MHEC
MARYLAND HIGHER EDUCATION COMMISSION

2011 PERFORMANCE ACCOUNTABILITY REPORT MARYLAND PUBLIC COLLEGES AND UNIVERSITIES

Volume 1

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Maryland Higher Education Commission

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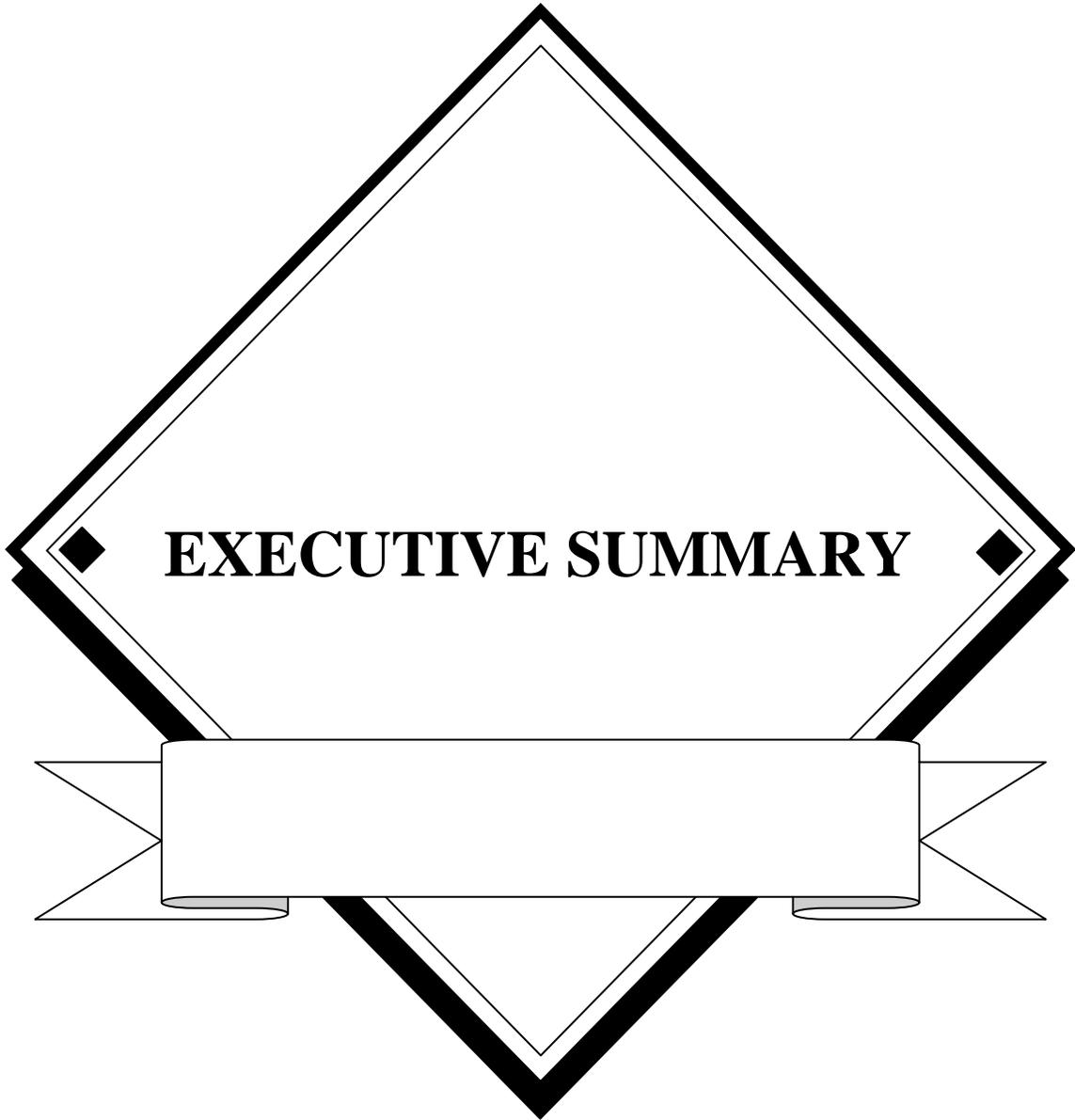
EXECUTIVE SUMMARY

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

Community colleges and four-year colleges and universities are responsible for reporting on key indicators and for providing benchmarks to assess progress toward meeting institutional goals. The reporting requirements differ for the two sectors, as they have since 2000. Community colleges use a common set of indicators, while four-year colleges and universities use the indicators included in their Managing For Results (MFR) processes.

In producing this report, Commission staff reviewed the performance accountability reports submitted by each institution and prepared a consolidated report. This document represents the 16th Performance Accountability Report presented to the Commission since the introduction of the indicator system. The report consists of two volumes, whose contents are as follows:

Volume 1

- An overview of the history and major features of the accountability process
- The Commission's assessment of the public colleges' accountability efforts for the 2010-2011 year
- The responses of the public colleges and universities to questions raised by the Commission staff about their 2010 Performance Accountability Reports, and their progress toward meeting their benchmarks on selected measures and objectives
- One-page profiles of the public colleges and universities that include a brief overview of each campus, as well as data and benchmarks for key indicators

Volume 2

- **A** short institutional assessment prepared by each public institution (published exactly as submitted to the Commission and not edited by Commission staff) on its progress toward meeting the benchmarks for the various indicators (for community colleges) and objectives (for four-year institutions), as well as its progress toward achieving the goals outlined in the State Plan for Postsecondary Education (The community college reports also contain sections that describe how the campuses are serving their local jurisdictions. All institutions include a brief report on cost containment initiatives for the year.)

- A complete set of trend data and benchmarks for each of the indicators used by the community colleges
- A complete set of goals, objectives, and performance measures adopted by each public four-year institution along with trend data and benchmarks for these measures
- A listing of each indicator, along with its source and operational definition (The community colleges use a standard set of measures and one set of definitions, while the public four-year colleges and universities use campus-specific measures and separate lists of definitions.)
- A list of guidelines that outline how the benchmarks were developed

The Commission's funding guidelines process for public four-year colleges and universities also includes an accountability component. Campuses are expected to perform at least at the level of selected peers on a set of outcomes-oriented performance measures. In each of the past eleven years, the Commission has presented reports to the General Assembly which examined the institutions' comparative performance on their respective indicators. These reports are provided separately from the Performance Accountability Report by the Office of Finance Policy.

Commission Assessment of the Institutional Performance Accountability Reports

The assessment included in this report continues the approach adopted in 2006, which focuses on the accountability issues and indicators that are closely aligned with the goals in the *Maryland State Plan for Postsecondary Education*. These goals include: 1) quality and effectiveness, 2) access and affordability, 3) diversity, 4) student-centered learning, and 5) economic growth and vitality.

Maryland's public colleges and universities have demonstrated their commitment to the accountability process through the preparation of these reports. The accountability process is essential to ensuring that the State can maintain and extend the high quality of its colleges and universities and receive a strong return on its investment in higher education.

Community Colleges

Community colleges continue to serve their communities in several ways. Chief among these is enrollment, which continued the dramatic increase begun in FY 2007. In FY 2010, for the first time, community colleges enrolled more than 200,000 students in credit-bearing courses. In addition, 233,283 students were enrolled in non-credit continuing education courses. Community colleges assist these students in the realization of their educational goals, including degree completion, professional certification, skill development, and lifelong learning. Although the number of non-credit students declined by 4.6% from FY 2009, the number of for-credit students increased by 7.9%. This continued increase in enrollment is evidence of the accessibility and affordability of higher education opportunities.

Despite this increase in enrollment, both state and local revenues decreased from FY 2010 to FY 2011. State funds declined by $4.8 million (2.0%), and local funds declined by $10.1 million (3.1%). Community colleges were therefore unable to maintain their efforts to control tuition increases. After five years in which the tuition increase for resident students averaged 1.1% annually, tuition rose by an average of 7.6% to an average of $119 per credit hour for full-time students. Baltimore City Community College and Frederick Community College were exceptions to this trend, reducing tuition for resident students for FY 2011.

Community colleges awarded $302.6 million in financial aid to students during FY 2010, an increase of $87.9 million over FY 2009. Almost all of that increase came from federal sources, which increased from $168.7 million to $255.4 million (51.4%), and the community colleges themselves, which increased institutional aid from $12.6 million to $13.9 million (10.3%). Overall, from FY 2007 to FY 2010, financial aid award dollars increased by 96.5% while the number of aid recipients increased by 18.2%.

The ethnic diversity of the student population at community colleges reflects the diversity of Maryland as a whole. Fifteen of the 16 community colleges enroll a population that is at least as diverse as its service area population. Every community college provides initiatives designed to increase campus awareness about diversity and welcome underrepresented populations. Although Maryland's community colleges affirm the virtue of having a diverse faculty and staff, and every institution supports faculty and staff of all backgrounds, some institutions struggle to reach benchmarks for minority representation among faculty and staff.

Community colleges provide support for learners at all stages, including dual enrollment and college readiness programs for high school students, co-curricular support and skill programs, intrusive advising services, and transition services for adult learners. Community colleges also serve the economic and cultural needs of their service areas in several ways. Chief among these is workforce development. Community colleges have partnered with private and public firms and organizations to address workforce needs. Community colleges continue to expand non-credit and non-degree programs in vocational training and small business development and to provide services to the community, such as recreational facilities and cultural programming.

Four-Year Public Colleges and Universities

Maryland's four-year colleges and universities and their faculty members continue to receive recognition for excellence in research, teaching, and service. Another indicator of quality is enrollment, since students choose to pursue their educational goals at Maryland colleges and universities rather than one of the many other available options. Full-time enrollment at four-year institutions increased from 117,606 in FY 2009 to 122,228 in FY 2010, an increase of 3.9%.

Affordability has been a high priority for institutions as well as State policymakers. The tuition freeze in effect through FY 2010 was followed by two years of modest increases.

The net effect is that tuition at Maryland institutions has fallen from 7th most expensive in the nation in FY 2005 to 17th most expensive in FY 2010 and 20th most expensive in FY 2011, according to the College Board report *Trends in College Pricing 2011*. In addition, financial aid has increased significantly. Aid dollars grew from $820.5 million in FY 2009 to $912.7 million in FY 2010, an increase of 11.2%. As at the community colleges, the bulk of the growth in aid at four-year institutions came from federal sources, which grew from $503.8 million to $607.9 million, an increase of 20.7%. Colleges and universities increased the aid they provided from $120.1 million to $127.5 million, an increase of 6.1%. State funds declined slightly, from $63.3 million to $63.1 million. Private financial aid funds declined sharply because of a $19.1 million reduction in the amount of private loans awarded. Overall, from FY 2007 to FY 2010, financial aid award dollars increased from $655.2 million to $912.7 million (39.3%) while the number of aid recipients increased from 68,099 to 81,232 (19.3%).

Maryland's colleges and universities enroll students from diverse racial and ethnic backgrounds as well as students from many nations. However, despite sustained commitment, few colleges and universities have consistently eliminated gaps in student success, and bridging these gaps remains an important priority for institutions.

The statewide first-to-second-year retention rate for full-time students at four-year institutions rose from 80.8% in Fall 2009 to 81.5% in Fall 2010, the highest rate since Fall 2002. The statewide graduation rate, which reached an all-time high of 64.7% in FY 2009, declined slightly to 64.1% in FY 2010.

Maryland's colleges and universities play a key role in creating a highly skilled and qualified workforce. Public four-year colleges and universities awarded 33,933 bachelor's, master's, and doctoral degrees in FY 2011, an increase of 5.8% over FY 2010.

Beyond workforce development, Maryland colleges and universities contribute to economic and community development in several ways, including the operation of research parks; technology license agreements; job creation; targeted programs to increase the supply of teachers in science, technology, engineering, and mathematics (STEM) fields; community cultural efforts; and environmental stewardship. In addition to these benefits, colleges and universities are also significant employers themselves.

Cost Containment – All Public Colleges and Universities

Detailed reporting on cost containment activities was provided by all of the community colleges and public four-year universities. Each institution provided a detailed description of its cost containment efforts, including reduced redundancy and waste, improved operational efficiencies, avoided costs, and realized cost savings. The Cost Containment sections are included in Volume 2 as a component of the institutional profiles.

Since the largest single category of expenditures for colleges and universities is

compensation, the largest single source of savings is reductions in personnel expenses: postponing or foregoing replacements for vacant positions, implementing furloughs, and making reductions in salary and non-salary compensation. Other significant savings result from renegotiated contracts, conservation, partnerships, and targeted reductions. Some four-year institutions were able to negotiate higher guaranteed revenues from contractors.

Details on these activities can be found in the full campus reports in Volume 2.

Recommendation: Improving Accountability

The Performance Accountability Report provides a vehicle for governing boards to provide information on operations to the Commission. The existing structure allows for institutions to identify particular goals for a five-year period and then report on annual progress towards realizing those goals.

However, the State also has an interest in certain goals for higher education, and an interest in ensuring accountability for progress on those goals. One example of such a goal is reducing the "achievement gap" in graduation rates, but not all institutions report on this indicator to the Commission. Another example is increasing the number of adult Marylanders who have earned college credentials, but because this is a new goal, no institution-level indicators have been included in the current cycle of indicators reported to the Commission.

The Performance Accountability Report provides a framework for the Commission to obtain information from governing boards about these goals as well. It is recommended that the Commission authorize Commission staff to request information from institutions through the Performance Accountability Report framework as needed to ensure progress on the part of higher education institutions toward policy objectives.
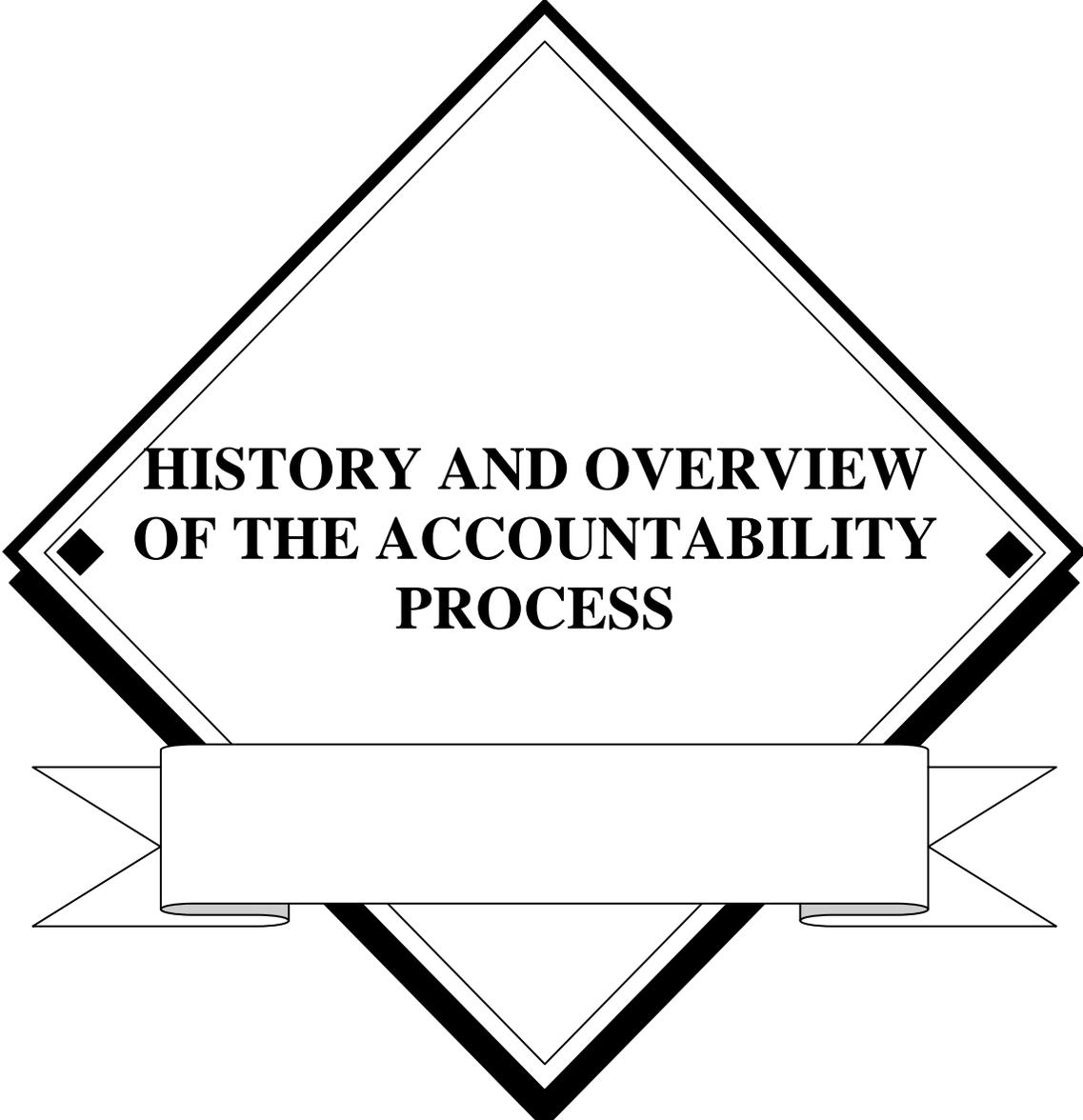
HISTORY AND OVERVIEW OF THE ACCOUNTABILITY PROCESS

HISTORY AND OVERVIEW OF THE ACCOUNTABILITY PROCESS

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

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

Community Colleges

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

The core of the community college accountability reports is a set of 35 performance measures that the institutions describe as "mission/mandate"-driven. These indicators were developed by a community college workgroup and were refined as a result of discussions with staff from the Commission, the Department of Budget and Management (DBM), and the Department of Legislative Services (DLS). These indicators are standard across all 16 colleges. Community colleges may also choose to include additional campus-specific measures. The standard performance indicators are organized on the basis of six categories, five of which are aligned with the goals of the *State Plan for Postsecondary Education*:

- Student characteristics (descriptive only, not benchmarked)
- Quality and effectiveness: student satisfaction, progress and achievement
- Accessibility and affordability
- Diversity

- Student-centered learning
- Economic growth, vitality and workforce development

A key feature of the community college accountability process is the Degree Progress Analysis measure which examines the four-year "successful persister" and graduation/transfer rates of students on the basis of their assessed preparation at time of entry. The successful persister measure, which includes students who have attempted at least 18 credits in their first two years after initial matriculation and are still enrolled, have graduated, or have transferred to a four-year college or university, is intended to provide a more comprehensive measure of success by accounting for students with a variety of educational goals and for students who may still be working toward a degree or certificate.

Public Four-Year Colleges and Universities

During the 2000 General Assembly session, the budget committees adopted narrative that asked the Commission to create a single document that incorporated the elements of both its Performance Accountability Report and DBM's Managing for Results program (MFR). This task was undertaken in conjunction with DBM, DLS, and representatives from the public four-year institutions and their governing boards.

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

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

The Commission's Consolidated Accountability Report

This document represents the 16th accountability report submitted to the Commission since the adoption of the system using benchmarked indicators and objectives. Volume 1 includes an overview of the accountability process, the Commission's assessment of the institutions' reports, the Commission's observations about institutional performance on selected indicators/objectives, the colleges and universities' responses to the

Commission's questions, and one-page profiles containing data and benchmarks on key indicators.

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

ASSESSMENT
AND
RECOMMENDATIONS

ASSESSMENT BY THE MARYLAND HIGHER EDUCATION COMMISSION

The 2011 Performance Accountability Report remains centered on the indicator-and-benchmark system that has been used for the last several years. Each campus identifies a set of indicators and then establishes a performance target for each indicator. The process places year-to-year changes in performance within a longer-term context of improvement. The community colleges report on a consistent set of measures driven by mission and mandate. These indicators are updated every five years. The community colleges completed their first five-year cycle in 2010 and with this report begin their second five-year cycle. The University System of Maryland (USM) institutions report the same objectives used for their Managing for Results (MFR) process, which accounts for goals established through campus strategic plans and connects institutional performance to the budgeting process used by the Department of Budget and Management (DBM). Morgan State University advances its benchmark year with each report, following the model required of State agencies by DBM. St. Mary's College of Maryland completed its current five-year reporting cycle two years ago, but the college has undergone significant changes with the arrival of a new president and then a new vice president for academic affairs. The college is using this opportunity to develop a new strategic plan with new indicators, but is continuing to report using the indicators from the previous cycle until the new strategic plan and new indicators are in place.

The Commission staff continues to review the performance of each institution on the specified measures and objectives. Institutions are also evaluated on whether they have made progress toward meeting their benchmarks, and are asked to address lack of improvement. The questions raised by the Commission and the responses of the colleges and universities are included in Volume 1 of this report. Campuses' answers consist of an explanation of their performance and/or a description of their improvement plan.

