awarded its second four-year Child Care Access Means Parents in School (CCAMPIS) grant. This grant assists the college's eligible parenting students with child care costs and provides additional retention and success activities. The CCAMPIS grant provides $119,414 annually over four years, for a total of $477,656.

Providing 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. In FY 2023, the college was awarded a second five-year TRIO VUB grant which provides funding for the center to assist 125 veterans annually. The center is run by a full-time director of veterans services whose position is funded by both the grant and the college. Additionally, Wor-Wic was named as a 2023-2024 top 10 in the nation Military Friendly School in the small community college category by VIQTORY, a national company that ranks colleges and universities in their support for veteran and military students.

In FY 2023, Wor-Wic became one of 12 community colleges nationwide to receive a grant to train current military members and veterans for commercial truck driving careers. The grant from the U.S. Department of Transportation not only helps current and former members of the Armed Forces obtain their commercial truck driver license (CDL) but also helps fill the community's need for trained drivers.

Wor-Wic's strategic priority to provide flexible scheduling is intended to address equitable access for non-traditional students. Online offerings for both credit and non-credit courses were expanded prior to the pandemic, resulting in enrollment increases of more than 20% in credit and non-credit courses in FY 2019 and FY 2020. In response to the pandemic, online enrollments almost tripled in credit courses in FY 2021 to 9,239 enrollments and then decreased to 5,687 enrollments in FY 2022 (Indicator 6a). Enrollments more than tripled in non-credit courses to 1,479 enrollments in FY 2021 and continued to increase to 1,705 enrollments in FY 2022 (Indicator 6b).

State Plan Student 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 18 percentage points from 64.0% in the fall of 2019 to 46.1% in the fall of 2020. The percentage increased again to 65.9% in the fall of 2021 and 62.4% in the fall of 2022 (Characteristic B). This one-year dip was most likely a result of the campus closure in March 2020 due to the pandemic. Remote placement testing and proctoring were not immediately

available. During this time frame, student services staff assisted students in self identifying their placement levels.

The fall-to-fall retention rate gap between developmental and college-ready students increased from 6.9 percentage points for the fall 2020 cohort to 14.8 percentage points for the fall 2021 cohort. Fall-to-fall retention rates for the fall 2021 cohort were 42.3% for developmental students and 57.1% for college-ready students (Indicator 14).

Wor-Wic has implemented several major initiatives designed to increase student retention and success. Student services administrators act as enrollment coaches to onboard new students prior to advising as part of the college's Guided Pathways initiative. Applicants select a learning pathway on the admission application and complete a brief career assessment. Enrollment coaches then work with applicants to choose an academic program or non-credit training aligned with their career goals, determine if placement testing is needed and assist students with the financial aid application process.

The college's Title III grant from the U.S. Department of Education provided funds for a new advising model to be developed and implemented. The responsibility for academic advising was moved from student services administrators and faculty to professional academic advisors who work closely with students to develop academic plans and monitor success. Advisors also work closely with academic departments to stay informed regarding program changes. A new advising center on campus allows students to meet with their advisors in person, via telephone or video conferencing software. FY 2023 was the final year for the grant funding.

With additional support from the Title III grant, the college purchased student success technology to assist with advising and retention efforts. 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 regarding 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 2023, students utilized 582 online tutoring hours, supplementing in-person tutoring services in the college's on-campus Mathematics Lab, Reading & Writing Center and Tutoring Center.

Since the fall of 2022, Wor-Wic students have had access to real-time, one-on-one online therapy sessions from licensed mental health counselors. Sessions can be accessed via smartphones, laptops or tablets. The service is available 24 hours a day, seven days a week to students free of charge. Almost 100 sessions were provided to students in FY 2023. Students who prefer in-person counseling are still welcome to meet with a counselor on campus.