The statistical indicators are accompanied by narrative reports. In these narratives, institutions describe their efforts and operations, including activities to support community service and outreach outside the classroom, and cost reduction initiatives. The complete text of these narratives for each institution, along with complete sets of indicators and definitions, appear in Volume 2 of this report.

Since 2006, this report has been organized around the issues and indicators aligned with the goals in the *Maryland State Plan for Postsecondary Education*. The *State Plan* goals are quality and effectiveness, access and affordability, diversity, student-centered learning, and economic growth and vitality. As is customary, the Commission's analysis of the Performance Accountability Report considers the community college and four-year college and university sectors separately. However, both sectors are working effectively to foster the goals established in the *State Plan.*

Many of the efforts made by institutions in service of the *State Plan* are not identified through the formal statistical indicators. These endeavors are discussed by the institutions in their narrative reports, and some are discussed in the Commission's assessment below.

Similarly, there are a number of State policy initiatives that are not captured in the formal context of the *State Plan* or the institutional indicators. These may include goals that are not consistently reported by all institutions, or goals added after the start of a new five-year cycle of indicators. The Performance Accountability Report provides a framework for obtaining additional information connected to these initiatives even without formal indicators. It is recommended that the Commission direct Commission staff to request information from colleges and universities about their contributions to these initiatives using the Performance Accountability Report framework.

The accountability process is essential to ensuring that the public's investment in higher education continues to produce strong returns and ensures that Maryland's colleges and universities are able to realize the State's policy objectives for postsecondary education. The commitment of Maryland's public colleges and universities to this process is demonstrated by their ongoing efforts to provide detailed and high-quality reports in this accountability framework.

Community Colleges

Community colleges continue to serve their communities in several ways. One critical mission is to prepare degree-seeking students for graduation or transfer to a four-year college or university. For the cohort of full-time students entering in Fall 2006, 51.4% of the students either graduated or transferred to a four-year institution, up from 50.1% in the previous year.

Another powerful indicator of community colleges' service is student enrollment, which continued the dramatic increase begun in FY 2007. In FY 2010, for the first time, community colleges enrolled more than 200,000 students in credit-bearing courses. In addition, 233,283 students were enrolled in non-credit continuing education courses.

Community colleges assist these students in the realization of their educational goals, including degree completion, professional certification, skill development, and lifelong learning. Although the number of non-credit students

Credit and Non-Credit Annual Unduplicated Headcount Enrollment at Community Colleges, FY 2007 to FY 2010

Non-credit: 243,010 (FY 2007), 247,118 (FY 2008), 244,089 (FY 2009), 233,283 (FY 2010)
Credit: 172,507 (FY 2007), 177,316 (FY 2008), 186,161 (FY 2009), 200,766 (FY 2010)

declined by 4.6% from FY 2009, the number of for-credit students increased by 7.9%. This continued increase in enrollment is evidence of the accessibility and affordability of higher education opportunities provided by community colleges.

Despite this increase in enrollment, both state and local revenues decreased from FY 2010 to FY 2011. State funds declined by $4.8 million (2.0%), and local funds declined by $10.1 million (3.1%). This continued a four-year trend. In the face of these decreases, 15 community colleges resorted to increases in tuition. The average per-credit-hour tuition rate for students in the service area increased from $110 in FY 2010 to $119 in FY 2011, an increase of 7.6%. Increases ranged from a low of 3.4% at Carroll Community College to a high of 24.8% at Chesapeake College. Baltimore City Community College reduced tuition for resident, non-resident Maryland, and out-of-state students, while Frederick Community College reduced tuition for resident students only for FY 2011.
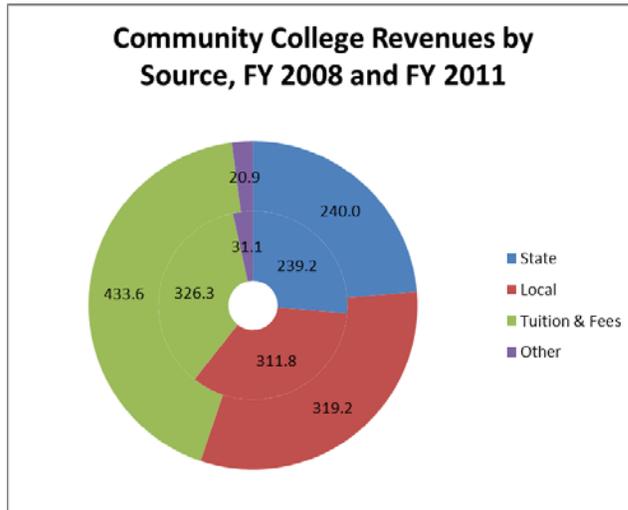
Community College Revenues by Source, FY 2008 and FY 2011

20.9
240.0
31.1
239.2
433.6 326.3
311.8
319.2

- State
- Local
- Tuition & Fees
- Other

Some of these tuition revenues were used to meet surging demand for financial aid. Community colleges increased their institutional financial aid budgets from $12.6 million to $13.9 million (10.3%). Federal financial aid increased by $86.7 million (51.4%). Most of the increase in federal aid came through grants and scholarships, which grew from $95.6 million to $157.3 million (64.5%), while loans increased from $69.1 million to $94.1 million (36.2%). State aid declined from $17.6 million to $15.4 million (2.2%), paralleling the decline in overall state funding. In addition, private aid declined from $6.8 million to $6.7 million (1.5%). Overall, from FY 2007 to FY 2010, financial aid award dollars increased by 96.5% while the number of aid recipients increased by 18.2%.

The ethnic diversity of the student population at community colleges reflects the diversity of Maryland as a whole. Fifteen of the 16 community colleges enroll a population that is at least as diverse as its service area population. Allegany College of Maryland is the lone exception, despite the fact that Allegany's student population was more diverse than its service area population in each of the three previous years. The diversity of Allegany's service area population increased sharply, from 8.5% in Fall 2009 to 12.2% in Fall 2010. Every community college provides initiatives designed to increase campus awareness about diversity and welcome underrepresented populations. Diversity of faculty and staff is another focus area for community colleges. All community colleges affirm the virtue of having a diverse faculty and staff, and almost every institution has established targets for increasing the ethnic and racial diversity of full-time faculty and staff. However, reaching these targets consistently proves elusive, especially the targets

for faculty diversity. The problem is exacerbated because institutions have been constrained by limited resources and have had reduced opportunities to hire additional full-time faculty.

Community colleges provide support for learners at all stages, including dual enrollment and college readiness programs for high school students, co-curricular support and skill programs, intrusive advising services, and transition services for adult learners. Community colleges also serve the economic and cultural needs of their communities in several ways. Chief among these is workforce development. Community colleges have partnered with private and public firms and organizations to address workforce needs. Community colleges continue to expand non-credit and non-degree programs in vocational training and small business development and to provide services to the community, such as recreational facilities and cultural programming.

Quality and Effectiveness

Maryland's community colleges continue to provide high-quality educational experiences for students. This is perhaps indicated most clearly by the success rates in the combined Degree Progress Analysis indicators, which examine outcomes for those students completing at least 18 credit hours within their first two years of enrollment at a community college. This analysis, which was developed by the Maryland Association of Community Colleges, was designed to address two limitations of the graduation rate as defined and reported by the federal government. First, the analysis includes part-time students, who are excluded from the federal graduation rate but who make up a significant minority of new students and a majority of all students at community colleges. Second, it uses a broader definition of success, including those students who transferred to a four-year institution and those who were still enrolled at a community college in addition to those who earned degrees. This broader definition of success is more likely to count as successful those students who attend on a part-time basis. The overall success rate, as calculated in the Degree Progress Analysis, increased from 71.2% for the Fall 2005 entering cohort to 71.7% for the Fall 2006 entering cohort.

Faculty and students at Maryland community colleges also receive national recognition. A few examples from the past year highlight some of the accomplishments for which community colleges are recognized.
- The Community College of Baltimore County was designated as a National Center of Academic Excellence of Information Assurance Education and Research by the National Security Agency and the U.S. Department of Homeland Security.
- A psychology professor at Montgomery College was selected as the 2010 Maryland Professor of the Year by the Carnegie Foundation for the Advancement in Teaching and the Council for Advancement and Support of Education. Two Montgomery College students were among 60 national recipients of Jack Kent Cooke Foundation Undergraduate Transfer Scholarships.

Access and Affordability

A fundamental indicator of access to higher education is the number of students enrolled. Community colleges have seen spectacular growth in the last five years. In Fall 2005, credit enrollment at community colleges totaled 119,142; in Fall 2009, credit enrollment totaled 140,223, an increase of 17.7% in that period.   This increase is consistent with research which suggests that, during periods of economic downturn, enrollment in postsecondary education increases, and enrollment increases most dramatically at community colleges.[1]

This rapid growth in enrollment has occurred in spite of the rise in tuition noted above. After five years in which the tuition increase for resident students averaged 1.1% annually, tuition rose by an average of 7.6% to an average of $119 per credit hour for full-time students. Nevertheless, Maryland continued to improve its position relative to other states. According to the College Board report *Trends in College Pricing 2011*, Maryland improved from having the nation's 16th highest average community college tuition in FY 2010 to the 17th highest in FY 2011, continuing a long-term trend of improvement (from the 8th highest in FY 2005).

Maryland National Ranking among States, Average Resident Tuition & Fees

Source: *Trends in College Pricing 2011,* The College Board.
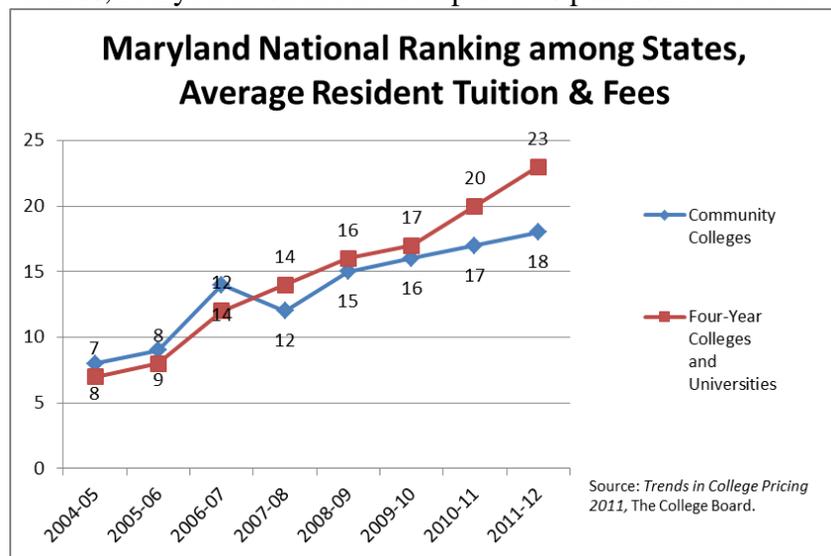
Non-credit enrollment declined at several institutions. Community colleges attribute this decline to two external factors related to the recession that began in 2007: 1) a reduced willingness by employers to pay for non-credit training for employees, and 2) reduced ability of students to spend discretionary dollars on non-credit training.

Some community colleges are finding innovative ways to increase access and affordability. The signature financial aid program at Garrett College is the Garrett County Scholarship Program (GCSP), an initiative of the Board of Garrett County Commissioners. The program, which is funded by the county, pays tuition at the college for all eligible Garrett County high school graduates. In Fall 2010, 78.6% of first-time full-time college students in the college's service area enrolled at Garrett College. The college believes that this extraordinary percentage is a tribute to the success of the GCSP.

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[1] See, for example, Julian R. Betts and Laurel L. McFarland, "Safe Port in a Storm: The Impact of Labor Market Conditions on Community College Enrollments," *Journal of Human Resources*, (**30**:4), pp. 741-765.

Access to higher education via distance learning continues to grow rapidly. Credit enrollment in online courses increased from 96,245 in FY 2009 to 119,860 in FY 2010, an increase of 24.5%. Non-credit enrollment grew from 8,032 in FY 2009 to 9,241 in FY 2010, an increase of 15.1%.

Community colleges promote access in many other ways, including providing multiple locations and modes of instruction and assisting students with transitions to postsecondary study.

- Frederick Community College formed a task force of local educators, families, and employers to examine high school programs. This task force responded to Governor O'Malley's charge from the P-20 College Success Task Force to have counties respond to eight recommendations to improve students' chances of becoming college and career ready.
- Harford Community College faculty forged new articulation agreements with Harford County Public Schools for the new Information Assurance and Cybersecurity program, and worked to establish new dual enrollment programs as well. Many other colleges are also emphasizing dual enrollment initiatives to help students earn college credit while enrolled in high school.
- Prince George's Community College established an Adult Bridge Task Force that produced recommendations for ways in which the college could improve pathways for students in the College's Adult Education Program to transition into the college's academic and workforce development programs.

Diversity

Maryland's community colleges demonstrate amply that they "ensure equal opportunity for Maryland's diverse citizenry." The racial and ethnic diversity of the student population is testament to this, as there is greater racial and ethnic diversity among community college students than there is among the State as a whole.

Despite their success in ensuring access for a diverse population, community colleges are rather less successful at securing a diverse faculty. Faculty diversity is a challenge across the nation, as there are fewer underrepresented minorities among faculty than among the national population. Community colleges have established benchmarks for increasing the diversity of faculty, but face supply shortages and, especially in the case of smaller colleges, have few opportunities to hire permanent faculty.

Another persistent problem is that African American students are significantly less likely to reach successful outcomes than other ethnic and racial groups. Maryland identifies three different successful outcomes for community college students: 1) earning a degree, 2) transferring to a four-year institution, or 3) remaining enrolled at a community college. As reported in the 2011 edition of MHEC's *Retention, Graduation, and Transfer Rates at Maryland Community Colleges* report, the four-year success rate for all students who first enrolled in Fall 2006 is 47.9%, but for African Americans the rate is 34.9%. Because African Americans are the second largest ethnic group among community college

students (24.5% of full-time students, 29.8% of all students), this discrepancy has significant implications for the diversity of the State's workforce and the economic health of the State's population.   Addressing this difference remains a high priority and a significant challenge for higher education.

Student-Centered Learning

Community colleges continue to meet the educational needs of students. Colleges demonstrate strong performance on key metrics in this area. One critical measure is student persistence. Of first-time full-time students who enrolled in community colleges in Fall 2008, 54.7% were enrolled in Fall 2009. This is the second-highest percentage on record, trailing only the 55.2% rate for the Fall 2007 entering cohort. Another key indicator is the average grade point average (GPA) for students who transferred to four-year institutions. The average GPA reached 2.70 for the first time in FY 2008, 2.73 in FY 2009, and 2.72 in FY 2010.

Community colleges continue to improve their efforts to support students as they seek to reach their educational goals. Here are two examples from a wide variety of initiatives.
- Baltimore City Community College initiated the Degrees of Excellence Completion Project, an effort to identify students who have successfully completed degree or certificate requirements without applying for graduation. The college hopes that this project will help the college meet its goal of increasing completions by 36% by 2015. It has also redesigned its developmental education program to reduce students' time to degree and increase successful completion.
- Wor-Wic Community College created the Persistence and Student Success (PASS) program, which provides resources and support to first-generation college students and students with disabilities. More than 40% of Wor-Wic's students are first-generation. The PASS program, funded through the Maryland College Access Challenge Grant, is being piloted in the fall of 2011, and, if successful, will be expanded. Students in the program have access to additional support services, such as academic coaching, peer tutoring, and study skills seminars.

Economic Growth and Vitality

Community colleges contribute to the economic health of the State in many ways. One of the most visible is workforce development, and many colleges have developed innovative programs to foster a highly skilled workforce.
- Anne Arundel Community College's program in Transportation, Logistics and Cargo Security received exemplary recognition from the National Council for Continuing Education and Training (NCCET), the Maryland Economic Development Association (MEDA), and the Maryland Distance Learning Association. The program meets local and regional workforce needs and effectively develops student skills and abilities.
- Students and faculty at Carroll Community College partnered with middle school students for a program titled Ready, Set, STEM. The program fosters student

interest in careers and learning in STEM fields (Science, Technology, Engineering, and Mathematics), and allows middle schoolers to learn about college, while also giving teaching-related experience to college students.

- The College of Southern Maryland hosts several operations that provide workforce training. The Corporate Center focuses on education and business consulting services. The Maryland Center for Environmental Training offers contract training and services in environmental, health, and safety for municipalities, private businesses and industry, and state and federal agencies. The Southern Maryland Small Business Development Center provides training and counseling for small businesses and start-up firms. The college is also offering continuing education certificates called "Career Starters," targeted to assist residents who are out of work or considering career changes.
- Hagerstown Community College partners with four employers to operate its Commercial Vehicle Transportation program. Transportation is a linchpin of the area's economic activity and the program is one of the college's most successful. HCC is also preparing to incorporate the proposed Washington County solar farm into its alternative energy curriculum.

Community colleges also cooperate on selected workforce needs. One example of this collaboration is a training program called Pathways to CyberSecurity, a partnership of Anne Arundel Community College, Carroll Community College, and Howard Community College. Funded in part by a Department of Labor grant, and supported through cooperation with regional workforce development organizations, the program provided training for 119 displaced or underemployed workers in this vital emerging industry.

Community Outreach

Community colleges serve their communities in many other ways beyond the classroom. Community colleges provide facilities for learning, recreation, arts, personal finance and financial literacy, business and business development, and many other services that enhance the quality of life in the community. A complete range of community outreach programs are depicted in the individual institutional reports in Volume 2 of this report, but even a brief sample suggests the extraordinary breadth of support provided by the State's community colleges.

- Allegany College of Maryland, with the assistance of a grant from the US Department of Health and Human Services, secured equipment and supplies to ensure the most current education for students in dental hygiene programs, and also to provide in-service training for working dental hygienists in the community to update their skills.
- Cecil College has begun participation in the "Breaking Through" program sponsored by the policy group Jobs for the Future, which is a program designed to assist low-skilled adults with pre-college and college-level programs by combining academic coursework with occupational training.
- Chesapeake College's Childcare Resource and Referral Center (CRRC) served as the host for a statewide Early Childhood Mental Health (ECMH) consultation

project funded by the Maryland State Department of Education, in collaboration with the Center for Child and Human Development at Georgetown University, to develop statewide standards and a guide to implementation for all Early Childhood Mental Health services statewide. The project will provide training for mental health workers across the State, helping to ensure consistent and effective services in all communities.

- The College of Southern Maryland partners with public schools and home schoolers to provide an extensive variety of programs to support and encourage interest in STEM fields among K-12 students. These include a new CSM Robotics Competition, annual Women in Math conferences, and a Youth in Technology Summit.
- Hagerstown Community College opened its new Performing and Visual Arts Center, which will enable the college to provide curricular and co-curricular opportunities for residents in performing and fine arts.
- The Mediation and Conflict Resolution Center (MCRC) at Howard Community College provides mediation and conflict resolution services for the citizens of Howard County and the students, faculty, and staff of HCC. Staffed by more than 130 highly-trained volunteers, MCRC offers a variety of services through referrals from local community partners as well as through self-referrals.
- The Center for Minority Business Development (CMBD) at Prince George's Community College provides workshops for small local businesses on subjects such as human resources, information technology, marketing, business development, finance, and procurement. Through its Accelerator Program, the CMBD helps minority-owned firms build capacity to compete for jobs against larger firms. The Center also completed a comprehensive resource guide for distribution to Prince George's County businesses and support organizations.

These programs are just a few of the many ways that community colleges foster the health and well-being, economic and otherwise, of the communities they serve.

Four-Year Public Colleges and Universities

Maryland's four-year colleges and universities and their faculty members continue to receive recognition for excellence in research, teaching, and service. Full-time enrollment at four-year institutions increased by 4.4% from FY 2009 to FY 2010. Total graduate and undergraduate headcount enrollment has increased by

Four-Year Colleges and Universities Combined Graduate & Undergraduate Headcount Enrollment, Fall 2007 to Fall 2010

Students

Fall 2007	Fall 2008	Fall 2009	Fall 2010
146497	152103	157962	162403
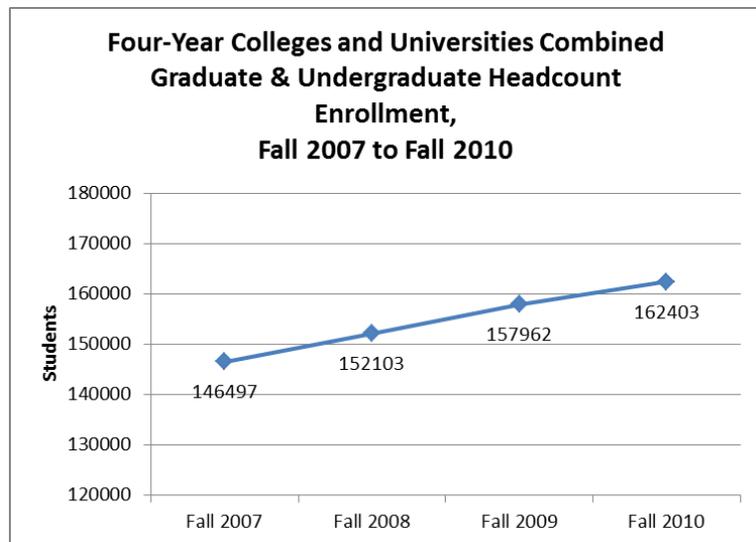
10.9% from Fall 2007 to Fall 2010.