In FY 2023, Wor-Wic and the University of Maryland Eastern Shore (UMES) partnered to increase transfers and transfer student attainment of bachelor's degrees at UMES as a part of the Transfer Student Success Initiative. Led by the Aspen Institute and the American Association of State Colleges and Universities, the Wor-Wic and UMES team received one-on-one consulting with experts and collaborated with 58 other two- and four-year partnering institutions from across the country. Partners worked to identify, collect, understand and use transfer outcomes and equity data to co-create practices and policies for improving transfer student success and student equity. Transfer advising practices, flexible scheduling, communication plans and information sharing practices were developed together by Wor-Wic and UMES. Regular meetings are continuing with a focus on transfer initiatives between the two institutions.

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

A new criminal justice degree replaced the corrections and law enforcement concentrations in the fall of 2022. The new degree was designed to create a variety of career and transfer pathways for students who want to obtain an entry-level position in corrections or law enforcement, as well as those who plan to transfer to a four-year institution and work toward a bachelor's degree in criminal justice.

Two new trades certificates were also offered in the spring of 2023. The basic welding certificate provides students with the knowledge and skills needed for entry-level welding positions and prepares them for American Welding Society (AWS) certification. The heating, air conditioning and refrigeration technology certificate provides students with the theory, knowledge and skills associated with HVAC equipment for systems in residential and light commercial structures. Students will be prepared for entry or advancement in the HVAC field.

Starting in the fall of 2023, students interested in emergency and fire services will be able to enroll in a new fire science technology associate degree program at the college. Offered in partnership with the Maryland Fire and Rescue Institute, this new program prepares students for employment in fire service or promotion in the emergency services field. Fire and rescue personnel entering the program can earn college credit for prior learning from completed fire service training. The program provides general education as well as instruction in firefighting operations and inspections, hazardous materials and emergency medical technician training.

Two new trades degrees will also be offered beginning in the fall of 2023. The electro-mechanical technologies associate degree program teaches students how to safely put together, install, run and maintain buildings and machines in many industries. Graduates may pursue careers such as industrial machinery mechanics, installation, maintenance and repair workers, electrical and electronics technicians, stationary engineers and boiler operators and industrial maintenance technicians. The welding associate degree takes the college's welding program a step further for students who are interested in work as a weld inspector, becoming self-employed or being a well-rounded candidate for the work environment. The program prepares students for entry into a high-demand career in manufacturing, construction, energy production and many other industries.

In FY 2023, 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, who actively participate in the student selection process, host field trips, attend graduation ceremonies and hire graduates. Students pay for their own safety gear, but otherwise attend at no cost.

Wor-Wic was notified in August 2023 that the Maryland Works for Wind program, a statewide effort led by the Maryland Department of Labor awarded through the U.S. Department of Commerce's Good Jobs Challenge, was approved for funding. As a partner in this initiative, Wor-Wic will receive $1.5 million to support workforce development in occupations related to offshore wind.

Partnerships have also been formed to provide apprenticeship training. Wor-Wic partnered with Independent Electrical Contractors (IEC) in FY 2023 to start providing instruction for the first year of their four-year electrical apprenticeship program. A partnership with Associated Builders and Contractors (ABC) has resulted in an HVAC apprenticeship beginning in the fall of 2023. Existing partnerships provide plumbing and electrical apprenticeships, as well as OSHA and recertification courses for established journeymen. A lineman pre-apprenticeship in collaboration with local electric cooperatives is also in development.

More than 3,000 students enrolled in workforce development courses in FY 2022 (Indicator 26a), representing a 26% increase from the prior year when enrollments were most affected by the pandemic. More than three-quarters of these workforce students enrolled in courses that lead to government or industry-required certification or licensure (Indicator 27a). In FY 2022, contract training courses served more than 1,600 students, an increase of 34% from the prior year (Indicator 28a).

Wor-Wic's new Guerrieri Technology Center (GTC) was completed in the spring of 2023. The building has been furnished with industry-specific equipment technologies to prepare students for the workforce. It features welding, HVACR, metal fabrication and plumbing labs, a CDL simulation lab and other hands-on instruction areas for electro-mechanical, construction, electrical and alternative energy programs. Trades courses that had been offered in the evenings at local career and technology education (CTE) sites will now be offered on campus. For the community, a makerspace multipurpose laboratory has tools and 3D printers open for public use. Credit programs in the college's occupational education division, such as industrial technology, supply chain management and alternative energy, as well as current and new workforce development courses in the areas of transportation and industrial trades will be housed in the technology center.

Response to Questions Raised by the Commission

Prompt: Identifying long-term equity gaps: What are the largest long-term equity gaps that exist in student access, success and innovation in your institution? Please note that "long-term equity gaps" refers to the inequities that existed long before the COVID-19 pandemic and persisted over the years. How are these equity gaps uncovered/discovered/identified at your institution

and how are they shared with your community? What interventions have been implemented to eliminate these gaps?

The largest long-term equity gaps affecting access, success and innovation at Wor-Wic have been identified for underprepared, first generation, low income and minority students. Many students in Wor-Wic's service area are academically disadvantaged and economically challenged. Although the college offers multiple options to waive into college-level classes, more than 60% of first-time students place into developmental coursework, extending their time to completion. About 40% of all students receive Pell grants and more than half receive some form of financial aid.

Research shows that full-time students are more likely to persist and graduate. However, many students at Wor-Wic are non-traditional. Of those who completed a FAFSA, 31% reported that they care for dependent children. More than 30% of students are over 25 years of age and more than half reported that they work more than 20 hours per week. Almost one-third of the college's students are first generation and more than 80% attend part time.

The college serves a rural community. Almost 40% of Wor-Wic's students surveyed in the spring of 2020 reported that they had a fair or poor technology experience at home, 19% had no internet service at home or only through their phone and 22% of those with access reported DSL, hotspot or dial-up access.

Wor-Wic works to address equity challenges by focusing on flexible scheduling options, student and academic support services, communication with students and scholarship opportunities. The college's 2022-2027 strategic plan supports these efforts by concentrating on community needs, diversity, student success and institutional effectiveness.

Many interventions are funded by grants and supported with campus activities, such as the TRIO SSS program that serves low-income, first generation and disabled students and TRIO VUB program for veterans. Parenting students can receive grant-funded assistance for child care and peer support through the college's parenting club. The Males of Color initiative promotes fellowship, academic support and guidance for graduating or transferring to a four-year institution. Events include leadership conferences as well as group activities, such as bowling.

Prompt: Measuring equity gaps: How has your institution used disaggregated data to identify equity gaps in students' educational opportunities and outcomes? What stakeholder engagement (students, faculty, staff, etc.) is used to collect and review this data? Does your institution set goals/benchmarks in regard to the elimination of equity gaps? If so, what steps does your institution take to ensure accountability in meeting the established goals/benchmarks of equity?

During the development of the college's 2022-2027strategic plan, a review of college and service area data and relevant issues affecting the college was an integral part of the planning process. The planning council, consisting of the president, vice presidents, deans, representatives from administrators, faculty and students and the foundation, was involved in developing strategic priorities for approval by the board of trustees. One of the priorities developed is to "nurture and actively promote diversity, equity and inclusion among students and employees." College teams

created with collegewide representation developed plans that consist of goals, means of assessment, benchmarks and action plans to further the strategic priorities. Progress and results for the plans are shared annually with the planning council who provides feedback to the teams. The board of trustees oversees the planning process to ensure that appropriate progress is being made toward the college's strategic priorities.

Besides addressing equity gaps through the planning process, academic programs and service departments also identify and address equity gaps through their own assessment processes. Data is provided annually for assessment purposes. Goals, means of assessment, benchmarks and action plans are developed and updated annually.

A review of data was also part of the process to develop the college's 2022-2027 cultural diversity plan. The college is "committed to fostering a campus environment of inclusion, equity, belonging and understanding in which faculty, staff and students learn to value diversity, facilitate inclusion, promote equity and respect individuality in a manner that enriches not only the college but the local community as well."