Affordability has been a high priority for institutions as well as State policymakers. The tuition freeze in effect through FY 2010 was followed by two years of modest increases. The net effect is that tuition at Maryland institutions has fallen from 7th most expensive in the nation in FY 2005 to 17th most expensive in FY 2010 and 20th most expensive in FY 2011, according to the College Board report *Trends in College Pricing 2011.* (See figure,

Financial Aid Dollars Awarded by Source of Funds, Four-Year Colleges and Universities, FY 2007 to FY 2010

	FY 2007	FY 2008	FY 2009	FY 2010
Federal				
Private				
Institutional				
State				
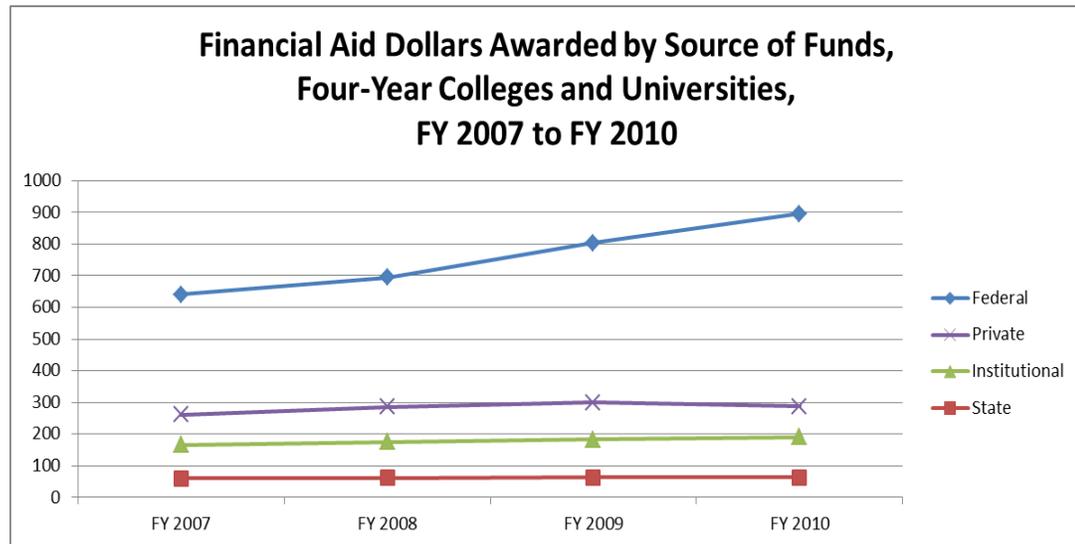
page 15.) In addition, financial aid has increased significantly. Aid dollars grew from $820.5 million in FY 2009 to $912.7 million in FY 2010, an increase of 11.2%. As at the community colleges, the bulk of the growth came from federal sources, which grew to $607.9 million from $503.8 million, an increase of 20.7%. However, unlike at the community colleges, about two-thirds of the increase in dollars came in the form of loans, which rose from $408.0 million to $470.4 million (15.3%). Federal grants and scholarships grew from $91.3 million to $132.5 million (45.1%). Colleges and universities increased the aid they provided from $120.1 million to $127.5 million, an increase of 6.1%. State funds declined slightly, from $63.3 million to $63.1 million (-0.3%). Private financial aid funds declined sharply, from $116.0 million to $97.0 million (-16.4%), because of a $19.1 million reduction in the amount of private loans awarded. Overall, from FY 2007 to FY 2010, financial aid award dollars increased by 39.3% while the number of aid recipients increased by 19.3%.

Diversity is evident on Maryland's campuses. Four-year colleges and universities enroll students from diverse racial and ethnic backgrounds as well as students from many nations. Institutions demonstrate a strong commitment to ensuring the success of students from different backgrounds. However, few colleges and universities have consistently overcome racial and ethnic gaps in student success, and bridging these gaps remains an important priority for institutions.

The statewide first-to-second-year retention rate for full-time students at four-year institutions rose from 80.8% in Fall 2009 to 81.5% in Fall 2010, the highest rate since

Fall 2002. The statewide graduation rate, which reached an all-time high of 64.7% in FY 2009, declined slightly to 64.1% in FY 2010.

Maryland's colleges and universities play a key role in creating a highly skilled and qualified workforce. Public four-year colleges and universities awarded 33,933 bachelor's, master's, and doctoral degrees in FY 2011, an increase of 5.8% over FY 2010.

Beyond workforce development, Maryland colleges and universities contribute to economic and community development in several ways, including the operation of research parks; technology license agreements; job creation; targeted programs to increase the supply of teachers in science, technology, engineering, and mathematics (STEM) fields; community cultural efforts; and environmental stewardship. In addition to these benefits, colleges and universities are also significant employers themselves.

Quality and Effectiveness

Faculty at Maryland's four-year institutions are widely recognized for excellence in research and teaching.

- Four faculty at Towson University received Fulbright awards to teach and study in Europe and Asia. In addition, two faculty received funding from the National Science Foundation (NSF) for a project titled "Anthropology by the Wire." Towson students and community college students participate in a multimedia research project that creates alternatives to depictions of Baltimore and its residents to those in the show "The Wire."
- Fifteen faculty at the University of Maryland, Baltimore hold national fellowships or national awards. The School of Dentistry received $10.5 million in research funding from the National Institutes of Health (NIH), placing it third among all public dental schools in the nation. Four of UMB's law specialty programs were ranked among the top ten nationally in rankings by *US News & World Report*, and the same publication also included five of UMB's nursing specialty programs in their national top ten ranking.
- At the University of Maryland, College Park in FY 2011, five faculty received Fulbright awards; two received Guggenheim Fellowships; two received Sloan Foundation Fellowships; five were elected fellows of the American Association for the Advancement of Science; and ten won NSF CAREER awards.

Students, too, are recognized for the quality of their accomplishments at Maryland colleges and universities. At the University of Maryland, Baltimore County, individual students won national and international awards including the Erasmus Mundus Interdisciplinary International Relations Grant, a young researchers award from the Lindau Institute for Nobel Laureates, a research fellowship at Brown University with support from the National Science Foundation, three Fulbright grants, a Gates Cambridge

Scholarship, and a Rhodes Scholarship finalist. Student teams from UMBC also received distinction in competitions in automotive engineering, ethics, and chess.

The citizens of Maryland can take considerable pride in the quality of education available at public institutions in the State.

<u>Access and Affordability</u>

Enrollment continues to grow at Maryland's public four-year colleges and universities, although not quite as rapidly as at community colleges. Undergraduate headcount enrollment grew from 113,920 in Fall 2009 to 117,187 in Fall 2010, an increase of 2.8%. The percentage of part-time students increased by 0.6%, and, as noted above, full-time equivalent enrollment grew by 4.4%. These factors taken together suggest that the average number of credits taken by each student is increasing.

One of the factors contributing to this growth is affordable tuition. As noted above, Maryland continues to control the cost of attendance relative to that of public colleges and universities in other states.

Public colleges and universities work diligently to ensure access and affordability for students at all economic levels.
- <u>Salisbury University</u> was recognized by *Kiplinger's Personal Finance* magazine and *The Princeton Review* as one of the nation's leading "best buy" colleges. The Delta Cost Project, a research organization widely recognized as a leading national authority on college costs, noted that Salisbury is one of the few institutions to reduce its spending per degree despite an opposite national trend. An analysis by Maryland's Department of Legislative Services showed that Salisbury has a high graduation rate despite spending the least per full-time-equivalent student of any Maryland four-year institution. At the same time, Salisbury increased the share of its student population that it classifies as "economically disadvantaged," from 41.2% in Fall 2009 to 46.6% in Fall 2010.
- <u>Towson University</u> was also recognized by *Kiplinger's* as well as by *Forbes* as a "best buy." Towson has also increased its proportion of students that it classifies as "low-income," from 7.8% of undergraduates in Fall 2001 to 13.4% of undergraduates in Fall 2010, thanks to a combination of dedicated financial aid, concerted recruitment efforts, and support structures and programs.

Note that each institution offers a different definition of terms such as "low-income" and "economically disadvantaged." For specific definitions, consult the indicator definitions in Volume 2 of this report.

Four-year institutions are offering a growing share of courses through distance learning, both distance-only and mixed distance and traditional. In calendar 2008, only 18.2% of courses offered by four-year institutions (excluding University of Maryland, University College) contained some distance elements; by calendar 2010, that proportion had increased to 28.2%. Although distance-only course offerings still have only a small share

of the total offerings (1.7% in calendar 2010), headcount enrollment in distance education courses increased by 97% from 2008 to 2010.

<u>Diversity</u>

The racial and ethnic diversity of the student population at four-year colleges and universities is even greater than that of the community colleges. In addition, while Maryland is fortunate to have four Historically Black Institutions (HBIs) that enroll thousands of African Americans, these institutions enroll fewer African Americans than the other four-year institutions combined. This indicates that student diversity thrives at all four-year institutions, not just at those institutions with a special focus on the African American population.

As at community colleges, retention and graduation rates at four-year institutions for African Americans are lower than those for all students. While the full-time student cohort entering in Fall 2004 had a second-year retention rate of 80.8% and a six-year graduation rate of 64.1%, African American students in the same cohort had a second-year retention rate of 72.3% and a six-year graduation rate of 41.1%. The graduation rate of African Americans has been declining since reaching a peak of 45.9% for the Fall 1996 entering cohort. While all institutions are working to close this gap in achievement, and some institutions (notably Towson University) have been successful in eliminating it altogether, the gap remains a persistent problem at most colleges and universities. Further research is needed to identify the causes of this gap, and further efforts are needed to close it.

<u>Student-Centered Learning</u>

Maryland's colleges and universities are focused on learning. Retention and graduation rates for full-time students have been identified as indicators of this goal of the State Plan for Higher Education. Retention rates reached an all-time high in FY 2010, and graduation rates receded only slightly from the all-time high established in FY 2009.

Institutions provide a range of services to address a wide variety of differences among learners. Most colleges and universities employ advising systems designed to identify and provide support to students who are most likely to discontinue their studies. Many others provide supplemental instruction and special teaching initiatives to support students with particular learning needs. Many campuses are engaged in redesigning foundational courses to reduce obstacles and improve transitions to college-level learning.

- The <u>University of Maryland, Baltimore County</u> introduced the active-learning Chemistry Discovery Center (CDC) which, as of January 2011, increased the average pass rate for CHEM 101 by 17.6% and reduced student attrition from the course by 7%. Based on this success, a new active learning center was established to enhance innovative, inquiry-based instruction for foundational mathematics courses.

- The <u>University of Maryland, Eastern Shore</u> redesigned its gateway chemistry course, Principles of Chemistry I. Students who enrolled in the pilot redesign course were 14% more likely to be eligible to enroll in Principles of Chemistry II, and 7.4% more likely to earn a grade of C or better in Principles of Chemistry II. On the basis of this pilot, UMES is redesigning additional courses in mathematics, psychology, arts, biology, and chemistry.

Course redesign efforts are expected to increase in the next few years with the support of the Commission's own course redesign grant program, funded through the Complete College Maryland program with additional funds from Complete College America.

The <u>University of Maryland University College</u> continues to address the distinctive challenges of providing student-centered learning predominantly through distance education. UMUC's track record in distance education has helped the university to secure contracts to provide education and training to military personnel and their dependents in Europe, Asia, and the Pacific.

<u>Economic Growth and Vitality</u>

Four-year colleges and universities support the economic health of the State in many ways. Maryland's research universities have distinctive roles to play in fostering economic growth through research, support for new businesses, and technology transfer. The <u>University of Maryland, Baltimore County</u> contributes substantially through its Technology Center and Research Park, which created 1,500 jobs in FY 2011, and saw one company graduate from its incubator program. The <u>University of Maryland, College Park</u> executed eight technology license agreements with Maryland companies in FY 2011 and is expanding its licensing office in FY 2012.

New degree programs also create jobs and develop workers. The <u>University of Maryland Eastern Shore</u> enrolled its first cohort of students in Fall 2011 for a master's degree program in Quantitative Fisheries and Resource Economics, established in collaboration with the National Oceanic and Atmospheric Administration with a $700,000 grant from the National Science Foundation. The program is the only one in the nation offering a curriculum that includes nine courses essential for training students in fisheries science as recommended by the U. S. Department of Commerce. <u>University of Maryland University College</u> introduced new undergraduate and graduate programs in cybersecurity, which enrolled more than 2,500 students in Fall 2011. UMUC has also observed an increase in the percentage of graduates employed in Maryland by almost 20% in the last ten years, despite serving a global higher education environment.

<u>Cost Containment – All Public Colleges and Universities</u>

Detailed reporting on cost containment activities was provided by all of the community colleges and public four-year colleges and universities. Each institution provided a detailed description of its cost containment efforts, including reduced redundancy and waste, improved operational efficiencies, avoided costs, and realized cost savings. The

Cost Containment sections are included in Volume 2 as a component of the institutional profiles.

Because all institutions do not report cost containment in the same way, it is not possible to provide specific savings in specific categories. Nevertheless, some general trends can be observed. Since the largest single category of expenditures for colleges and universities is compensation, the largest single source of savings is reductions in personnel expenses: postponing or foregoing replacements for vacant positions, implementing furloughs, and making reductions in salary and non-salary compensation. Other significant savings result from renegotiated contracts, conservation, partnerships, and targeted reductions. Some four-year institutions were able to negotiate higher guaranteed revenues from contractors.

Details on these activities can be found in the full campus reports in Volume 2.

Recommendation: Improving Accountability

The Performance Accountability Report is designed to allow governing boards to provide information on operations to the Commission. The existing structure allows for institutions to identify goals and report on progress towards realizing those goals.

However, the State also has an interest in certain goals for higher education, and an interest in ensuring accountability for progress on those goals. One example of such a goal is reducing the "achievement gap" in graduation rates, but not all institutions report on this indicator to the Commission. Another example is increasing the number of adult Marylanders who have earned college credentials, but because this is a new goal, no institution-level indicators have been included in the current cycle of indicators reported to the Commission.

The Commission is not authorized to hold institutions accountable for contributions to these goals. Only governing boards can play that role. Nevertheless, the Commission can and should collect information as part of a collaboration with governing boards in ensuring accountability on these goals.

The Performance Accountability Report provides a framework for the Commission to obtain information from governing boards about these goals as well. It is recommended that the Commission authorize Commission staff to request information from institutions through the Performance Accountability Report framework as needed to ensure progress on the part of higher education institutions toward policy objectives.

TARGETED INDICATORS
AND
CAMPUS RESPONSES

COMMUNITY COLLEGES

ALLEGANY COLLEGE OF MARYLAND

Successful-persister rate after four years

Commission Assessment: The successful-persister rate declined substantially in all categories. The overall rate declined from 68.4% for the Fall 2004 cohort to 60.7% for the Fall 2005 cohort. Performance on this indicator has fluctuated significantly from year to year, and the overall rate is consistently below the College's benchmark of 78.1%. Explain the reasons for this fluctuation and describe strategies to improve performance on this measure.

Campus Response: The Commission requested that the College respond to the declining successful-persister rate (indicator #5) from the 2004 to 2005 fall entering cohort. The rate of success and persistence for developmental completers was shown to increase for the fall 2006 cohort. The successful-persister rates of college-ready and developmental non-completers continued to decline. The president has established a Completion Agenda Task Force to identify initiatives to comply with Maryland's Completion Agenda and to provide and best practices in higher education today. One of the tasks will be to investigate the decline in persistence and retention.

Graduation-transfer rate after four years, developmental non-completers

Commission Assessment: The graduation-transfer rate for developmental non-completers declined for the third straight year, to 25.2%. This is well below the College's benchmark of 47.1%, and as a result the College is significantly below its benchmark for all students in the cohort. Explain the reasons for this decline and describe strategies to improve performance on this measure.

Campus Response: Commission staff also requested a response from the College regarding the graduation transfer rate for developmental non-completers (indicator #6c) which has declined for the previous four years. The benchmark for this period was 47.1%, which was set with only two years worth of data. This rate has not been above 30% since before the entering 2003 cohort, indicating that the benchmark was simply set aggressively and unexpectedly higher than anticipated. Graduation-transfer rates will also be a focus of the Completion Agenda Task Force.

Percentage of expenditures on instruction

Commission Assessment: The percentage of expenditures on instruction declined from 41.8% in 2008 to 41.3% in 2009. This is the fourth consecutive annual decline, and leaves the College below its benchmark of 43.7%. Describe the obstacles to achieving this goal and the strategies to be used to overcome those obstacles.

Campus Response: Thirdly, the College was asked to respond to the decline in the percentage of expenditures allocated to instruction (indicator #8a). For FY 2008 and 2009, the College underwent salary freezes, keeping instructional expenditures at approximately the same level in real dollars. During the same time period, the cost of other expenditures continued to rise, causing the share of instructional expenditures to diminish relative to the expenditures as a whole. For FY 2010, instructional expenditures increased by 1%, demonstrating an effort by the College to reverse the downward trend. One of the President's Goals for the coming year is to "develop a plan to provide competitive salaries for all employees…" making improved instructional expenditures a high priority on the administration's agenda.

ANNE ARUNDEL COMMUNITY COLLEGE

Market share of first-time, full-time freshmen

Commission Assessment: The College's market share of first-time full-time freshmen declined for the fourth straight year. The most recent decline was its largest, from 60.3% in Fall 2008 to 58.8% in Fall 2009. This is significantly below the College's benchmark of 63.3%. Explain the reasons for this decline and describe strategies to improve performance on this measure.

Campus Response: Although the college has experienced a shift in its ratio of full-time and part-time students in the economic downturn the college market share rate of first-time students remains strong. The College has strong relationships with each county high school and with the central office staff. The Jump Start program remains a coveted program in the county and the numbers of students in this program have increased steadily since its inception. The college's Admissions and Registration offices have a strong presence in the schools; this provides students with opportunities to speak with AACC staff and complete the application and registration process within their high school. The college Testing Center provides on-site opportunities to complete the Accuplacer test, a requirement of the admission process. The Director of Business and Education Partnerships for AACC has forged a strong relationship with the central office of Anne Arundel County Public Schools. Through this partnership, AACPS is developing learner profiles of students by linking their course-taking patterns in high school to performance on the Accuplacer. A joint meeting of AACPS and AACC occurred in August to explore and develop plans to strengthen the readiness of AACPS students for college and to identify ways that AACC can build or refine existing programs with county students.

Action by the Board of Trustees of the College provides qualified home schooled students in the county with in-county tuition rates while they are in high school but attending some courses at AACC. This will expand the exposure of the college to this key emerging student population.

Successful-persister rate after four years
and
Successful-persister rate after four years, minority students

Commission Assessment: The successful-persister rate declined significantly in all categories except developmental non-completers. The rate for all students declined from 71.1% for the Fall 2004 cohort to 66.0% for the Fall 2005 cohort. In the 2010 PAR, the College reported that strategies to improve the successful-persister rate had been identified, and explained that the strategies were unlikely to result in changes in the indicators until 2014. Provide updates on the strategies discussed in the previous PAR

and describe any interim indicators of the efficacy of these strategies. In addition, discuss factors affecting the performance of minority students and any strategies to be employed to reverse this decline.

Campus Response: Based on the 2010 PAR report, AACC noted declines in the successful persister rates for college-ready, developmental completers and developmental non-completers. The 2011 PAR shows a reversal of the downward trends in each identified group for Indicators 5 and 21. Successful persister rates for college-ready students improved to 78.2% from 77.2%. Developmental completers showed the largest improvements from 76.3% to 82.2%. Rates for developmental non completers remained consistent at 44.6%. An examination of the detail of the Degree Progress analysis reveals that these increases are strong indications of the breadth of the improvement for all students. Improvements in college-ready students focused on successful transition to higher education (77.2% in the fall 2005 cohort and 78.1% in the fall 2006 cohort). Rates for developmental completers increased from 75% in the fall 2005 cohort to 81.4% in the fall 2006 cohort.