Disaggregated data is also used to determine the success of students in the college's grant-funded programs. The TRIO SSS and TRIO VUB programs both service low-income, first generation and disabled students. Disaggregated outcomes data, such as GPA, persistence/retention, graduation and transfer rates, are used to determine if the TRIO SSS program is meeting the needs of students. For the TRIO VUB program, measures such as persistence and retention rates, program completion and postsecondary enrollment and completion are used to determine the effectiveness of the program.

COMMUNITY OUTREACH AND IMPACT

Collaboration with Local High Schools
Public high school students in Wicomico, Worcester, Somerset and Dorchester counties are eligible to receive college credit for certain occupational courses they have completed in high school as a result of articulation agreements between the college and the local boards of education. Students attending public high schools in the service area can take dual enrollment courses at no cost if they meet their county dual enrollment eligibility requirements. A tuition discount of 25% is provided for students enrolled at several local private high schools who meet their school's dual enrollment eligibility requirements. To increase accessibility, general education courses are taught in public and private high schools in the service area. Criminal justice courses have also been offered in local CTE and private high schools since FY 2023.

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 graduates also have access to discounted tuition through the UMGC Completion Scholarship. Chemical dependency counseling graduates can

transfer into the social work program at Salisbury University (SU). Additionally, the college's nursing program articulates to 11 institutions where graduates can pursue a Bachelor of Science in nursing degree. Agreements exist with Bowie State University for biology and chemistry graduates and St. Mary's College of Maryland for biology graduates to enter the marine science program. The college has also partnered with SU to offer a "two-way" transfer opportunity. Students enrolled in the forensic science concentration of the integrated science program at SU attend Wor-Wic for their required criminal justice courses. In addition, graduates of Wor-Wic's criminal justice forensic science technology concentration can transfer into the integrated science degree program at SU. This unique partnership leverages disciplinary expertise at both institutions to increase opportunities for students.

Transfer Opportunities with UMES
A pathway has been created for chemistry pre-pharmacy graduates to qualify for admission directly into the UMES graduate program in the School of Pharmacy. Transfer agreements for general studies, biology, chemistry and engineering are also in place. A scholarship program for all Wor-Wic graduates who transfer to UMES provides $3,500 annually toward their tuition. In addition, up to three graduates per year are selected for a full financial aid package.

Driver Education Training
More than 200 students enrolled in Wor-Wic's driver education classes in FY 2023, and one-fourth received tuition assistance. Although the course is open to any student who is at least 16 years old, the idea originated as an effort to help local 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 for the course. Of the FY 2023 students, 38% were 19 years old or older.

Adult Basic Education Program
With a grant from the Maryland Department of Labor, Wor-Wic provided adult education services to more than 500 Wicomico County residents in FY 2023. 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 that were chosen to participate. The initiative is designed to provide education that will help incarcerated individuals secure jobs when they are released. More than 30 qualified inmates at the Eastern Correctional Institution (ECI) have taken business management and hospitality management courses taught at ECI. Classes were suspended in March 2020 due to the pandemic and efforts to offer classes virtually were not successful. The college worked with the ECI administration to resume on-site classes again in

the spring of 2023. The college has been permitted to continue serving individuals incarcerated at ECI per the revised Second Chance Pell experiment effective July 1, 2023.

Voter Friendly Campus Designation
Wor-Wic was one of two community colleges in Maryland to be designated as a Voter Friendly Campus for 2023-24 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 2023 for 18 students 18 to 21 years old with significant cognitive disabilities. Training areas included computers, safety in health care 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.

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 2023 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 academically on track to continue to the next grade level. Activities included project-based learning in STEM, art, service learning, character education and physical activity.

Gifted and Talented Program
In the summer of 2023, the college's summer scholars gifted and talented program enrolled 240 public, private and home-schooled students with more than 500 course enrollments. Students entering third through 10th grades attended a variety of enrichment courses that focused on art, self-expression, career exploration, culinary arts, science, technology, engineering, mathematics and problem solving. A grant from the Community Foundation of the Eastern Shore allowed 45 service area students who were eligible for free and reduced meals to attend classes for free.