The Performance Accountability Report for 2011 shows strong improvements in the persister rate for African-American students from 54.4% to 61.5% for the fall 2006 cohort. Improvements for Hispanic students were also noted. For both groups this was a reversal of the declines for the two previous cohorts. However, the successful persister rates for Asian, Pacific Islander students continue to decline. The College is concerned about this decline. Course success rates for Asian students outpace those for other racial ethnic groups. This area will be addressed by the Operations Team, a data review team that oversees the Achieving the Dream initiatives.

These improvements in successful persister rates for students with a developmental need are the result of the work of the School of Humanities Arts and Sciences and the Coordinating Council on Developmental Education. The College has increased the math lab facilities and the support to students who use the labs. The College also began a first year experience program that identifies students with developmental needs. First Year Experience students are provided with required lab sessions that make available onsite team support, and they are required to enroll in the ACA100, a first year college experience credit course called Student Success. The Council on Developmental Education has reviewed existing data on course success and on the characteristics of students by level of developmental need. The academic advising team is developing lists of courses that will support students learning needs when students are actively taking developmental courses. The college is committed to strengthening and looking to continue the improvements noted in this report. In the most current Implementation Proposal to Achieving the Dream, the college identified several critical programs in developmental math and English that will continue to assure student success.

The Mathematics Department has received a Changing the Equation Grant from NCAT which has helped in restructuring labs and providing professional development. A number of full-time faculty have already received training to teach in the redesign format. Professional development occurred during the summer of 2011 for all part-time faculty

and full-time faculty teaching the redesigned courses. These sessions emphasized the teaching and learning philosophy behind the redesign, as well as other details essential to the program.

BALTIMORE CITY COMMUNITY COLLEGE

Market share of first-time, full-time freshmen
Market share of part-time undergraduates
and
Market share of recent, college-bound high school graduates

Commission Assessment: All three of the College's market share indicators declined in Fall 2009. The College's market share of first-time full-time freshmen declined to 18.9%, its lowest level in six years. The College has mentioned messaging and marketing strategies, as well as coordinated efforts to manage enrollment, retention, and persistence, in the 2009 and 2010 PAR. Provide updates on the efficacy of these efforts and other strategies designed to improve performance on these measures.

Campus Response: BCCC's annual unduplicated credit headcount has remained relatively stable, ranging from 10,300 to 10,600. While the market share of first-time full-time freshmen declined in fall 2009, it increased slightly in fall 2010. Similarly, while the market share of recent college-bound high school graduates declined in AY 2008-2009, it increased by nearly four percent in AY 2009-2010 to 30.1 percent – the highest it has been in six years. In fact, not only did the rate (share) increase, but the numbers have as well. In the last four years, the number of recent, college-bound high school graduates (the denominator) increased by 515 and our share of that bigger market increased, as well. While our market share of part-time undergraduates fell, the initiatives discussed below should raise this share to 36 % in 2015.

Advertising messaging, marketing strategies and other coordinated efforts implemented in 2009 and 2010 designed to improve enrollment, retention, and persistence resulted in market share increases of first-time, full-time freshmen and of recent, college-bound high school graduates. Some of our strategies have changed for upcoming semesters, but BCCC anticipates continued increases in credit full-time and part-time enrollment. This will stem from the promotion of academic programs to prepare students for careers in high-demand fields identified by the state as workforce areas for projected job growth; zip code and constituency-targeted advertising; using social media to inform and engage prospective students early via Facebook, twitter, blogs and other networking methods; comprehensive public relations activities highlighting student and alumni success stories; marketing BCCC's affordable state-wide tuition; strengthened and strategic collaboration among the Marketing and Enrollment divisions; noncredit-to-credit articulation procedures to increase career pathways for students completing noncredit workforce development programs; and, marketing support to advance the continued growth of online courses and enrollment to add to our credit headcount. The *"Jobs Are Coming Back...Are You Qualified?"* and *"Workforce Pipeline Solutions"* ad campaigns for 2011-2012 will emphasize BCCCs bioscience and environmental science programs offered at our Life Sciences Institute @ the University of Maryland BioPark, career preparation in weatherization/energy at the Weatherization Hub, and apprenticeship training in

construction at the BCCC Maryland Center for Construction Technologies. Finally, additional environmental scan information will be used to further align strategic planning and marketing strategies based on BCCC's market positioning.

Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions

Commission Assessment: This indicator increased sharply in FY 2010, from 38.0% to 43.0%, exceeding the upper limit established by the benchmark on this measure. Explain the reason for the increase and describe steps to be taken to hold tuition and fees below the benchmark level.

Campus Response: In FY 2011, our percent returned to 40.2%, far more in line with our benchmark. BCCC's Board of Trustees approved a $10 increase in tuition in February 2008 which took effect in fall 2008 (FY 2009). The tuition remained at $78 for FY 2006, 2007 and 2008. Even with the increase, we remain among the lowest in Maryland for tuition compared to the other community colleges.

The Board of Trustees has maintained the current tuition rate of $88 per hour for the past three years in support of the College's mission and keeping tuition affordable. In comparison, community colleges around the State have increased their tuition rates and/or fees. BCCC's fall 2010 tuition and fees per credit hour for full-time students ranks as fifth lowest among the sixteen Maryland community colleges.

Occupational program associate degrees and credit certificates awarded

Commission Assessment: The total number of occupational program completions in the six specified areas has dropped substantially in four of the last five years. The total awarded in FY 2009 is 72.6% of the total in FY 2005 and 58.4% of the combined benchmark. Explain the factors contributing to this decline, the place of occupational programs in the College's overall enrollment strategy, and any initiatives designed to reverse or slow this decline.

Campus Response: As noted earlier, there has been no decline in the numbers of students achieving 60 credits; instead, it appears that students are either transferring without filing for their credential, dropping out, or failing to complete selected program requirements. BCCC has undertaken several steps to increase completions:

- Low-productivity program options have either been consolidated or closed to new enrollees in order to better align program offerings while increasing student skills, competence and marketability; more effectively utilize resources in order to strengthen existing programs and to add new market driven programs; offer an array of program options while at the same time providing students the flexibility to change their minds; and reduce "excessive" credits that lead to a reduction in students financial aid eligibility.

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- The process for evaluation academic programs has been strengthened.
- The assessment of student learning outcomes has been targeted for significant enhancement this fall.
- Increased awareness of BCCC's state-of-the-art Life Sciences Institute @ the University of Maryland BioPark will enhance recruitment and completions for selected programs.
- A new system for academic advising, with special attention to the achievement of certain credit thresholds, will enhance retention, monitor progress toward a degree, ensure that students select those courses needed for graduation, and ensure that students who are eligible proceed to file for formal credentials, rather than simply transfer without receiving the credential.
- Enhanced Non-Credit to Credit Articulations to create workforce development pathways for students to earn credit towards building their career in a field of study.
- Revised Program Review process to add annual data and market info reviews.
- Revised New Program Approval process to add Advisory Committee oversight, learning outcomes assessment and financial analysis.

In FY 2011, there was a 28 percent increase in AA degrees, 4 percent in AS degrees, 8 percent in AAS degrees, and 15 percent in certificates. By 2015, BCCC has targeted a 33 percent increase in career degrees and a 36 percent increase in certificates over the number awarded in 2010.

It should also be noted that the Accreditation Council for Business Schools and Programs commended BCCC for *"doing a good job of tracking and documenting student learning outcomes"* based on the Associate Degree Board of Commissioners' review of the College's quality assurance report. The Board adopted the report and commented that *"the standards have been fully deployed at Baltimore City Community College."*

CARROLL COMMUNITY COLLEGE

Developmental completers after four years

Commission Assessment: The developmental completer rate declined significantly, from 56.3% for the Fall 2004 cohort to 51.3% for the Fall 2005 cohort, and is well below the College's benchmark of 60.0%. Explain the factors contributing to this decline and describe strategies to improve performance on this measure.

Campus Response: The Commission requested that the college respond to trends in one measure, developmental completers after four years (Indicator 4). As noted by the Commission, the four-year developmental completer rate had declined from 56.3% for the Fall 2004 cohort to 51.3% for the Fall 2005 cohort, well below the college's benchmark of 60.0%. The rate for the most recent cohort, students entering in Fall 2006, increased to 57.7%. This was the highest rate of developmental program completion since the 57.8% achieved by the Fall 2001 cohort. No cohort has yet reached the college's goal of 60%.

While falling short of its target of 60%, the college's performance has always surpassed statewide averages. For the five cohorts starting college in Fall 2000 through Fall 2004, the college's rate of developmental program completion ranged from 54.6 to 57.8 percent. The comparable rate for Maryland community college students statewide ranged from 36.5 to 44.0 percent. It is clear that Carroll established a high benchmark relative to statewide norms.

The college has monitored the rate of developmental program completion closely using the statewide definition since the Maryland Model of Community College Student Degree Progress was first developed in 2004-05. In addition to its inclusion in the state-mandated Performance Accountability Report, the rate of developmental program completion has been tracked as an Institutional Effectiveness Assessment Measure since the college indicators were first approved by the Board of Trustees on July 21, 1999. Beginning in January 2000, the Board of Trustees has received annual reports on the Institutional Effectiveness Assessment Measures in which developmental program completion has been presented. In December 2003, the Board identified a subset of "Core Indicators" for in-depth review by the Board, including developmental program completion. The Board has requested and received additional data on developmental student progress, and has had extended discussions on this topic at its public meetings. For a recent example, at the March 16, 2011 meeting of the Board of Trustees, the college's director of student outcomes assessment and the chair of the department of Transitional Studies and Academic Services shared the findings from the 2010-11 Transitional Studies program review and discussed several academic strategies and interventions that have been implemented or are planned to improve developmental student success.

Beginning in 2009, the February meeting of the college's Planning Advisory Council has been devoted entirely to a review and discussion of the college's Institutional Effectiveness Assessment Measures, with focus on those measures falling below institutional benchmarks. The Council appoints discussion leaders for each sub-par indicator, and the Office of Institutional Research provides additional data to help the Council interpret the indicators and suggest improvement strategies. Developmental student progress, and its relationship to overall student persistence and completion at the college, has been discussed at length in Council meetings. Discipline coordinators and faculty in developmental studies have been invited participants in these meetings. For example, the coordinator of Academic Services and a developmental English and reading professor presented in 2010, as did the Mathematics Department chairman.

In conjunction with release of its April 2010 report on developmental student enrollment and performance, the Office of Institutional Research held an "IR Datashare" on May 10, 2010 in which deans, department chairs, and English, math, and reading faculty participated. The director of institutional research led the group in an in-depth look at developmental student achievement data, generating much discussion and suggestions for further analysis.

The college's developmental education program received General Certification from the National Association for Developmental Studies (NADE) as of July 1, 2010. The NADE Certification required the college to demonstrate application of theory, use of quality practices as defined by professional research and literature of the field, and analysis of baseline and comparative data to demonstrate continuous and systematic assessment and evaluation.

Developmental English and Reading

Each program at Carroll Community College undergoes a comprehensive review every five years. Transitional Studies in English and Reading conducted a program review during the 2010-11 academic year. In this section, selected findings, conclusions, and strategies drawn from the program review report will be presented.

Why is it that so many students need developmental reading and English? Faculty members have suggested that several factors may come into play:

- Students do not take the placement test seriously, have poor test-taking skills, or do not understand the role the test plays in their placement.
- Students decide late in their high school careers to attend college and have not followed an academic track in high school.
- Students, in their senior year of high school, do not take academic courses such as English and math and therefore lose some of the skills they have acquired through inactivity or lack of application.
- Students decide at the last minute to come to college because they have nowhere else to go, and don't necessarily have real educational goals or aspirations.
- Students are told they must come to college to remain on their parents' insurance.

- Students dislike academic work but have been told they must come to college to better themselves.
- Students want to come to college, but for one reason or another, lack the basic skills they need to place directly into credit courses.

In addition, a majority of students are employed, many full-time; many students have financial responsibilities for themselves and/or families; some students struggle with difficult family or emotional situations that impede their ability to learn; more and more students have some sort of learning or emotional disability such as ADD/ADHD and depression; a fourth of the students who come to Carroll are first-generation college students, which means they often do not have the best support at home; other students have "helicopter parents" that tend to do everything for them which makes it difficult for students to navigate the academic system on their own; many students, in spite of all our society does to counter it, come to us with low self-esteem; and others come to us with unrealistic views of their abilities and needs. In addition, evolving technologies impact students' lives and modes of communication. Although students still need to read, write and do math, they approach these skills differently because of technology. Many students who place into developmental courses do not realize that the expectations for college and academic work are so high; and finally, first-semester students, especially, flounder because of their new-found freedom. As one faculty member put it, "the student who sits before us, at the start of each new semester, often has a personal history that would confound us. How do we begin to meet his or her needs? We begin by recognizing that we must teach the whole person. "

The college is challenged to create interventions and programs that will address these needs, which go beyond prior academic preparation, if a greater proportion of these students is to succeed. The students attending open-admissions institutions present challenges to academic progress not faced in similar degree by competitive-admissions institutions.

Carroll Community College has implemented a number of changes in its Transitional Studies program intended to improve developmental student success.

A major change has been in the format of the lab component of developmental English and Reading courses. Initially, students registered for lab periods based on available time slots which were not dedicated to specific classes or courses. Labs included both English and Reading students and were conducted by lab instructors who oversaw the progress of both English and Reading students simultaneously. Students worked on computer-generated exercises and self-paced programs, primarily skill and drill practice exercises. Beginning in Fall 2007, labs were directly linked to specific classes and no longer included a mix of English and Reading students. Students registering for a class also registered for the corresponding lab section. This change in format resulted in less confusion for students and more focused assistance from lab instructors. In Fall 2008, labs underwent yet another change in format, from lab instructors to faculty-led labs. Another change was the addition of writing as a lab component. Beginning in Fall 2011, upper level English and Reading classes will no longer have separate labs. The time

previously allocated to labs has now been added to class which will allow more class time for practice and writing workshop activities under the direction of the class instructor.

Another change is the introduction of English Language Learner (ELL) courses. The college has encountered a growing number of students in need of English for Speakers of Other Languages (ESOL) instruction. In the 2009-10 academic year, over 240 students in the Carroll County Public Schools qualified for ESOL services. As more students qualifed for ESOL instruction in the high schools, it became increasingly apparent that the college should provide targeted instruction in our developmental courses. Previously, ESOL students were streamlined into ENG 091, ENG 096, READ 091 and READ 101, but they often struggled because of language barriers. In Fall 2010, the college introduced ELL 095 that provides targeted instruction in academic writing skills to English Language Learners. ELL 092, a lower level writing class comparable to ENG 091, will be offered in Fall 2011.

Students in READ 091 are at greatest risk of failing. Typically, at the start of the semester, many of these students are reading between the 5th and 8th grade levels. Placement and reading levels are confirmed by the Nelson Denny Reading Test administered at the start and end of the semester. Students at this level have to come up 4 – 7 levels to reach a 12th grade reading level which is required of students in credit-level classes.

If students begin READ 091 at the 5th grade reading level, they are not likely to improve four grade levels in one semester. This suggests that the entry level into READ 091 is unrealistically low, which is a disservice to students if they have to repeat the course a second and possibly a third time to raise their reading levels. The college will consider raising the entry level into the course and encouraging those students who read below level to pursue additional instruction in reading through the Adult Basic Education program. Due to grant funding, it is less costly to the student and allows students to progress at their own pace. Another option would be to add a third developmental reading course, but this would add to the time a student would need to spend in developmental courses before beginning credit course work, and data suggests that the longer it takes a student to progress through the developmental sequence, the less likely it is that they will persist in their education.

Another strategy to improve developmental student success was introduction of First-year Interest Groups (FIGS) including developmental courses. FIGs are block-scheduled courses where students study with the same group of students in three classes, and the faculty coordinate assignments to guide successful learning. In fall 2009, the department offered its first FIG, consisting of ENG 096, READ 101 and Sociology 101. In fall 2010, the department introduced two additional FIGS, adding MAT 097 or MAT 099, plus COL 100 (College Success) to the mix of offerings matched with ENG 096 and READ 101. Student evaluations for the FIGS have been mixed. Although students enjoyed the social aspects of the FIGS, most students did not perform better than their counterparts in non-FIG classes. However, student retention from one semester to the next has been

better for students who have participated in the FIGs. Students in the FIGS seem to form bonds with their classmates and a greater connection to the college as a whole because of their interactions with faculty. FIG students are also required to participate in a service learning project (if only for a day) and are encouraged to participate in campus activities.

Institutional Research analyses have found that in four of seven cohorts studied, students completing their developmental programs achieved graduation-transfer rates similar to those of students entering Carroll college-ready. This has changed for more recent cohorts, due to much improved graduation-transfer rates for college-ready students.

The program review had several recommendations. These included providing opportunities for qualified students to fast-track through the developmental sequence; collaborating with the Academic Center, other departments in the college, and the high schools to create a program to prepare high school students for taking the placement tests; earlier and more creative interventions for students in difficulty in their first developmental course; interventions for students who fail a developmental course in their first attempt; and making the College Success course a requirement for students who place in two or more transitional courses and mandatory for any student who fails a developmental English or reading class for the first time.

Developmental Mathematics

In the spring of 2007, the department of Developmental Mathematics, previously housed in the Academic Services Division, was merged with the Department of Mathematics in the Division of Business, Mathematics, and Sciences so that all mathematics instruction could be overseen by one dean and one department chair. The change has allowed for increased collaboration between faculty members and improved transitions between MAT and MATH courses. With 80 percent of the college's entering students placing into developmental mathematics, and completion of a credit-awarding mathematics course a requirement for the Associate degree, these transitions are critical for student success and improved institutional completion rates.

For several years Institutional Research has published reports indicating that students who place into developmental courses at Carroll are not as successful as those who test into college-level mathematics courses. Many changes have been made to developmental mathematics courses in an effort to provide extra practice with basic computation skills, calculator proficiency, and critical thinking skills in order for students to become more successful. The changes include:

MAT 091- Pre-algebra. An assessment of math facts with a required 70 percent exit requirement has been implemented in the Math Lab to ensure that students have mastered basic content.

MAT 097- Introductory Algebra. A Fast-Track program began in Spring 2006. By attending classes four days per week, students can complete MAT 097 during the first seven weeks of the semester, followed by MAT 099, Intermediate Algebra, during the

last seven weeks of the same semester. Enrollment in the fast-track program requires approval from the MAT 091 instructor or a higher score on the Elementary Algebra portion of the ACCUPLACER® placement test. Students earning an A grade in MAT 091 may also be considered. The intent is to offer capable students an accelerated pathway to credit math classes.

MAT 099. Changes were made to MAT 099 with more emphasis placed on problem solving, critical thinking, and graphing calculator skills. In Spring 2007, one of the Developmental Math instructors taught MATH 128, College Algebra, to investigate the adequacy of the MAT 099 curriculum. Several issues were identified, including a lack of experience with the TI-graphing calculator; prerequisite skills missing from the MAT 099 curriculum, including functions, linear equations, factoring skills, long division of polynomials, simplifying complex fractions, and operations with complex numbers; and limited student experience in handling the course requirements, especially longer class meeting times, reading the text outside of class, memorization, an emphasis on applications, and completion of writing assignments.

For Fall 2007, the text for College Algebra was changed to include the use of MathXL (an online tutorial used by students in the developmental math sequence) to provide additional support. This, along with continued emphasis on problem-solving and calculator skills in MAT 099, was tried for several semesters with little improvement to success levels of transitioning students.

In Fall 2009, a committee of full-time instructors who had taught both Intermediate Algebra and a college-level mathematics course was formed to recommend and implement changes to MAT 099. The group agreed that additional class time would be needed to address specific skill areas. Recommendations were included in a proposal which was passed by the Academic Council in December 2009. Implementation began in Fall 2010, and included several changes to MAT 099. Prerequisites were changed to include completion, or concurrent enrollment, in READ 101, as opposed to ASE reading levels. Students now meet for four hours per week in the classroom and complete common lab assignments online using MathXL. Additional instruction is provided in analysis of slope, writing equations of lines, factoring techniques, and functions; the standard grading scale includes a writing assignment; and the standard list of assignments includes critical thinking skills.

The college believes that the changes to course content, structure, scheduling, and instruction in all three developmental areas of English, reading, and mathematics will produce improved student performance and progress. It may take time for these anticipated improvements to show up in the state-mandated cohort indicators measured four years after entry. In addition to the mandated performance indicators, the departments and the office of Institutional Research will analyze other, shorter-run outcomes to monitor the impact of the curriculum changes in a continuing effort to improve student success.

CECIL COLLEGE

Market share of first-time, full-time freshmen

Commission Assessment: The College's market share of first-time full-time freshmen declined from 67.7% in Fall 2008 to 53.5% in Fall 2009, its lowest level in six years. Explain the factors contributing to the decline and discuss strategies identified for improving performance on this measure.

Campus Response: Cecil College's vision is to be a premier provider of higher education learning in Cecil County and throughout the adjoining region. According to the student opinion survey conducted in 2007, the first reason for attending Cecil College was because of its closeness to home, followed by low cost of attendance. In fall 2009, the College's market share of first-time, full-time freshmen enrolled in Maryland colleges or universities was 53.5 percent, a 14.2 percent decrease over fall 2008 (indicator #10). The decline in first-time full-time students is directly associated with the decline in the size of the Cecil County Public School (CCPS) graduating class. While there was a decline in first-time full-time students during this period, overall full-time enrollment increased by 14%.

Cecil College has been asked to explain the decline in the market share of first-time, full time freshmen from fall 2009 to fall 2010. The Office of Institutional Research has worked with those responsible for uploading the data in the Cecil College's databases and has found that the number of first-time, full time freshmen was underreported last year because people in charge with uploading this information were erroneously bypassing first-time students who applied for the next semester. So, if a student was enrolled first-time in the summer term and also registered for the upcoming fall term that student was not counted as a first-time student. This mistake has been corrected and as of direct result the number of first time, full time students has increased from 69 to 169. Consequently, the correct number for the market share of service area residents enrolled as first-time, full-time freshmen at Cecil College in fall 2010 is 75.8% and not 27.4% (as previously calculated based on inaccurately reported data).

The College has implemented strategies to work with CCPS to enroll a larger market share of recent high school graduates. Included in these measures are the transition of STEM students, the availability of more programs directly aligned with technical programs in the high school (i.e., visual communications, criminal justice, etc.) and more robust in-school recruitment initiatives.

Cecil College has strategized to promote access and affordability for students in high school because historically, the baccalaureate rates of Cecil County citizens have fallen well below the state average. The goal is to align students with specific degrees prior to high school graduation. The College offers courses on-site in area high schools so they can complete college coursework rather than complete high school electives. In part, this

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is made possible through the College Bound Tuition Reduction Program. This program provides a fifty percent tuition scholarship for all qualified Cecil County public high schools, Elkton Christian School, and Tome School students to attend Cecil College while still in high school. Most recently additional scholarship dollars were made available to defray the tuition rates for science and engineering students by sixty-six percent. Students can complete 6-12 college credits during their Junior and Senior years at a discounted rate. This program has been a great success with 12%-15% of the senior class participating annually. Most importantly, these students are able to start college, after graduation, having completed 6-24 credits towards a degree. Although only correlational at this point, it is also notable that over the previous five years the baccalaureate completion rate of Cecil County residents has increased.

The College also works with the public schools to ensure that the high school curriculum in: 1. Arts and Communications, 2. Business, Finance and Marketing, 3. Health and Human Services, and 4. Science, Engineering and Technology are aligned with Cecil College programs. Additionally, every effort is made to assure the coursework completed through the On-Site and College Bound programs is applied to degree requirements, so students can economize on the time and cost of a degree. In the areas of math, science and engineering, the high school curriculum includes college coursework in the senior year. These collaborative initiatives have consistently prioritized the need to orient high school students to college during their secondary education and encouraged early enrollment through financial incentives and convenience.

Significantly, the College enrolls more than eight out of ten (86.0 percent) part-time undergraduate students from the service area (indicator #11). The College essentially dominates the market for part-time students.

Successful-persister rate after four years, college-ready students
and
Graduation-transfer rate after four years, college-ready students

Commission Assessment: The successful-persister rate for college-ready students declined from 79% for the Fall 2004 cohort to 68% for the Fall 2005 cohort. This represented the third consecutive year of decline. The graduation-transfer rate for college-ready students declined as well, from 63% to 53%. Both indicators are well below the College's benchmarks of 85% and 80% respectively. Explain the reasons for this decline and describe strategies to improve performance on these measures.

Campus Response: The successful persister rate after four years for all Cecil College students grew from 59 percent for fall 2004 cohort to 64 percent for fall 2005 cohort and remains at the 64 percent level for fall 2006 cohort. Successful persister rates (indicator #5) are described as first-time fall cohort students who attempted 18 or more credit hours during their first two years and either graduated, or transferred, or earned at least 30 credit hours with a cumulative grade point average of 2.0 or above, or still enrolled at the

College four years after the initial entry. These rates showed notable decline between the fall 2003-2004 cohorts from 67 percent to 59 percent.

In large measure economic conditions are contributing to declining persistence rates for Cecil College students. Many part-time students have needed to return to the workplace full-time or pursue a 2nd job. This has had a negative impact on persistence and retention. Historically, Cecil County has a smaller rate of college graduates than the state average (20 percent versus 36 percent). This pattern has challenged the College to work with students to pursue degrees in career-focused areas to address their focus on degrees that lead to employment.

The College has worked with the Foundation to offer more scholarships and augment their financial need. Additionally, the financial aid office has increased their efforts to make aid available to more students as evidenced by an increase in financial aid awards to 44 percent of the student population versus 36 percent when the 2004 cohort began. These efforts are ongoing.

Since the decline occurred across all categories of students (college-ready, developmental completers, and developmental non-completers), the college reviewed retention practices to develop and/or expand strategies that would improve persistence rates. Based on this review it was determined that stronger, in-person, interventions were required when students were identified as having attendance problems within the 1st three weeks of the semester. Efforts were made to strengthen retention strategies to assist students (i.e. increase attendance at study skills workshops, require students with attendance problems to meet with advisors, and increase faculty participation in the academic monitoring system that identifies students with attendance problems). The College has established new advising systems, whereby students are contacted at several points each semester to determine their academic progress. Assistance is provided to students through tutoring, academic workshops, and general assistance in resolving academic issues.

As a direct result of all these comprehensive efforts, the successful persister rate after four years for Cecil College students is now 64 percent. Even more encouraging is the fact that the successful persister rate for the college-ready students has increased to 83 percent for fall 2006 cohort from 68 percent for fall 2005 cohort (indicator 5a). However, more efforts need to be made to increase the successful persister rate of the developmental students, especially for Cecil College developmental non-completers students (indicators 5b and 5c).

The academic performance of Cecil College students at institutions of transfer (measured by GPA after first year) is quite impressive (indicator #23), with almost 82 percent of Cecil transfers to four-year institutions maintained a cumulative GPA of 2.0 or above after their first year. The mean GPA of Cecil transfers after first year at transfer institutions is 2.81 in AY 2008-2009, an important increase over AY 2008-2009.

The 2005 alumni survey results indicated that 85 percent of respondents were satisfied with the quality of their transfer preparation, an improvement over the 2002 results (indicator #24).

Percentage of expenditures on instruction

Commission Assessment: The percentage of expenditures on instruction declined from 47.4% in 2008 to 46.5% in 2009. This indicator remains well below the benchmark of 48.6%. In the 2010 PAR the College stated that it had higher expenditures in institutional support and plant operation and maintenance relative to other community colleges because of its smaller size. Provide more information on how size affects these expenditures and discuss strategies to be pursued to address this challenge.

Campus Response: The College spent approximately 60% percent of its unrestricted operating expenditures on instruction, academic support and student services in FY 2010 compared to the statewide average of 66%. Cecil expenditures in Instruction and Academic Support are lower than the statewide averages but higher in the areas of Student Services where Cecil exceeds the statewide average by 3%. In FY 2010, the College's expenses related to Student Services were 13% compared to 10 % average Statewide. Institutional support and plant operation/maintenance expenditures at Cecil were 41% compared to the statewide average of 33%. However, Cecil is more in line with percentage of expenditures when compared to the small community colleges, making size of an institution appear to be a factor in calculating percentages of expenditures. Cecil is conducting an comprehensive review of the classification of expenditures for the FY 2011 reporting period to insure that expenses are being classified properly especially in the area of information technology and academic support where changes have occurred in recent years.

CHESAPEAKE COLLEGE

Percentage of expenditures on instruction

Commission Assessment: Although the percentage of expenditures on instruction increased from 47% in 2008 to 49% in 2009, this indicator remains well below the benchmark of 53%. Specify any known obstacles to achieving this benchmark and discuss strategies to achieve the goal. If necessary, discuss efforts to alter expenditures in the categories defined as "selected academic support."

Campus response: While Chesapeake College did not achieve its target, it did accomplish an increase over fiscal year 2009, achieving a 50% allocation of expenditures toward instruction. This percentage is notably higher than the other small community colleges in Maryland, and has consistently been higher than the Maryland Community College System average. In fiscal year 2006, the college established aggressive targets with the very best intentions; however, the economic reality demonstrated that the target of 53% was not realistic for a small rural community college with increasing utility/technological expenditures, increasing reporting mandates that require more administrative resources, declining appropriations and increasing enrollments. While the college will make every effort to allocate first and foremost toward instruction, allocations of existing funds and any new funds must be appropriated in a manner that achieves the overall mission of the college. After review of trend data, executive staff and the board recommend to reduce the reallocation target to 48%.

COLLEGE OF SOUTHERN MARYLAND

Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions

Commission Assessment: This indicator increased to 50.7% in FY 2009, from 48.0% in FY 2008, and remained at 50.7% in FY 2010, exceeding the upper limit established by the benchmark on this measure. Describe steps to be taken to hold tuition and fees below the benchmark level.

Campus Response: The College of Southern Maryland places tuition affordability as one of its top priorities. Because of the recession, the county and state were unable to provide the level of funding needed to run the college. This resulted in a higher than desired tuition increase. This, compounded by the fact that the public four-year colleges were receiving additional state allocations to keep their tuition increases modest, caused the college to not achieve its benchmark. During the current fiscal year (FY '12), the college has increased tuition only modestly (under 2%) because of the state tuition stabilization grant and increased county funding.

Successful-persister rate after four years
and
Graduation-transfer rate after four years

Commission Assessment: The successful-persister rate and graduation-transfer rate declined in all subgroups for the most recent cohort, and are below the benchmarks for all groups except developmental non-completers. In the 2010 PAR, the College stated that its new strategic plan would identify strategies for improving student progress. Specify any strategies identified to date, and report on any successes to date.

Campus Response: This year's data continues to demonstrate volatility in graduation, transfer and the successful persistence rates of students from one cohort year to the next. In some cases, the percentages associated with these indicators rise or fall by ten percent or more from cohort to cohort. The college continues to address the successful-persister rate and graduation-transfer rate through its Institutional Strategic Plan (ISP) and through a new Student Success and Goal Completion Plan.

Significant progress has been made toward implementing objectives and action items to promote student success, as outlined in the ISP. The following highlights detail what was accomplished relative to the successful-persister and graduation-transfer rates. To encourage retention, the Registrar's Office is piloting a process to identify and notify students who are eligible for a Certificate. Letters and emails will be sent to students informing them they are eligible for the award and provide steps to apply for the award. An ad hoc group is investigating a new software system to use to help improve our Academic Early Alert system. The Academic Early Alert system is used to identify students that are experiencing academic difficulty and providing them with appropriate

assistance and interventions. The college conducted a gap analysis this year to identify career programs that do not include experiential learning opportunities. Research has shown that experiential learning opportunities are positively associated with student success and completion. In the Academic Affairs division, core learning areas and associated learning outcomes for all credit programs were developed and core learning areas were incorporated into the draft 2011-2016 Student Learning Outcomes Assessment Plan. The new Student Success and Goal Completion Plan will continue to address these indicators.

Performance at transfer institutions

Commission Assessment: Despite a rebound from a decline in the previous year, the performance indicator for students who moved on to four-year institutions remains below the benchmark and has not changed substantially in five years. Explain the factors inhibiting improvement on this measure, and discuss steps to be taken to improve performance on this measure.

Campus Response: Performance at transfer institutions is approaching the benchmark for cumulative GPA, taking a substantial jump this year and stands only .04 away from the benchmark. Similar gains have not been reported in the percentage with a GPA of 2.0 or higher, so this measure presents the greatest challenge. Aligning program curricula to ensure effective student preparation presents the greatest opportunity to remove barriers.

To this end, CSM has taken several important steps to improve performance over the past academic year, most notably the undertaking of a comprehensive, rigorous, externally-validated review for each academic program. Reviews for transfer programs were conducted first through internal review by program faculty, and then by an external reviewer from the primary transfer institution, when such a person was available. Twenty academic programs were reviewed this year, including fifteen transfer programs. Additional efforts have been undertaken in specific programs, notably the engineering programs. Anecdotal evidence from UMCP indicates a high performance rate for CSM graduates in these programs, and the curriculum review and alignment processes used in this effort will be replicated for lower-performing programs as we review data collected during the program review cycles.

Occupational program associate degrees and credit certificates awarded

Commission Assessment: The number of occupational program completions declined in each of the six specified areas and is below the benchmark in five areas. Explain the factors contributing to this decline, the place of occupational programs in the College's overall enrollment strategy, and any initiatives designed to reverse this decline.

Campus Response: The decline in the number of occupational program completions can be directly tied to the percentage of CSM students seeking transfer degrees instead of

occupational program completion. In the last two years, the number of students citing "transfer to a four-year institution" as a reason for attending college has increased to over 50%. Student enrollments in transfer programs increased 34.7%, from spring 2007 to spring 2010. Enrollments in the occupational programs have remained steady or declined, as interest in transfer programs has increased. So, while Engineering Technology enrollments and completions have waned, Engineering enrollments have increased over 30% in the past two years, for example. To reverse this decline, CSM is reviewing data from the Maryland Department of Labor and Licensing to align our curricula with the workforce needs of the community. In the area of Public Services, this has resulted in the establishment of a Homeland Security degree program, for example. Additionally, CSM is working closely with the local program advisory councils to ensure alignment with the tri-county workforce needs.

Percentage of expenditures on instruction

Commission Assessment: The percentage of expenditures on instruction declined from 47.4% in 2008 to 46.5% in 2009, well below the benchmark of 48.7%. Describe the obstacles to achieving this goal and the strategies to be used to overcome those obstacles.

Campus Response: The percentage of expenditures on instruction is directly related to expenditures in other functional categories. During FY10, significant expenditures were made in the Academic Support and Institutional Support categories that indirectly negatively affected the percentage of instructional expenditures. Those Academic Support and Institutional Support expenditures included filling three vacant Vice President positions and an Assistant Vice President position; making significant purchases of software and software consulting; and significant computer purchases. CSM also converted a previously grant funded position to an operating expense. The software purchases and consulting will not occur each year and therefore the percentage of instruction should increase relative to total expenditures. In FY11, the college increased the adjunct faculty pay scale which should increase instructional expenditures. This extends to FY '12. In addition, a portion of the FY '12 budget is set aside for new student success initiatives.

COMMUNITY COLLEGE OF BALTIMORE COUNTY

Successful-persister rate after four years
Graduation-transfer rate after four years
Successful-persister rate after four years, African American and Hispanic students
and
Graduation-transfer rate after four years, African American and Hispanic students

Commission Assessment: After a mixed performance in the most recent year, performance on these indicators remains below benchmark levels. In the 2010 PAR the College indicated that its new strategic plan would identify strategies for improving persistence and completion. Specify any strategies identified to date, and report on any successes to date. In addition, provide an analysis of the factors affecting the performance of African American and Hispanic students, and discuss strategies specifically intended for these populations.

Campus Response: The successful-persister rate has continued to fluctuate for all groups of students. However, developmental completers have shown the highest persister rate. This is in keeping with our focus on providing developmental students with the services they need. To increase our rates, a new academic advising model was implemented which focuses on ensuring that students are enrolling in courses that meet their academic goals. The accelerated courses that are being implemented will also help to increase the rate for all students. It will have the highest impact on African-American students who represent a large portion of students needing developmental education courses.

African-American students continue to hold steady graduation-transfer rates. African-American students, as well as Hispanic students, disproportionally require developmental education courses, which increases their time to graduate-transfer. Since success in developmental education courses has such a large impact on continuing their education, CCBC has focused on the success rates of African-American in developmental education. By focusing on these courses, CCBC believes that once students complete these courses they are more likely to be successful. In this regard, we have implemented the culturally responsive pedagogy to faculty members. As part of Achieving the Dream, CCBC has continued its focus on closing the achievement gap that continues to exist between students of color and Caucasian/White students. With the restructuring in advising, students will get specific information on the courses that they need to graduate. Mandatory enrollment in ACDV 101, which encourages students to develop an academic plan, is expected to increase the graduation-transfer rate.

Percentage of expenditures on instruction

Commission Assessment: The percentage of expenditures on instruction has remained at 49% in each of the last three years, well below the benchmark of 53%. Specify any known obstacles to achieving this benchmark and discuss strategies to reach the goal.

Campus Response: The percentage of expenditures on instruction has increased to 51% in FY2010 and is expected to remain at that level for the next two fiscal years. Approximately two-thirds of the increase is due to increased faculty positions, both full time and adjunct. Several positions were reallocated from other areas within the college to instruction. The remainder is due to increases in contracted services primarily for technology and pass through expenses for the aviation program. The benchmark of 53% was too optimistic/aggressive when it was established.

Although student enrollment has surged during this period, rescissions were made to state aid in each fiscal year from FY2008 to FY2010 resulting in funding that was $1.8 million lower in FY2010 than in FY2008. Additionally, Baltimore County funding has remained level since FY2007. As a result, the college has had to implement numerous cost cutting strategies. One that periodically impacted instruction was a delay in the computer replacements cycle for student labs and for faculty and staff. Expanding on-line classes has helped to serve some of the increased enrollment, while minimizing costs. Average class size has remained constant 17.58 in FY2006 vs. 17.65 in FY2010.

Other areas of the college have also felt the effects of the increased enrollment and are competing with instruction for resources. Within student services, the significant growth in FTE's and headcount, along with the changes to Pell grants and direct lending have necessitated increased spending for recruitment, admissions, and testing, advising and financial aid. Additionally, CCBC has continued its commitment to affording students reasonable accommodations for disabilities defined by the ADA and Section 504 of the Rehabilitation Act. These expenses have grown at a faster rate than total expenses during this time period.

The huge enrollment growth between 2006 and 2010 has added 3,370 FTE (20%) or approximately 9,500 headcount to our campuses, significantly adding to the mass of students who need public safety assistance or who need to be policed in the café, student lounges or hallways. The other place that increased headcount impacts the college is in the use of our facilities. The maintenance and cleanliness of our restrooms, classrooms and other student spaces are definitely impacted by larger crowds. Accordingly, spending for public safety and general services also increased at a faster rate that total spending.

CCBC obtained approval from Baltimore County to add another eight full-time faculty positions and one professional position in FY2012 in the instructional support classification. These strategies have resulted in instruction amounting to 51% of expenditures. The college is of the opinion that a range of 51% - 52% is a more attainable benchmark for future comparison.

FREDERICK COMMUNITY COLLEGE

Enrollment in non-credit workforce development courses
and
Enrollment in Continuing Professional Education leading to government- or industry-required certification or licensure

Commission Assessment: Headcount and annual enrollments declined in these areas for the third consecutive year. Specify factors contributing to this decline and discuss strategies for improving the College's performance on this measure.

College Response: These declines are attributed to the slowing economy: a) as the housing market declined and the nation faced the worst foreclosure crisis since the Great Depression, thousands of enrollments were lost in the area of Real Estate agent training, licensing, and relicensing courses; b) public and private employer training budgets have been slashed due to the economic slowdown. As companies in Frederick began to lay off employees (or close their doors) the availability of contract opportunities has decreased significantly; c) FCC's noncredit computer training program has decreased in enrollment as the certification market has shrunk. Public funding for unemployed workers has an adjusted focus, which deemphasizes skill-building courses such as basic computer skills, and emphasizes migration to high growth industries such as health care. Funding changes also include the elimination of some funds previously available to active military personnel for noncredit instruction.

Finally, the state of the construction industry accounts for additional downward pressure on the Workforce Development enrollment. In Frederick County, the construction workforce has shrunk to approximately 30 % of its pre-recession employment levels. This significantly devalues the career field, at least on a temporary basis. Beginning in 2007, much of FCC's Continuing Education Building Trades program underwent a planned migration to a credit model in order to enable federal financial aid and credit credential award. This has drawn hundreds of enrollments from the Continuing Education program. Additionally, a federal grant that helped students pay for skilled trades training ended in December 2009, increasing the incentive for students to seek credit programs in order to access financial aid.