Prekindergarten Program
Through a grant from the Maryland State Department of Education (MSDE), the college's child development center offered a prekindergarten class for 3- and 4-year-olds in the fall of 2022 and will be expanding to offer a second class in the fall of 2023. The grant provides funding for 40 students whose families earn up to 300% of the federal poverty guidelines. The prekindergarten program includes a full day of instruction, along with a meal during the day. Before and after care will also be available to families who need it. The center is accredited by the MSDE and holds the highest quality rating from Maryland EXCELS, the state's rating system for licensed child care and early education.

Wor-Wic Community College Degree Progress Four Years after Initial Enrollment Fall 2018 Entering Cohort

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	637		222		153		262	
2	Number attempting fewer than 18 hours over first 2 years	268		98		12		158	
3	Cohort for analysis (Line 1 – Line 2)	369	100.0%	124	100.0%	141	100.0%	104	100.0%
4	Earned Associate degree from this community college	97	26.3%	49	39.5%	48	34.0%	0	0.0%
5	Earned certificate, but no degree, from this community college	11	3.0%	10	8.1%	0	0.0%	1	1.0%
6	Total associate and certificate graduates (Line 4 + Line 5)	108	29.3%	59	47.6%	48	34.0%	1	1.0%
7	Transferred to Maryland two-year/technical college	5	1.4%	2	1.6%	0	0.0%	3	2.9%
8	Transferred to Maryland public four-year college	74	20.1%	41	33.1%	31	22.0%	2	1.9%
9	Transferred to Maryland private four-year college or university	1	0.3%	0	0.0%	1	0.7%	0	0.0%
10	Transferred to out-of-state two-year/technical college	12	3.3%	3	2.4%	3	2.1%	6	5.8%
11	Transferred to out-of-state four-year college or university	29	7.9%	11	8.9%	12	8.5%	6	5.8%
12	Total transfers (sum of Lines 7 - 11)	121	32.8%	57	46.0%	47	33.3%	17	16.3%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	64	17.3%	35	28.2%	29	20.6%	0	0.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	165	44.7%	81	65.3%	66	46.8%	18	17.3%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	48	13.0%	16	12.9%	25	17.7%	7	6.7%
16	Successful transition to higher ed (Line 14 + Line 15)	213	57.7%	97	78.2%	91	64.5%	25	24.0%
17	Enrolled at this community college last term of study period	17	4.6%	2	1.6%	11	7.8%	4	3.8%
18	Successful or persisting (Line 16 + Line 17)	230	62.3%	99	79.8%	102	72.3%	29	27.9%

Wor-Wic Community College Degree Progress Four Years after Initial Enrollment Fall 2018 Entering Cohort

		African American Students		Asian Students		Hispanic Students		White Students (optional data)	
1	First-time full- and part-time fall headcount	171		14		49		339	
2	Number attempting fewer than 18 hours over first 2 years	92		6		17		126	
3	Cohort for analysis (Line 1 – Line 2)	79	100.0%	8	100.0%	32	100.0%	213	100.0%
4	Earned Associate degree from this community college	13	16.5%	2	25.0%	11	34.4%	64	30.0%
5	Earned certificate, but no degree, from this community college	0	0.0%	0	0.0%	0	0.0%	11	5.2%
6	Total associate and certificate graduates (Line 4 + Line 5)	13	16.5%	2	25.0%	11	34.4%	75	35.2%
7	Transferred to Maryland two-year/technical college	2	2.5%	0	0.0%	1	3.1%	0	0.0%
8	Transferred to Maryland public four-year college	7	8.9%	4	50.0%	10	31.3%	46	21.6%
9	Transferred to Maryland private four-year college or university	0	0.0%	0	0.0%	0	0.0%	1	0.5%
10	Transferred to out-of-state two-year/technical college	3	3.8%	0	0.0%	2	6.3%	6	2.8%
11	Transferred to out-of-state four-year college or university	7	8.9%	2	25.0%	2	6.3%	16	7.5%
12	Total transfers (sum of Lines 7 - 11)	19	24.1%	6	75.0%	15	46.9%	69	32.4%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	9	11.4%	2	25.0%	8	25.0%	41	19.2%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	23	29.1%	6	75.0%	18	56.3%	103	48.4%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	8	10.1%	0	0.0%	4	12.5%	33	15.5%
16	Successful transition to higher ed (Line 14 + Line 15)	31	39.2%	6	75.0%	22	68.8%	136	63.8%
17	Enrolled at this community college last term of study period	7	8.9%	0	0.0%	0	0.0%	8	3.8%
18	Successful or persisting (Line 16 + Line 17)	38	48.1%	6	75.0%	22	68.8%	144	67.6%

2/1/23

WOR-WIC COMMUNITY COLLEGE
2023 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 2019	Fall 2020	Fall 2021	Fall 2022
A	Fall credit enrollment				
	a. Unduplicated headcount	2,894	2,705	2,436	2,441
	b. Percent of students enrolled part time	75.4%	75.3%	79.3%	83.2%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
B	First-time credit students with developmental education needs	64.0%	46.1%	65.9%	62.4%

		FY 2019	FY 2020	FY 2021	FY 2022
C	Credit students who are first-generation college students (neither parent attended college)	30.6%	30.8%	29.4%	29.8%

		FY 2019	FY 2020	FY 2021	FY 2022
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	390	288	155	259

		FY 2019	FY 2020	FY 2021	FY 2022
E	Credit students receiving financial aid				
	a. Receiving any financial aid	54.2%	57.2%	61.0%	74.4%
	b. Receiving Pell grants	39.2%	40.7%	37.8%	38.7%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
F	Students 25 years old or older				
	a. Credit students	35.6%	36.5%	34.8%	33.0%

		FY 2019	FY 2020	FY 2021	FY 2022
	b. Continuing education students	76.7%	69.2%	72.2%	72.8%

		FY 2019	FY 2020	FY 2021	FY 2022
G	Credit students employed more than 20 hours per week	*	*	57.2%	53.2%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	5.7%	5.7%	5.7%	6.7%
	b. Black/African American only	23.4%	24.1%	24.4%	24.7%
	c. American Indian or Alaskan native only	0.1%	0.1%	0.2%	0.2%
	d. Native Hawaiian or other Pacific Islander only	0.1%	0.2%	0.1%	0.1%
	e. Asian only	2.3%	2.4%	2.5%	2.2%
	f. White only	61.3%	60.7%	60.1%	57.9%
	g. Multiple races	4.5%	4.5%	4.9%	6.0%
	h. Foreign/Non-resident alien	0.6%	0.5%	0.7%	0.9%
	i. Unknown/Unreported	2.0%	1.7%	1.4%	1.3%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
I	Credit student distance education enrollment				
	a. Enrolled exclusively in distance education	9.2%	43.3%	25.7%	22.9%
	b. Enrolled in some, but not all, distance education	21.3%	38.0%	34.8%	30.4%
	c. Not enrolled in any distance education	69.6%	18.7%	39.7%	46.7%

WOR-WIC COMMUNITY COLLEGE
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		FY 2019	FY 2020	FY 2021	FY 2022
J	Unrestricted revenue by source				
	a. Tuition and fees	37.2%	35.0%	32.9%	28.5%
	b. State funding	32.2%	33.1%	32.1%	32.1%
	c. Local funding	28.6%	30.0%	30.6%	27.9%
	d. Other	2.0%	1.9%	4.4%	11.5%