The declines in the areas above have masked increases in certain areas of Allied Health Career Training such as Certified Nursing Assistants, Phlebotomists, Pharmacy Technicians, and Medical Billing and Coding professionals. FCC is building capacity in the following ways: adding online training to increase the convenience of Continuing Education programs, increasing scholarship availability to meet the mission of affordability, adding new curriculums in the construction industry to support "green" jobs, and rebuilding computer and business curriculums through partnerships with new and emerging curriculum providers.

Percentage of expenditures on instruction

Commission Assessment: The percentage of expenditures on instruction has declined from 50% in FY 2006 to 47% in FY 2009, well below the benchmark of 53%. In the 2010 PAR the College identified delays and decreases from public funding sources as obstacles toward achieving benchmarks on instruction and academic support. Please specify any other factors that inhibit the College's ability to shift resources to instruction and academic support categories, and identify any strategies intended to improve performance on this measure.

College Response: State funding remains two years behind (state funding for FY 2012 is based on FTE's from FY 2010). However, the College has experienced significant growth in FTEs during FY 2009 and 2010. The combination of the lag in funding based on FTEs in conjunction with the State reductions in overall funding affect, and will continue to affect, the College's ability to increase funding for instructional purposes. The reduction in public funding limits the revenue available to fund future budgets at the College. Without sufficient funding it is difficult for the College to provide a quality educational experience for students. As a result, FCC has had to find other ways to fund and provide the quality instruction and support needed. For example, beginning in FY 2011 additional fees of $3 to support capital projects and $2 for technology improvements were added per credit hour to the total fees. In addition, the County did not increase funding to the College for FY 2012. This marks the third consecutive year the College has received no additional funding from the County.

GARRETT COLLEGE

Annual unduplicated headcount, non-credit students

Commission Assessment: Enrollment in this category declined from 3,897 in FY 2007 to 3,638 in FY 2008 to 3,199 in FY 2009. In the 2010 PAR the College discussed several environmental factors affecting this decline and indicated plans for new offerings designed to increase enrollment. Describe specific programs and other strategies designed to meet local needs and increase performance on this measure.

Campus Response: For FY2010, annual unduplicated non-credit headcount improved to 3,705. Feedback from business and industry, students, and other local resources has helped to identify training needs in Continuing Education and Workforce Development. Targeted offerings at each of our locations, i.e., the main campus in McHenry, the Career and Technology Training Center in Accident, and the Outreach Centers in Oakland and Grantsville, as well as increased contract trainings, largely account for the increase in headcount from FY 2009 to FY 2010. A more experienced staff, and an improving economic climate were also contributing factors.

Enrollment in non-credit workforce development courses

Commission Assessment: Headcount and annual enrollments declined in these courses. In the 2009 PAR the College attributed much of this decline to prevailing economic conditions and noted that it was exploring options for new programs and offerings. Please specify whether the College has plans to add or drop programs to respond better to local needs and improve performance on this measure.

Campus Response: For FY2010, unduplicated annual headcount in non-credit workforce development courses improved to 3,199 and annual course enrollments improved to 5,346 (versus 2,628 and 5,114 for FY2009). Courses which have had consistently low enrollment are undergoing a program review to determine long-term viability. Strong enrollment in career preparatory courses (e.g., Certified Nursing Assistant, Emergency Medical Services, professional development for the construction trades, and staff development for educators) and contract training for business were contributing factors in the increase from 2009 to 2010.

Enrollment in non-credit community service and lifelong learning courses (Indicator 29).

Commission Assessment: Enrollment in this category declined dramatically for the second consecutive year, with annual course enrollments falling from 1,213 in FY 2007 to 662 in FY 2009. Explain the factors contributing to this decline, the place of these courses in the College's overall enrollment strategy, and any initiatives designed to reverse this decline.

Campus Response: For FY2010, annual course enrollments in non-credit community service and lifelong learning courses improved to 985 (as compared with 662 in FY2009). An unstable economy negatively impacted community service and lifelong learning courses in 2009. An improved economic climate, a more diverse selection of courses, and increased offerings at all four locations at which courses are offered contributed to increased enrollments in 2010. (FY2011 saw further increases.)

HAGERSTOWN COMMUNITY COLLEGE

Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions

Commission Assessment: After two years of small improvements, this indicator increased to 46.0% in FY 2010, exceeding the upper limit established by the benchmark on this measure. Describe steps to be taken to hold tuition and fees below the benchmark level.

Campus Response: In FY 10, HCC's tuition and fees totaled $3,230, or 46%, of the average Maryland public four-year tuition and fees ($6,996). In FY 11, HCC' tuition and fees ($3,320) dropped to 44.1 % of the average of the four-year institutions ($7,528). Based upon research, the average Maryland public four-year institutions' tuition and fees rose 7.6%, while HCC's tuition and fees only increased 2.8% from FY 10 to FY 11.

HCC remains the most affordable among postsecondary educational and training options in the College's service region. The College always explores, with its Board of Trustees, alternatives to raising tuition. As funding cuts may leave the College with few viable alternatives if quality in instruction, staff, and service delivery is not to be jeopardized.

Graduation-transfer rate after four years, developmental completers

Commission Assessment: The College is to be commended for reaching its benchmark for all students on this measure. However, the graduation-transfer rate for developmental completers declined for the third consecutive cohort, from 70.0% for the Fall 2002 cohort to 61.5% for the Fall 2005 cohort, and is substantially below the benchmark of 70.0%. Explain the reasons for this decline and discuss any strategies to improve performance on this measure. In addition, explain how the new benchmark for this measure has been adjusted to account for the presence of multiple states within the College's service area.

Campus Response: The graduation-transfer rate for developmental completers for the Fall 2006 cohort was 69.1%, almost making the 70% benchmark set for that cohort. The College has implemented several new initiatives in the developmental studies area, many of which were discussed previously in the Goals section. Along with working through Learning Communities activities with local public school teachers, the College is actively engaged in a partnership with public high schools in Franklin County, Pennsylvania, the primary out-of-state market. Based upon these local and out-of-state partnerships, the College established the benchmark for developmental completers at 70% for the Fall 2011cohort.

Enrollment in non-credit workforce development courses
and

Enrollment in Continuing Professional Education leading to government- or industry-required certification or licensure
and
Enrollment in contract training courses

Commission Assessment: Headcount and annual enrollments declined in these areas, sometimes sharply, and sometimes for a second consecutive year. In the 2010 PAR the College attributed these declines to prevailing economic conditions. Discuss whether the College has plans to add or drop programs to respond better to local needs and improve performance on these measures.

Campus Response: Unduplicated headcount dropped in workforce development courses from 5,888 in FY 09 to 5,556 in FY 10 and there was a concomitant decline in annual course enrollments as well. This is due, in part, to a decline in workforce development offerings, which is typical during a period of economic slowdown. In addition, there was not a dedicated Business Program Manager for much of the year. While other program managers tried to fill this void, without a single point of contact with whom local businesses could readily identify to help meet their training and course development needs, there was little new programming. The position vacancy was filled and this individual is tasked with revitalizing this program area.

In the areas of certification and licensure, HCC added new programs such as training and certifying incumbent workers to meet the new Maryland regulations for lead paint renovations. Additionally, an emergency preparedness course was required for all childcare workers. Other program areas, such as Allied Health, Technology and Transportation, which support career continuing education requirements, experienced modest growth in enrollment.

Continuing Education reviews its enrollments and programs weekly to better meet local needs and improve performance. Performance outcomes measures are presented as part of the annual planning process. Areas of improvement are identified and goals revised or established accordingly. Recommendations regarding dropping or adding a program are made only after extensive research by the dean.

HARFORD COMMUNITY COLLEGE

Number of business organizations provided training and services under contract
and
Enrollment in contract training courses

Commission Assessment: These measures saw significant declines. The number of business organizations declined from 48 in FY 2008 to 32 in FY 2009, well below the benchmark of 58. Headcount enrollments declined from 2,429 in FY 2008 to 1,951 in 2009, below the benchmark of 2,882. Annual enrollments declined from 3,134 in 2008 to 2,210 in 2009, well below the benchmark of 4,348. In the 2009 PAR the College indicated that it was focusing efforts to maintain its enrollments in such courses. Specify the strategies and other steps taken or planned to improve performance on these measures.

Campus Response: The significant declines in contract training organizations and enrollments can be attributed to the financial crisis that the Great Recession brought upon the banking, insurance, and manufacturing (automobile) industries. This crisis had a massive trickle down effect on every other business sector (especially construction and real estate) in the world. Because of the financial crisis, companies laid off employees by the millions nationally. Companies also terminated their workforce development training programs, along with many other employee and company benefit plans, as one way to save dollars for company survival. Because of these actions, the impact on Harford's contract training program was enormous. This crisis affected contract training at colleges nationwide.

As a strategy for contract training growth, Harford Community College is working closely with its long term, committed business and government partners by providing more flexible training alternatives such as negotiated pricing and increased class sizes. Internally, Harford staff negotiated the costs/fees of instructors downward in order to reduce the training costs to contract training clients. Harford also reduced internal administrative costs to supplement the reduced instructor costs.

Externally, Harford began to market its services to industrial and business parks by selling "cohort" training. Cohort training allows several different companies to refer one or two employees to training with other companies in order to obtain a class size that will run in a cost-effective manner. In this way a company only needs to pay for one or two employees, reducing that company's training costs, and the desired class will run because of the number of employers participating in pooling their resources.

Because of Harford's close proximity to Aberdeen Proving Ground, the College made a decision to invest in a training facility on the Post in order to have direct accessibility to the incoming Department of Defense contractors and the new Commands that are relocating here due to BRAC. Also, Harford hired a full-time contract training

coordinator to assist the Government and IT Director with administrative duties while the director markets Harford's training products and services to the APG tenants.

Harford Community College believes that the strategies employed will improve the College's contract training results. For FY 2011 Harford has already seen an increase in revenue and enrollment numbers in these areas.

HOWARD COMMUNITY COLLEGE

Enrollment in noncredit community service and lifelong learning courses

The economic climate had a definite impact on enrollments in lifelong learning and community service courses in FY09. Traditionally, when the economy is unpredictable and in stress, enrollments in credit courses rise while they decline in noncredit courses. This is especially true for lifelong learning and community service courses, which depend on discretionary income. In addition, there is increased competition in Howard Community College's service area from multiple private and public organizations offering similar services. To help plan and design noncredit classes around the needs of the community, the college continues to monitor interest in courses that are popular in other areas of the state and nation. Eliciting and responding to suggestions from current students and faculty help the college provide residents with well-planned noncredit community service and lifelong learning courses.

MONTGOMERY COLLEGE

Successful-persister rate after four years

Commission Assessment: The successful-persister rate for all students declined from 76.7% for the Fall 2004 cohort to 72.6% for the Fall 2005 cohort, below the benchmark of 75.0%. Although the rate for developmental completers increased substantially, from 79.3% to 85.7%, the rate for college-ready students declined for a second consecutive year to 78.3%, below the benchmark of 81.0%, and this decrease drove the decline in the overall measure. Explain the reasons for this decline and discuss strategies to improve performance on this measure.

Campus Response: The successful-persister rate for all students and college-ready students in the 2006 cohort reversed the previous two-year decreases. We believe this increase, while the rates have not returned to the 2003 cohort levels, will continue as a result of a number of strategic initiatives implemented to address student performance in their initial semesters at the College. More emphasis on attendance at Orientation, the implementation of the First-Year Experience, increased attention to mandatory prerequisites, and several programs focused on providing assistance and support for at-risk students are all components of a renewed effort to promote student success.

Graduation-transfer rate after four years

Commission Assessment: The graduation-transfer rate for all students declined from 54.3% for the Fall 2004 cohort to 48.5% for the Fall 2005 cohort, below the benchmark of 49.0%. Although the rate for developmental completers increased substantially, from 52.2% to 56.8%, the rate for college-ready students declined from 61.7% to 54.3%, well below the benchmark of 62.0%, and this decrease drove the decline in the overall measure. Explain the reasons for this decline and discuss strategies to improve performance on this measure.

Campus Response: These rates for college-ready and all students increased for the 2006 cohort after having declined for several cohorts. Similar to efforts noted in regard to the increases in successful-persister rates, the College believes these rates will be maintained in the future. After a year-long effort to explore and identify a College response to President Obama's "Completion Agenda," the College will be implementing a number of varied programmatic efforts to enhance graduation-transfer rates as well as successful-persister rates. These efforts will include the outcomes of a redesign of our developmental mathematics courses, implementation of considerable increases in tutoring and instructional support labs, and expanded professional development programs focused on successful pedagogical innovations.

Successful-persister rate after four years (Indicator 17a, 17c)
and
Graduation-transfer rate after four years (Indicator 18).

Commission Assessment: As noted above, the successful-persister and graduation-transfer rates declined for all students. The rate of decline was greater for minority students than for white students. Discuss any factors identified as contributing to this disproportionate decline, and discuss strategies for improving performance on these measures.

Campus Response: The State Plan expresses a vested interest in identifying and closing the achievement gap among student groups. Data from the degree progress model for the fall 2006 cohort shows that when student race/ethnicity is examined without consideration of academic preparedness (indicator #21), African-American (70 to 73 percent) and Hispanic (67 to 74 percent) students are shown to have lower rates of persistence than Asian students (76 to 88 percent) students -- and this is true across all previous cohort groups.

In addition, African-American (44 to 51 percent) and Hispanic (34 to 44 percent) students are consistently less likely to graduate and/or transfer within four years than Asian student (52 to 61 percent) students – and this too is true across all cohort groups (indicator 22).

It is noted, however, that closing the disparity in success between groups with regard to level of academic preparedness and race continues to be a challenge. The College continues to exert significant programmatic effort and resources to address this concern – and the efforts thus far have been somewhat successful. A slight achievement gain in persistence is noted for each nonwhite race/ethnic group; and a slight achievement gain in graduation/transfer rate for Asian students, while the success of African-American and Hispanic students remained unchanged.

The College's commitment to its diverse populace is consistent with its mission and with the state's Diversity Goal. To achieve this goal, the College has in place necessary support systems and programs to help students excel, regardless of their academic starting point, or academic preparation. Programs like the First-Year Experience, Boys to Men, the Academic Capstone Experience, high school partnerships, and the internship program at the Smithsonian Institution address the needs of very able students who are academically prepared to take on the challenges of higher education as well as those who are in need of extensive support to get them through the academic and social challenges of the college experience. Course modification in developmental education is also expected to have a positive impact. With that said, the benchmarks have been raised and stretched out above the current achievement levels in anticipation that course modifications and support systems will raise levels of success.

Enrollment in Continuing Professional Education leading to government- or industry-required certification or licensure

Commission Assessment: Headcount and annual enrollments declined in this area for the second consecutive year. Headcount declined from 7,661 in FY 2007 to 6,902 in FY 2009, below the benchmark of 8,000, and annual enrollment declined from 12,120 in FY 2007 to 11,171 in FY 2009, below the benchmark of 13,500. Specify factors contributing to this decline and discuss strategies to improve the College's performance on this measure.

Campus Response: These enrollment declines primarily reflect the impact of local economic conditions which have reduced the availability of money for personal professional development as well as business and governmental funds for post-employment training of employees. Limited job prospects cause individuals to put off obtaining additional credentials and certifications.   The College expects this program service area to resume previous levels once the economy improves and both personal and employer budgets will allow increased levels of professional development activities.

PRINCE GEORGE'S COMMUNITY COLLEGE

Market share of recent college-bound high school graduates

Commission Assessment: The market share of recent college-bound high school graduates has declined substantially in each of the last two years, from 49.2% in 2006-2007 to 45.9% in 2007-2008 and 40.6% in 2008-2009. This strong downward trend has left the College well below its benchmark of enrolling 55% of the market share of recent college-bound high school graduates. Provide an explanation for the downward trend in this indicator, and describe any new initiatives or strategies that the College has employed to enroll a larger share of recent college-bound high school graduates.

Campus Response: The 2010 PAR recorded a 5.3 percent decline in the college's market share of recent college-bound high school graduates (from 45.9 percent in AY2007-08 to 40.6 percent in AY2008-09). The 2011 PAR indicated that this percentage had recovered dramatically to 47.3 percent. (PAR 12) This reversal can be attributed to more targeted and proactive recruiting and additional application support programs and activities. College representatives met with the area's home school governing body to identify times and locations where presentations could be made to parents and prospective students. In addition to visiting area public and all private high schools, the recruitment staff expanded the number of community events they attended. There was also an increase in the number of open houses – for students and parents, and targeted campus events to promote a greater awareness of scholarships and other forms of financial aid available to prospective students. The college also revised and simplified its on-line application.

Developmental completers after four years

Commission Assessment: The developmental completers rate after four years has ranged from 26% to 28% over the last four years. The current rate of 26% for the fall 2005 cohort is significantly below the College's benchmark of 50% for the fall 2006 cohort.   Provide an explanation for the factors that prevent the College from increasing this rate, and describe any strategies to be used to increase performance on this measure.

Campus Response: The college's fall-to-fall retention rate for both developmental and college-ready students continued to improve steadily. (PAR 3) That said, the college did not meet its 2011 benchmark of having 40 percent of those in need of developmental course work completing that work within four years. (PAR 4) The college believes that the increase in fall-to-fall retention among developmental students will result in an increase in the number of individuals completing their developmental requirements.

That said, the college continues to be proactive in addressing this issue. Prospective college students are advised as to the importance of the placement tests required of all incoming students. PGCC continues to offer ACCUPLACER placement testing at Prince

George's County public high schools. As the successful-persister rate after four years data (PAR 5) for developmental non-completers indicates, over 60 percent of these students were still enrolled after four years; they just had not completed their developmental sequence. These data and an examination of best practices have resulted in the college moving forward with plans to require entering students to begin their developmental sequence within their first fifteen billable credits and continue through the sequence in consecutive semesters until completion. This approach is supported by PAR indicator 5 data showing that those who do complete the developmental sequence within four years have a persister rate (86 percent) almost identical to that of "college ready" students (87 percent). To support this more focused approach the college is also instituting a more intrusive advising process geared toward advocating a "must" rather than a "may" approach to an optimal course sequence to degree.

Performance at transfer institutions

Commission Assessment: The percentage of transferred students with cumulative GPAs of at least 2.0 after one year is 75.4%, well below the College's benchmark of 90.0%. The mean GPA of transferred students after one year is 2.50, well below the College's benchmark of 3.00. Provide an explanation for the factors that prevent the College from increasing this rate, and describe any strategies to be used to increase performance on this measure.

Campus Response: The 2010 Accountability Report noted an increase in both the percent of transfer students achieving a 2.00 GPA or better after their first year and the mean GPA of this group. However, the college met neither of its benchmarks in these areas: a) 90 percent with a cumulative GPA above 2.00; b) a mean GPA of 3.00. The college is addressing this issue via the creation of an "optimal pathway" to transfer and by encouraging students to transfer after obtaining an associate's degree. The "optimal pathway" presents incoming students with a recommended sequence of courses intended to provide a strong foundation for success at their transfer institution. This more clearly defined pathway also provides advisors and program faculty with an additional "roadmap" tool to support students. The college is also beginning to work more closely with its high transfer institutions to obtain greater insight into the successes of and challenges facing PGCC transfer students at these institutions.

Percent minority full-time faculty

Commission Assessment: The percentage of full-time faculty who belong to minority groups decreased from 37.0% in Fall 2008 to 36.3% in Fall 2009, well below the College's benchmark of 40.0%. Provide an explanation for the factors that prevent the College from increasing this rate, and describe any strategies to be used to increase performance on this measure.

Campus Response: The college has faced a serious dilemma over the years relative to compressed salary schedules. A comprehensive classification and compensation study was completed in March 2009 by Hendricks & Associates, Inc., Washington, DC. The study concluded that credit instructional faculty salaries at Prince George's Community College ranked #5 among the five larger Maryland community colleges—Anne Arundel, Baltimore City, Community College of Baltimore County and Montgomery College. Because of limited budgets the college has not been in a fiscal position to fully implement the recommendations contained in the compensation study. That being said, faculty recruitments for fall 2009, 2010 and 2011 resulted in nine minority candidates for faculty credit instructional positions declining job offers because of the salary.

Occupational program associate degrees and credit certificates awarded in business

Commission Assessment: In FY 2008 the College awarded 81 degrees or certificates in business, which marks a continuous downward decline in this indicator from 115 credentials in FY 2005. Despite a small increase to 83 in FY 2009, the figure is also considerably below the College's FY 2010 benchmark of awarding 127 credentials in this program area.

Campus Response: The decline in awards represents a shift in student enrollment from a program designed to prepare an individual for employment (the A.A.S. degree) to a program that prepares a student for transfer to a four-year institution (A.S. degree). Between fall 2005 and fall 2010 the number of students enrolled in the business associate in applied science degree program declined by 20.6 percent from 737 to 585. During this same period the number of students enrolled in associate of science business program increased from 594 to 717 or 20.7 percent.