		FY 2019	FY 2020	FY 2021	FY 2022
K	Expenditures by function				
	a. Instruction	37.3%	36.6%	36.9%	36.8%
	b. Academic support	19.5%	19.4%	18.1%	18.5%
	c. Student services	8.0%	8.2%	8.8%	9.6%
	d. Other	35.2%	35.7%	36.2%	35.1%

Goal 1: Access

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
1	Annual unduplicated headcount					
	a. Total	10,105	7,628	6,296	7,071	**10,200**
	b. Credit students	4,052	3,878	3,662	3,355	**4,300**
	c. Continuing education students	6,473	4,068	2,983	4,038	**6,500**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
2	Market share of first-time, full-time students					
		36.3%	39.5%	28.4%	26.6%	**45.0%**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
3	Market share of part-time students	78.7%	80.0%	77.3%	78.2%	**82.0%**

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Benchmark Fall 2024
4	Market share of recent, college-bound high school graduates	51.3%	48.5%	48.6%	42.6%	**56.0%**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
5	High school student enrollment	490	456	387	496	**500**

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	2,607	3,353	9,239	5,687	**3,300**
	b. Continuing education, online	376	459	1,479	1,705	**450**
	c. Credit, hybrid	1,467	1,347	2,954	1,028	**1,600**
	d. Continuing education, hybrid	0	0	0	33	**0**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2026
7	Tuition and mandatory fees					
	a. Annual tuition and fees for full-time students	$4,170	$4,380	$4,530	$4,530	**NA**
	b. Percent of tuition/fees at Md public four-year institutions	43.1%	45.4%	46.1%	45.1%	**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
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	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	689	593	143	352	**800**
b. Annual course enrollments	1,247	1,066	169	531	**1,400**

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	1,081	704	343	613	**1,200**
b. Annual course enrollments	1,852	1,085	699	1,026	**2,300**

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
10 Adult education student achievement of:					
a. At least one ABE educational functioning level	30.2%	16.2%	20.6%	23.5%	**32.0%**
b. At least one ESL educational functioning level	29.8%	12.5%	41.7%	38.0%	**40.0%**
Note: Not reported if < 50 students in the cohort					

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
11 Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	37.0%	38.0%	38.7%	40.8%	**32.0%**

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
b. Percent nonwhite continuing education enrollment	37.9%	35.3%	41.1%	43.6%	**32.0%**

	July 2019	July 2020	July 2021	July 2022	Benchmark Not Required
c. Percent nonwhite service area population, 15 or older	31.7%	31.8%	31.7%	32.2%	**NA**

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
12 Percent minorities (nonwhite) of full-time faculty	8.5%	8.8%	10.3%	10.3%	**12.0%**

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
13 Percent minorities (nonwhite) of full-time administrative and professional staff	20.7%	19.3%	17.9%	19.5%	**22.0%**

Goal 2: Success

	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Benchmark Fall 2024 Cohort
14 Fall-to-fall retention of first-time students					
a. All first-time students	46.6%	48.7%	52.3%	47.1%	**50.0%**
b. Pell grant recipients	45.0%	43.7%	49.6%	46.3%	**50.0%**
c. Developmental students	42.8%	47.3%	48.8%	42.3%	**50.0%**
d. College-ready students	56.3%	52.0%	55.7%	57.1%	**60.0%**

WOR-WIC COMMUNITY COLLEGE
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	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	40.2%	42.7%	41.4%	36.9%	**45.0%**

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	81.2%	91.8%	79.7%	79.8%	**90.0%**
b. Developmental completers	85.3%	79.7%	77.7%	72.3%	**87.0%**
c. Developmental non-completers	28.4%	27.6%	27.2%	27.9%	**NA**
d. All students in cohort	64.5%	64.8%	63.3%	62.3%	**70.0%**

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	71.2%	71.5%	68.9%	67.6%	**NA**
b. Black/African American only	47.9%	47.3%	48.5%	48.1%	**NA**
c. Asian only	*	*	*	*	**NA**
d. Hispanic/Latino	*	*	*	*	**NA**