Occupational program associate degrees and credit certificates awarded in data processing

Commission Assessment: In FY 2008 the College awarded 60 degrees or certificates in public service, down from 91 in FY 2007 and 135 in FY 2006. The current figure marks the lowest number of credentials awarded in this area in at least the last four years, and is well below the College's FY 2010 benchmark of awarding 112 credentials in this program area.

Campus Response: Since fall 2005, enrollment in applied degree and certificate programs in data processing has declined. This reflects an enrollment shift to both transfer programs (A.S. degrees), and more specialized and emerging occupational degree programs such as computer information systems (A.A.S. degree), computer engineering technology (A.A.S. degree), and information security (A.A.S. degree). The enrollment decline impacted the number of awards recorded during this period.

Percentage of expenditures on instruction and selected academic support

Commission Assessment: The percentage of expenditures on instruction and selected academic support has dropped steadily from 57% in FY 2005 to 50% in FY 2008. The current figure is significantly below the College's FY 2010 benchmark of 70%. Explain the obstacles to reaching this benchmark and discuss strategies for improving performance on this measure.

Campus Response: The college was asked to address the gap between the percentage of expenditures allocated to instruction and selected academic support (52 percent) and its FY2010 benchmark of 70 percent as reported on the 2010 Accountability Report. Quite frankly, the 70 percent target was probably an overly ambitious goal. The college believes its FY2015 benchmark of 45 percent instruction coupled with 11 percent academic support is much more realistic. (2011 PAR 8)

WOR-WIC COMMUNITY COLLEGE

Developmental completers after four years (Indicator 9).

Commission Assessment: Despite an increase in this measure from 28% for the Fall 2004 cohort to 33% for the Fall 2005 cohort, the rate remains is well below the College's benchmark of 40.0%. Explain the obstacles to achieving the benchmark and describe strategies to improve performance on this measure.

Campus Response: The percentage of students who require developmental coursework and complete it within four years has increased over the past three years to 36.3 percent for the fall 2006 cohort. The college has set its five-year benchmark at 45 percent. One challenge in achieving the benchmark is that more than 80 percent of Wor-Wic's students require at least one developmental course (Student Characteristic B), the largest percentage of any community college in the state. In the fall of 2010, almost 90 percent required developmental coursework and almost half required it in more than one discipline.

Policy changes implemented in the fall of 2009 require students who need developmental coursework to enroll in at least one developmental course in any semester/session during which they take more than one course. In addition, an intrusive advising program was implemented to assist "at-risk" students. "At risk" students are defined as those who are experiencing academic difficulty, are on academic probation or returning from suspension, or those who have self-referred. Since data for this indicator is reported in a four-year time frame, this policy change and advising program will not have much influence until later cohorts are reported. The college's new student success and goal completion initiatives currently being implemented (SOAR sessions, student success course changes, combined courses and the PASS program) will impact the student cohorts reported in the next accountability cycle.

Enrollment in non-credit workforce development courses (Indicator 24).

Commission Assessment: Headcount enrollments declined in these courses from 6,361 in FY 2008 to 6,099 in FY 2009, below the benchmark of 6,494. Annual enrollments declined from 9,180 in FY 2008 to 8,762 in FY 2009, below the benchmark of 9,581. Identify the factors contributing to this decline and discuss whether the College has plans to add or drop programs to respond better to local needs and improve performance on this measure.

Campus Response: Enrollment in continuing education workforce development courses decreased 9 percent over the past three years from 9,180 in FY 2008 to 8,369 in FY 2010. Unduplicated headcount decreased from 6,361 to 5,792 in the same time frame. Several factors might have contributed to this decline. Corporate, nonprofit and government agencies and organizations have decreased their training and professional development

budgets due to the economic downturn. The number of students whose employers paid their tuition decreased 8 percent from FY 2008 to FY 2010.

Another contributing factor could be is the impact that tuition rate increases have on the affordability of continuing education classes. In addition, government training programs, such as the Workforce Investment Act (WIA), have received federal budget cuts, which have decreased their ability to pay for client training programs. The number of students who did not have their tuition paid by employers decreased 10 percent from FY 2008 to FY 2010.

In FY 2011, the college partnered with the Lower Shore Workforce Alliance to deliver basic computer skills training at the One-Stop Job Market. Eligible participants are dislocated workers and others referred by various agencies. These students want to update their computer skills for the workplace. Course hours and offerings will expand over the next year. In the fall of 2011, Wor-Wic will offer three new continuing education certificate tracks. These tracks allow students to gain expertise and a credential in the designated area and therefore increase their opportunity for employment.
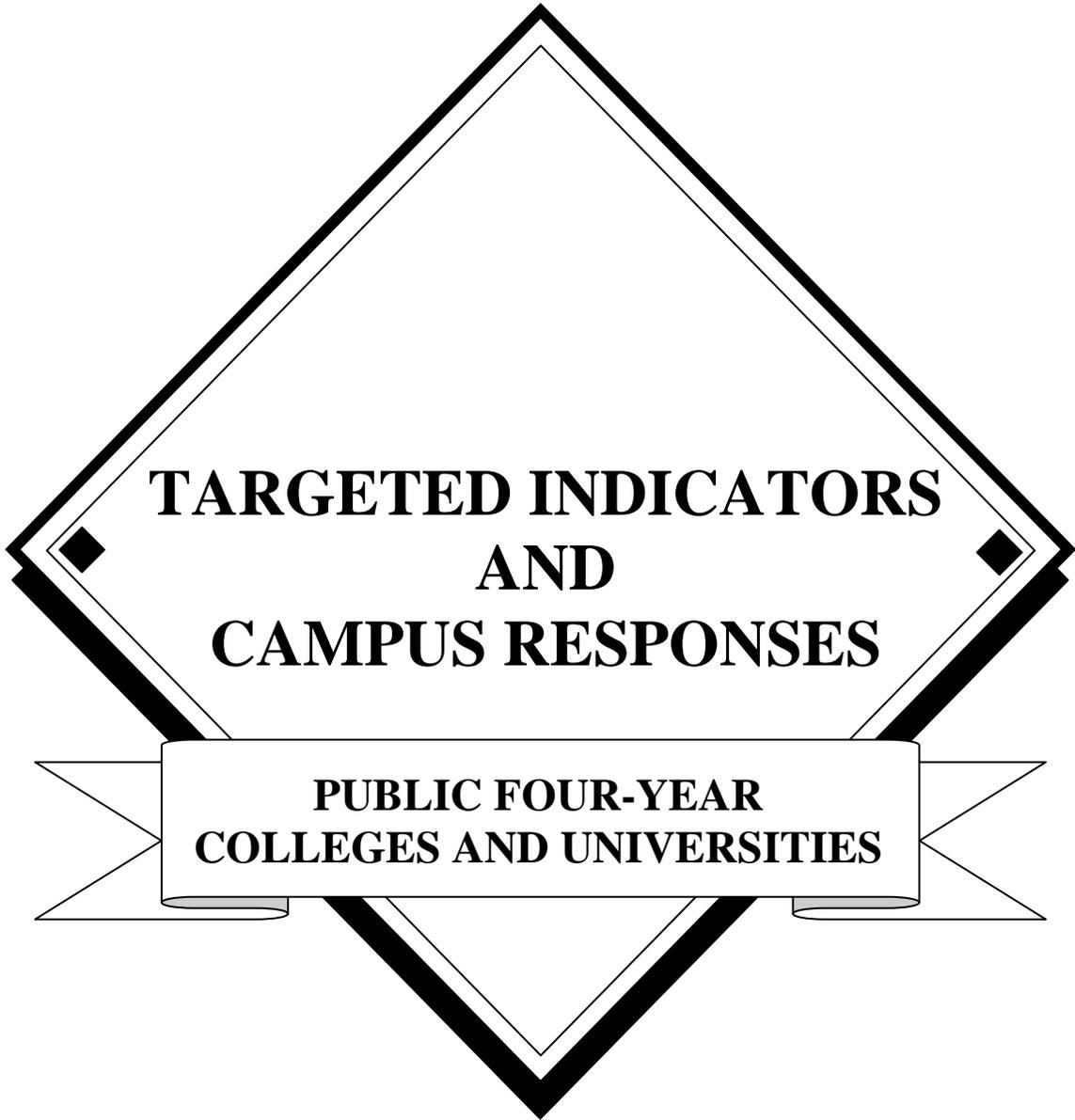
TARGETED INDICATORS
AND
CAMPUS RESPONSES

PUBLIC FOUR-YEAR
COLLEGES AND UNIVERSITIES

BOWIE STATE UNIVERSITY

Objective 2.2 – Increase the undergraduate six-year graduation rate from 45% in 2009 to 50% in 2014.

Commission Assessment: The six-year graduation rate decreased to 43% in 2010 at a time when graduation rates increased across the state. Explain the decline in graduation rate and describe some of the specific strategies employed by the University to increase this performance measure.

Campus Response: The 2011 (2004 cohort) six-year graduation rate was 40 percent and marked a second year of decline. Other USM institutions including Frostburg, Towson, UMBC and UMCP, also experienced slight declines. The University implemented two new strategies in FY 2011 to enhance student success.

In spring 2011, Bowie State piloted an early alert system called Starfish. The Advisement Center staff participated in the pilot, which also involved 22 high-enrollment courses in math, English and natural sciences, and the TRIO program. For fall 2011, early alert usage is anticipated to expand to 40 faculty, 9 advisors, and approximately 1500 students. Starfish tracks students' absences, tardiness, low academic performance and behavioral issues. The early alert system in Starfish ensures that Advisement Specialists are notified by the professors when a student is flagged for one of the reasons above; affected students are called and/or emailed by their advisor to make appointments to discuss their situation.

The Knowledge Enhancement through Educational Programs (KEEP) program was developed during FY 2011 and implemented in summer/fall 2011. The KEEP program was developed after analysis shared with the Closing the Achievement Gap committee identified approximately 200 new fall 2010 freshmen and transfer students on academic warning at the end of the spring 2011 semester. The KEEP program is an intrusive advisement program that combines both individual and group sessions designed to assist students by addressing issues that contributed to difficulties in academic performance and to integrate socially.

Anticipated new efforts in FY 2012 include the hiring of College level retention coordinators. College retention coordinators will be responsible for providing early academic intervention and support to help junior and senior undergraduates succeed academically. The retention coordinators working with the Center for Excellence in Teaching and Learning, will provide faculty development workshops in such areas as curricular design and integrating technologies, best practices in faculty advising, and using the early alert system.

Objective 2.3 – Increase the number of online and hybrid courses annually, from 55 in 2009 to 90 in 2014, and offer at least 4 predominantly or fully at online programs by 2014.

Commission Assessment: The University has identified the RN-to-BSN program as one that will be delivered predominantly online. Specify the date at which the program is expected to begin. Also, specify the strategies that the University has used or will use to prioritize or identify other programs which will be delivered online.

Campus Response: The University's Nursing Department received $250,000 in FY 2009 to develop an online curriculum for the RN to BSN track, to improve programmatic retention and graduation rates, and to promote the Nursing program to health centers in BSU's vicinity. Since 2009, a predominant number of nursing courses offered in the RN-BSN track have been placed online. Community Practice will be implemented in the fall 2011 term. There are two other courses to be placed online: NURS 315 Pathophysiology and NURS 350 Nursing Practice Concepts. To date, these courses are offered in a hybrid form, but these courses will be fully online by the end of the 2011-2012 academic year.

Several policy changes have occurred recently that necessitate review of the RN to BSN track. The University approved in spring 2011 an Online Course Policy which requires review of existing online courses to ensure they meet the standards as outlined in the policy. This effort was supported during the University's spring 2011 Middle States Reaffirmation visit. In addition, the University has to go through a substantive change process with Middle States Commission on Higher Education before offering a program fully online. Presently, the RN to BSN track does not fall under the MSCHE guidelines.

COPPIN STATE UNIVERSITY

Objective 3.1 – Increase the six-year graduation rate for all students from 17.5% in FY 2010 (2003 cohort) to 26% in FY 2014 (2007 cohort).

Commission Assessment: The six-year retention rate decreased again in 2010 to 17.5%, reaching a new ten-year low and continuing a decline of several years. At the same time, graduation rates have been increasing across the state. Last year, the Commission asked the University to provide information about the declining graduation rate, and the University responded with information about efforts to identify strategies that will increase second-year retention. While the University is to be commended in improving its retention rate in 2010, it appears that a focus on retention will not be sufficient to reverse the decline in the graduation rate, especially as the retention rate for the target cohort (the cohort entering in Fall 2007) was one of the lowest in recent university history. The University has made reference in recent years to a strategic plan for enrollment but has not identified specific steps in the plan that are intended to improve persistence to graduation. Please discuss specific factors that have been identified as contributing to persistence beyond the second year, and describe specific strategies that have been implemented to improve graduation rates.

Campus Response: The Summer Academic Success Academy (SASA) was piloted in the summer of 2010, and was fully operational during summer of 2011. This intensive, six-week comprehensive program is designed to help new-direct-from high school students improve their academic skills, bridge their transition to the University, and increase their placement test scores so that they are prepared to move strategically to graduation. The program affords participants the opportunity to:
- Develop the English, math, and reading skills required for university work while earning university credits,
- Develop the social, intellectual, and emotional strategies for successful integration into the University, and
- Improve placement test scores (in post-testing)

The Summer Academic Success Academy is an academically rigorous, intensive six-week summer residential program. Program participants receive comprehensive support services that continue throughout the students' undergraduate experience at CSU. The Summer Academy is an opportunity for selected students to realize an academic and social edge, includes a structured introduction to the University and the City of Baltimore. The Academy, while academic in nature, encourages students to form lasting bonds of friendships through regular social and cultural activities. Students who have participated in similar summer programs at Coppin report that the summer program experience made a difference in their matriculation at Coppin.

The First Year Experience Program (FYE) is implemented in a 2-phase process by the Interim Dean of the First Year Experience Program. FYE is designed to: provide outcome

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information that informs academic decisions by faculty and administrators; enhance students' first year of university life; and, most importantly, increase student retention and graduation rates. The FYE program involves several initiatives designed to help students graduate on time, enroll in graduate and professional studies, and enter the workforce. FYE includes the following components: the Student Academic Success Academy; a redesigned Freshmen Orientation Course; Counseling Center for Student Development; Student Success Center; and a future Campus-wide Mentoring Program.

Student Success Center, implemented in January of 2011, is a one-stop shop designed for use by all students. Advisement, Records and Registration, Financial Aid, and Student Success Coaches each maintain a representative at the Center. Students with more significant issues are directed to a specific office within the Administration building where the Center is housed. Students are encouraged to use the Center as a front line resource for all of their needs. Spring 2011 usage and other survey data are currently under review and analysis.

Center for Adult Learning was developed to better address issues relating to the University's non-traditional student population. It is recognized that the needs of the non-traditional student are quite different from those of traditional students. Because of work and family commitments, adult learners (students at least 25 years of age) are often unable to share in some of the services and programs designed for traditional students. To better serve this cohort of students, a faculty-managed Center was designed and implemented through partnership with the Student Success Center. The Center adopted a more flexible schedule of operation, to include evenings and weekend services. Success coaching is provided by the Center.

Freshman Male Initiative (FMI) was developed to assist males in their transition to CSU. FMI is envisioned as a learning community. Male freshmen are assigned a peer mentor. The mentor provides 10-15 hours a week with the male freshman addressing study skills, test-taking, college survival, interactions with faculty and administrators, and a host of other activities related to enhancing the students' chance of success. Male students who participated in FMI experienced a 76% 1st to 2nd year retention as compared to the 61% rate for the non-FMI male student population. (See Appendix FMI Report)

Objective 5.1 – Increase the percent of alumni giving from 3% in FY 2010 to 6% in FY 2014.
<div align="center">*and*</div>
Objective 6.2 – Increase total philanthropic funding on the basis of moving 3-year average by 2014 to $3 million.

Commission Assessment: Discuss strategies that the University expects to employ to realize a significant increase in charitable giving in the current economic climate.

Campus Response: Strategies or initiatives that CSU expects to employ to improve advancement-related outcomes include the following:

- New and enhanced strategies to increase alumni support. These are persons who have a familiarity and vested interest in the University. Alums will also be asked to identify additional alums and other potential donor prospects.
- Identifying and developing appropriate cultivation and solicitation strategies to present to various corporations, foundations, organizations and individuals that have a need and/or interest in a particular career demand area, e.g. health care, criminal justice, science and mathematics (STEM), areas that are currently offered at Coppin State.
- Working with faculty and deans to identify funding possibilities in their individual areas for grant and/or corporate support.
- Development of advisory boards for the different schools at CSU, which will be made up of corporate senior executives and middle managers whose primary responsibility will be that of assisting in fundraising efforts for the individual Schools.
- Using students more effectively to develop and enhance relationships.
- Continuing to engage the Foundation Board and the Board of Visitors in identifying potential donor prospects.
- Identifying various sororities, fraternities, churches, and professional organizations that have been supportive in the past and developing the appropriate cultivation and solicitation strategy to continue their support.
- Providing consistent communications to alumni, corporate supporters, friends of Coppin and other constituents.
- Developing partnerships with local developers, community organizations and corporate partners, and
- Enhance stewardship responsibilities.

Objective 6.1 – Expend at least 2.0% as replacement cost for facility renewal and renovation through 2014.

Commission Assessment: Spending on this measure decreased from 0.9% in 2009 to 0.3% in 2010. Describe the obstacles to achieving this goal and the strategies to be used to overcome those obstacles.

Campus Response: The economic and budget conditions affecting the state continue to impact CSU's progress in toward this goal. While CSU is committed to meeting targets established by the Board of Regents in this area, it believes that higher operating facility renewal funding will be required to achieve the targeted efficiency percentage.

FROSTBURG UNIVERSITY

Objective 2.1 – Increase the second-year retention rate of FSU undergraduates from 74% in 2009 to 76% in 2014.

Commission Assessment: The second-year retention rate decreased to 72.0% in 2010 at a time when retention rates increased across the state. Explain the factors that have been identified as contributing to the decline in the retention rate, discuss the extension of supplemental instruction and sophomore year experience programs discussed in the 2010 PAR, and describe any other specific strategies employed by the University to increase this performance measure.

Campus Response: Frostburg State University is committed to improving student retention rates. The University's current programs to improve student persistence are described below. The decrease in the second-year retention rate of all first-time, full-time students at the University (from 74.0% in 2009 to 72.0% in 2010) can be partly attributed to an increase in voluntary withdrawals. For the current reporting period, this performance measure has increased to 74.0 percent.

The University Advisory Council on Retention and the Retention Work of the Colleges

The University Advisory Council on Retention has focused its recent work on two primary areas: the need for internal marketing and an examination of the sophomore year. The council believes that improving student persistence at Frostburg requires the University to better communicate its success stories to the entire campus community. The council also believes the University must improve programming for second-year students if persistence at the University is to be improved. As of this writing, the Council continues to explore these concerns.

The colleges plan to increase student persistence in their programs through improved student advising. Faculty advisors in the College of Business (COB) are supported by a central advising office where students are informed of degree requirements and helped with course selection. This model allows business faculty to focus more of their advising time with students on career counseling and mentoring. The College of Education (COE) and the College of Liberal Arts and Sciences (CLAS) use a faculty-only advising model. However, both are examining alternative options. The dean's office in the COE is currently working on establishing an advising center that will, similar to the COB, provide supplementary advising services for students and support resources for faculty. In the CLAS, a college-level committee has recently been established to develop a plan for improving advising and to conduct a feasibility study regarding the establishment of a CLAS advising office.

Closing the Achievement Gap

As part of a wider University System of Maryland initiative, the University established under the Provost a *Closing the Achievement Gap Task Force* to identify and implement strategies to address the disparity in retention and graduation rates between men and women at the University.[2] These strategies are briefly identified below.

- *Implementing Course Redesign* – The University successfully piloted and implemented its course redesign of General Psychology in 2008. The redesign was part of the USM Course Redesign Initiative in conjunction with the National Center for Academic Transformation (NCAT). Students enrolled in redesigned courses perform significantly better than those in traditionally taught courses.[3] A course redesign of Developmental Math (DVMT 100 Intermediate Algebra) was piloted in the spring 2011 semester with full implementation expected in fall of 2011. Plans are also underway to utilize course redesign in the Department of Communication Studies.

- *Providing Supplemental Instruction* – Supplemental Instruction (SI) is a proven method of academic support that utilizes peer-assisted, activity-based study sessions. The major difference between this approach and traditional tutoring is that it is integrated into the course design rather than being student-sought external support. Supplements attached to specific courses have been found to be effective in raising student achievement and are more cost-efficient compared to other methods of support. In the past year at FSU, SI has been piloted in the General Psychology course redesign and in the University's MATH 209 Probability and Statistics course, which is one of several math courses eligible to fulfill General Education Program requirements and which is required for some majors.