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

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	65.2%	78.7%	66.1%	65.3%	**85.0%**
b. Developmental completers	64.2%	59.4%	52.0%	46.8%	**65.0%**
c. Developmental non-completers	18.4%	18.7%	19.2%	17.3%	**NA**
d. All students in cohort	48.3%	49.3%	46.2%	44.7%	**53.0%**

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	53.5%	56.5%	52.0%	48.4%	**NA**
b. Black/African American only	33.0%	34.1%	34.3%	29.1%	**NA**
c. Asian only	*	*	*	*	**NA**
d. Hispanic/Latino	*	*	*	*	**NA**

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

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	460	512	528	486	**600**
b. Career degrees	169	167	166	150	**NA**
c. Transfer degrees	150	151	160	141	**NA**
d. Certificates	141	194	202	195	**NA**
e. Unduplicated graduates	417	464	497	449	**NA**

		AY 18-19	AY 19-20	AY 20-21	AY 21-22	**Benchmark AY 2024-25**
21	First-year GPA of 2.0 or above at transfer institution	80.2%	83.5%	86.4%	88.6%	**85.0%**

		FY 2018 Graduates	**FY 2019 Graduates**	**FY 2020 Graduates**	**FY 2021 Graduates**	**Benchmark FY 2024 Graduates**
22	Graduate transfers within one year	72.3%	61.5%	62.8%	60.3%	**75.0%**

Goal 3: Innovation

		FY 2019	**FY 2020**	**FY 2021**	**FY 2022**	**Benchmark FY 2025**
23	Credit program pass rates in licensure/certification examinations required for employment					
	a. LPN	100.0%	97.1%	87.5%	100.0%	100.0%
	Number of Candidates	38	35	24	25	**NA**
	b. RN	81.5%	85.3%	86.0%	81.2%	**90.0%**
	Number of Candidates	65	61	50	64	**NA**
	c. Radiologic Technology	100.0%	100.0%	100.0%	66.7%	**100.0%**
	Number of Candidates	6	9	15	6	**NA**
	d. EMT-Basic	80.0%	100.0%	60.0%	56.0%	**85.0%**
	Number of Candidates	20	16	20	25	**NA**
	e. EMT-Paramedic	71.4%	*	*	83.3%	**90.0%**
	Number of Candidates	7	2	4	12	**NA**
	f. Occupational Therapy Assistant	88.0%	100.0%	*	90.0%	**95.0%**
	Number of Candidates	7	5	4	10	**NA**
	g. Physical Therapist Assistant	82.0%	93.3%	71.4%	83.3%	**92.0%**
	Number of Candidates	11	15	14	6	**NA**
	Note: Not reported if <5 candidates in a year					

		FY 2018 Graduates	**FY 2019 Graduates**	**FY 2020 Graduates**	**FY 2021 Graduates**	**Benchmark Not Required**
24	Graduates employed within one year	91.8%	87.8%	87.2%	91.2%	**NA**

		FY 2016 Graduates	**FY 2017 Graduates**	**FY 2018 Graduates**	**FY 2019 Graduates**	**Benchmark Not Required**
25	Income growth of career program graduates					
	a. Median annualized income one year prior to graduation	$17,068	$17,116	$17,796	$21,100	**NA**
	b. Median annualized income three years after graduation	$49,420	$50,060	$47,184	$57,280	**NA**

		FY 2019	**FY 2020**	**FY 2021**	**FY 2022**	**Benchmark FY 2025**
26	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	4,934	2,866	2,534	3,191	**5,000**
	b. Annual course enrollments	7,865	4,728	4,349	5,396	**8,000**

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry -required certification or licensure					
a. Unduplicated annual headcount	2,974	2,043	1,994	2,451	**3,000**
b. Annual course enrollments	5,103	3,482	3,536	4,234	**5,000**

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	2,766	1,393	1,196	1,606	**2,800**
b. Annual course enrollments	5,352	3,324	3,505	3,873	**5,500**

Note: NA designates not applicable

* designates data not available