- *MAP-Works* – A new retention initiative is the University's utilization of MAP-Works, an early warning system that allows faculty, staff, and coaches to record contacts and issue alerts about students who may be experiencing difficulty in adjusting to the academic and social life of college. The aim of the program is to help students address issues early, before academic and social problems become serious. The expectation is that appropriate interventions will improve the retention rate of the freshman cohort. The program started in fall 2010 with 97% of first-time, full-time

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[2] Frostburg State University has identified the achievement gap as significant differences between retention and graduation rates for males and females. Female students show stronger retention and graduation rates than male students. Frostburg State University found few differences in retention or graduation based on race or household income. Therefore, FSU's achievement gap efforts are designed to narrow the differences in attainment between male and female students. The strategies developed by the task force were informed, in part, by the results of the National Survey of Student Engagement, which is used by the institution to measure student involvement at the University.

[3] Students from the redesigned General Psychology sections in more recent semesters performed significantly better (77 percent course average) than students from the initial redesign sections during the pilot semester (70 percent course average). In turn, students from course redesign sections performed significantly better than students in the traditional sections that did not undergo course redesign (65 percent course average). These improvements in learning outcomes also resulted in significant cost savings (from $90/student to $25/student).

freshmen participating and 95 faculty, staff, and coaches using MAP-Works to communicate and interact with these students, share notes with other faculty/staff concerning students, and create alerts that involve specific personnel and offices in helping students resolve problems and connect with campus resources.

- *Offering Extensive Student Support and Tutoring Services* – Frostburg continues to monitor and improve upon strategies that enhance the retention and graduation rates of all its students. These strategies include the Center for Advising and Career Services (see Goal 2 above) and the University's academic support services and monitoring programs offered through the Office of Student Support Services that include tutoring, math support, study groups, peer mentoring, academic advising, career development, and assistance with the financial aid process.

- *Increasing Need-Based Financial Aid* – An important goal for FY 2010 was to increase institutional need-based financial aid. Frostburg reviewed its processes for defining and distributing institutional need-based categories of aid in an effort to identify additional aid resources for all students. The retention rate for the fall 2008 first-time male student cohort receiving institutional need-based aid is 73 percent as opposed to 69 percent for those receiving no institutional need-based aid.

SALISBURY UNIVERSITY

*Objective 4.1 – The second-year retention rates of SU first-time, full-time freshmen will
increase from 85.6% in 2009 to 86.1% in 2014.*

Commission Assessment: The second-year retention rate decreased from 85.6% in 2009
to 83.3% in 2010, at a time when retention rates increased across the state. In the 2010
PAR the University identified several initiatives designed to improve retention rates.
Discuss the progress of these initiatives and their success to date in improving this
performance measure.

Campus Response: Based on initial positive results, SU has expanded many of the
retention initiatives that were first piloted in fall 2009. It is believed that these initiatives
will lead to increases in student retention. In fact, the early positive effects are evidenced
by the 1.3 percentage point increase in student retention reported in this year's
MFR/PAR. The preliminary results for these initiatives are included here:

- Supplemental Instruction (SI) course offerings continue to expand. The expansion is
  based on two years of positive results. During the 2009-10 pilot, students who
  attended five or more SI sessions had significantly higher first-year grades than
  students who attended fewer than five SI sessions (3.3 vs. 2.7). Additionally, SI
  students who attended five or more sessions had higher second-year retention rates
  than those who attended fewer than five sessions (83% vs. 79%). With an expansion
  of the program to 17 sections during the 2010-11 academic year, it was hoped that
  improvement in student success would continue. The 2010-11 SI students performed
  markedly better than students that did not attend SI sessions. The failure rate for SI
  attendees was 9% compared to 30% for those that did not attend at least five SI
  sessions. Additionally, SI attendees had higher grades compared to non-attendees (3.1
  vs. 2.9). Based on these positive results, 30 SI course sections will be offered during
  2011-12.
- Early evidence indicates that students who enrolled in recommended math courses
  based on ALEKS placement scores outperformed students who took courses without
  recommendations. Additionally, the achievement gap between minority and majority
  students in some of these math courses closed markedly when course
  recommendations were followed. Placement test results will continue to be used for
  incoming freshmen course recommendations.
- Based on positive data from fall 2009, the living learning communities (LLC)
  program has been expanded. Students enrolled in LLCs earned higher first-year
  grades (2.87 vs. 2.83) and were retained at a greater rate (83% vs. 81%) then those
  that were not in an LLC during their first year at SU.
- Last year, student participation in the Powerful Connections program increased by
  9%, enrolling a total of 50 first-year students. The Powerful Connections program
  continues to provide support through mentoring and academic and social support

services to students from historically under-represented backgrounds (e.g, African-American and Hispanic).

- As another remediation effort, all first-time, first-year students with a "D" or "F" are contacted by the Center for Student Achievement (CSA) to offer academic support, advising and/or tutorial assistance. Students that sought assistance from the CSA following their poor mid-semester performance were tracked to determine if their semester performance (i.e., grades) and retention were similar to those with failing mid-semester grades that did not seek remediation from the CSA.
  - o Students that used the CSA for support had significantly higher grades at the end of their first semester (2.49) and at the end of their first year (2.55) than those that had a "D" or "F" at mid-semester and did not utilize CSA services (2.00, 2.23, respectively).
  - o Students that frequented the CSA following poor mid-semester performance were retained into their second year at significantly higher rates (85%) than students that did not seek assistance at the CSA (68%).
  - o Based on these positive results, the CSA has expanded the number of tutors and has opened remote sites in two campus buildings in fall 2011.

Objective 2.4 – The number of graduates in STEM-related fields (science, technology, engineering, and mathematics) will increase from 225 in 2009 to 250 in 2014.

Commission Assessment: The University identified factors that contributed to the decline in graduates in 2010, and mentioned plans for initiatives to increase the number of graduates in STEM fields. Describe specific initiatives that have been identified and discuss their progress to date.

Campus Response: To increase the number of SU graduates in STEM fields, the University has implemented several initiatives. In fall 2009, the Henson School of Science and Technology started a STEM living learning community. In the living learning community, first-year science and math majors live together and participate in two required courses. Additionally, they bond in various co-curricular activities to enhance their learning and engagement. Finally, in spring 2010, SU received a National Science Foundation (NSF) grant for almost $1 million to support the recruitment and retention of students in STEM programs. A number of additional STEM initiatives are being developed using these resources. This year, STEM graduates and enrollments increased. The current data for 2011 indicates that SU had 214 STEM graduates, an increase of 6 graduates from the previous year. Additionally, a 7% increase in STEM enrollment will translate to even greater increases in graduates in future years.

TOWSON UNIVERSITY

None.

UNIVERSITY OF BALTIMORE

None.

UNIVERSITY OF MARYLAND EASTERN SHORE

Objective 4.2 – Increase the six-year graduation rate for all UMES students from 42% in 2009 to 50% in 2014.

Commission Assessment: The six-year graduation rate decreased sharply from 42% in 2009 to 36% in 2010 at a time when graduation rates increased across the state. This is the second considerable graduation rate drop in the last four years. In the 2010 PAR the University identified strategies to increase the graduation rate. Evaluate the efficacy of these strategies as they have been deployed to date, and describe any additional strategies that may have been developed to improve performance on this measure.

Campus Response: The decline in the six-year graduation rate from 42% in 2009 to 36% in 2010 mirrors the decline in retention rates, especially the second-year retention rate. This rate was 64.3% for the 2004 cohort of 926, the lowest since 1994 for students starting at UMES and returning to UMES. The second-year retention rate has either held steady or experienced an upward trend since 2005, reaching 74% in 2010. In addition, UMES understands that although a majority of students leave between first and second year, student attrition continues at every student level up to graduation. Therefore, student academic performance and integration into the college life continue to be closely monitored and every effort is made to provide appropriate and seamless support to students. UMES continues to keep a watchful eye on the retention problem and will continue to use best practices that are known to enhance student retention as well as utilize knowledge gained from UMES' own experiences. Results from focused in-house predictive studies of student persistence and monitoring systems are also used.

A major initiative by the president of UMES is the continued emphasis on undergraduate student retention as a first place strategic priority for all UMES divisions and units. Recently, the President has determined that it is not enough to require all divisions to include a retention objective in their strategic operational plans without a systematic process for monitoring each division's, school's, department's or program's progress. Under a new initiative known as the Integrated Recruitment for Retention and Graduation Initiative, every school/academic department will include specific retention percentage increases for programs under its jurisdiction in its annual strategic operational plans and will engage in specific interventions to bring about the desired change. Similarly, all other non-academic divisions and units will develop their own specific annual operational objectives that will contribute to the enhancement of student persistence in specific ways. Progress by various constituencies will be reviewed by the Recruitment for Retention and Graduation Taskforce to be chaired by the President. This underscores the importance attached to the enhancement of student success at UMES and progress will be measured by increased retention and graduation rates by each school, department, or program. To be fully implemented, the initiative will require additional resources including funds for paying a stipend to Faculty Coordinators for all academic

departments and for hiring additional recruiters to meet the State's workforce needs, especially in the STEM area.

UMES will continue to implement retention programs already in place to reverse the low retention and graduation trend including 1) review of its GPA and SAT requirements for admission to ensure that more students with a strong high school academic standing are admitted; 2) use of the redesigned Summer Bridge Program to help students increase their academic preparedness by providing first year courses in Math, Reading, and Writing for credit; 3) offering workshops on personal growth and career development to students to prepare them for lifelong learning and the workplace; and 4) offering the new mentor program to assist first year students with their academic and social transition to college. Mentors will also continue to serve as peer instructors on a teaching team for First Year Seminar Courses. In addition, SMARTHINKING will continue to provide students with convenient tutoring services. It is hoped that through use of a combination of these and other persistence strategies UMES will move back onto its upward trajectory of increasing its graduation rate and consequently, continue to be a net contributor to Maryland's and the nation's workforce needs for the 21st century.

Objective 5.1 – Raise $2 million dollars annually through FY 2014.

Commission Assessment: Discuss the factors that led the university to identify this as an attainable goal for annual fundraising and the strategies that will lead to success.

Response: UMES concludes its seven-year, $14 million campaign on June 30, 2011. That successful campaign will have raised some $15 million, an average of slightly more that $2 million annually. With a fundraising infrastructure in place now--there was no fundraising staff in place just prior to the start of the campaign--UMES expects to continue to raise $2 million annually through fundraising. During the current reporting period UMES has raised $3,937,346 and therefore has far exceeded its target.

UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE

None.

ST. MARY'S COLLEGE OF MARYLAND

Commission Assessment (not tied to a specific indicator): The University reported in the 2010 PAR that benchmarks would be revised once the University had completed a new strategic plan. Please indicate the expected date for the publication and, if different, implementation of the new strategic plan.

Campus Response: The new strategic plan is in progress and is expected to be completed in the Summer 2012. With the hiring of a new president in August 2010 and a new vice president for academic affairs and dean of faculty in August 2011, the College has taken this opportunity to build on the previous development towards a new strategic plan. Campus forums will be held to broadly communicate the planning process and revised plan. The next strategic plan will include revised metrics that will inform future Performance Accountability Report for Maryland Higher Education Commission and Managing For Results for Department of Budget and Management documents.

Objective 1.2 – Improve quality of classroom experience by reducing the student-faculty ratio to 12.6 / 1 by 2009.

Commission Assessment: The student-faculty ratio rose for a second consecutive year. In the 2010 PAR the College explained that the MAT and study-abroad programs had a distorting effect on the student-faculty ratio. Please illustrate these distorting effects, and supply uniform comparative data, by providing three sets of calculations for the student-faculty ratio for each year since 2005: the first incorporating all programs, the second incorporating all programs excluding the MAT and study-abroad programs, and the third incorporating the MAT and study-abroad programs only. Discuss whether the ratio is increasing or decreasing; if increasing, describe steps to be taken to reverse the increase.

Campus Response: The inclusion of the MAT program participants and undergraduate study abroad students into this student-faculty ratio calculation provides a figure that is not representative of the ratio of undergraduate students to faculty on the St. Mary's campus. Both endeavors have participants that are not being taught by faculty teaching exclusively in the undergraduate program on-campus. The College has provided the student-faculty ratio for the entire College as well as the ratio excluding study-abroad and the MAT program as a way to demonstrate the distortion.

Objective 1.3 – By 2009, increase faculty salaries at each rank to 95% of the median salary for the top 100 liberal arts colleges in the U.S. News & World Report's America's Best Colleges.

Commission Assessment: The College is to be commended for achieving the 95% benchmark for full professors despite various financial and economic obstacles. Describe

the steps that will be taken to achieve the same benchmark for assistant and associate professors, particularly any steps that were effective in reaching the goal for full professors.

Campus Response: St. Mary's College is committed to supporting a strong faculty at the core of its mission. The Board of Trustees approved an average 4% increase for tenure-track assistant professors in 2010 in response to the faculty retention language in the budget bill (BRFA). The College plans to ask the Board of Trustees to take similar action in support of associate professor and professor salaries in 2011. The College notes that the private peers have continued to increase faculty compensation and will continue to take steps to provide competitive salary levels.

Objective 2.1 – By fiscal year 2009, recruit diverse first-year classes having an average *SAT score of at least 1240 and an* average *high school GPA of at least 3.43.*

Commission Assessment: The College has successfully increased the high school GPA of the entering class. However, SAT scores have not improved substantially, and the racial and ethnic diversity and proportion of first-generation students in the class have declined. Describe strategies for pursuing increased SAT scores, racial and ethnic diversity, and first-generation students in the entering class.

Campus Response: The College is actively pursuing new strategies for recruiting a diverse and talented entering class. These strategies include analyzing the recruitment of high capacity (categorized by high school grade-point average and SAT scores), first-generation, and under-represented minority students. These important issues of diversity and quality of the incoming class will be prime topics of focus for the new dean of admissions and financial aid. The goals of attracting and retaining a diverse and well-qualified student body ready for rigorous honors level college coursework through graduation has been a renewed focus of the president and senior administration. The future strategic plan will reflect the new strategies, goals and objectives to support this initiative.

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

Commission Assessment: This measure declined sharply to 58% in 2010. The measure has fluctuated substantially from year to year, but if there are any unusual factors at work in 2010, please provide an explanation. In addition, while the rate has *averaged* 66% over the last five years, the indicator calls for a *minimum* 66% rate. Specify strategies for ensuring that the rate increases, ideally, or does not fall below the minimum.

Campus Response: The College is committed to supporting all students through graduation. There are no unusual factors at work here as the fluctuations are due to a small sample size. The DeSousa-Brent Scholars, which is a program that targets first-

generation college students and seeks to give them the support they need to perform at high academic levels, along with other retention programs, have been strengthening. With the introduction of a grant from MHEC to support the expansion of DeSousa-Brent Scholars, this program will be expanded from supporting 30 first-year students to 100 scholars each year. The College remains committed to supporting a diverse student body through graduation but is concerned that retention may be negatively affected by the greater economic downturn. With the small population of minority students at the College, a loss of a few students constitutes a relatively large drop in projected graduation rates for this population. Additionally, one of the retention risk factors is affordability, which can negatively affect graduation rates. Strategies to strengthen need-based aid are being evaluated.

Objective 3.1 – Increase the percent of out-of-state students within the entering first-year class to 22% by 2009.

Commission Assessment: This measure declined sharply from 21% in 2009 to 13% in 2010, and although the College reached this benchmark in 2005 it has not returned to that level since that time. Explain this decline and discuss steps to be taken to remedy the deficiency.

Campus Response: With the introduction of the next strategic plan, the target for this metric of 22% will likely be revised. Out-of-state tuition is set to cover the full calculated cost of education. Therefore, the increases in out-of-state tuition have risen more rapidly than in-state tuition and affected the affordability of the College for this sub-population of students. The direction the College will pursue regarding the recruitment targets for out-of-state students will be a focused topic of discussion.

Objective 3.3 – The percent of graduating seniors who studied abroad while at SMCM will be 50% by spring 2009.

Commission Assessment: This rate, which was 40% in 2007 and 2008, surged strongly to 46% in 2009. In 2010, this measure regressed to 39%. Explain the decline and discuss strategies for improving student participation in study-abroad experiences.

Campus Response: Over the past few years, the College saw a steady increase in its participation in study abroad programs, but lately has seen a decline attributed to the extra cost of the international experience. The College has made intentional efforts to partner with cost-neutral programs where students can transport their financial aid and have smooth transfer of credit between the host institution and the College. In the Fall of 2008, with the introduction of the new Core Curriculum requirement of Experiencing Liberal Arts in the World (ELAW), all students must either study abroad or participate in an internship or service learning experience. The College expects to see a consistent number of students choosing study abroad as their choice to fulfill this requirement, thereby increasing study abroad participation. The College also considers short-term

study-abroad programs as viable Core Curriculum requirement experiences. Objective 3.3 does not take short-term study-abroad programs into consideration. If it did, participation numbers would be more aligned with the goal. Future iterations of the strategic plan will compensate for this omission**.**

Objective 11.1 – Between 2005 and 2009, increase recycling rates for solid waste from 17% to 25% and reduce electricity consumption per square foot by 15%.

Commission Assessment: The College is to be commended for its success in achieving and far exceeding its benchmark for recycling rates for solid waste. In addition, the College's efforts to use renewable and carbon-neutral energy supplies are praiseworthy. However, the College has not made substantial progress on its goal to reduce electricity consumption. This measure has not been consistently reported in recent years so it is difficult to gauge the precise level of conservation efforts, but it is clear that the college's original ambitious goal has not been met. Discuss obstacles to reducing consumption, the place of conservation in the college's sustainability plan, and any steps that have been or will be taken to reduce electricity use.

Campus Response: The relatively static kWh/ GSF figures are predominately a consequence of the addition of large, energy intensive buildings and a modest shift in the number of cooling/ heating degree days. While the College has maintained a "green building" policy since 2007, the types of buildings we have added (science labs) use considerably more than the College's average. Eliminating the new buildings from the analysis would show a reduction in energy usage per GSF of 7%. The College estimates that if not for the 2008 energy performance contract (EPC), the green building policy, and student/staff initiatives, energy consumption would be 24% higher than today's figures.

Electricity conservation is a hallmark of the College's 2010 Climate Action Plan. It is the College's intention to continue moving forward with a number of energy efficiency upgrades around campus; often investing in higher-priced capital projects with the intent of significantly reducing facility lifecycle costs through avoided energy use. The College is currently conducting a scoping study for a second EPC and anticipates moving forward with the project within the next year. It is currently the College's goal to reduce campus energy consumption (heating oil, propane, electricity, gasoline and diesel fuel) by up to 20% in the next nine years through energy efficiency projects, installations of renewable energy systems and behavior/operational changes.

Furthermore, the scheduled installation of sub-metering equipment will be completed in the winter of 2013-2014. This new equipment allows the College the ability to evaluate consumption on a real-time basis and will give the College the capacity to better plan and prioritize projects to enhance energy savings.

UNIVERSITY OF MARYLAND, BALTIMORE

None.

UNIVERSITY OF MARYLAND, BALTIMORE COUNTY

Objective 5.3 – Increase the number of Ph.D. degrees awarded from 86 in FY 2009 to 96 in FY 2014.

Commission Assessment: The number of Ph.D. degrees awarded declined slightly from 86 in 2009 to 84 in 2010, although the long-term trend remains positive. Describe strategies used to increase the number of Ph.D. completions.

Campus Response: The Graduate School closely monitors progression through the various milestones toward the Ph.D. The Ph.D. Candidacy Ceremony celebrates those who have reached candidacy and highlights the importance of reaching this stage. We have Graduate Student Success seminars on a variety of academic topics, including some targeted at dissertation completion. We hold a week-long Dissertation House twice per year where a group of 15-20 students work with our dissertation coach to complete daily progress toward articulated goals. The dissertation coach also has weekly office hours and online consulting sessions throughout the year. The University Counseling Services sponsors groups that focus on supporting dissertation completion. Our Graduate Student Association provides travel and research grants to support professional development and progress toward completion. The GSA also has a writing tutor to assist students with structuring their dissertations. In 2011 UMBC produced 97 graduates.

Objective 7.1 – Allocate expenditures on facility renewal to meet 2% target by FY 2014 from 0.7% in FY 2009.

Commission Assessment: Spending on this measure decreased from 0.7% in 2009 to 0.2% in 2010. Describe the obstacles to achieving this goal and the strategies to be used to overcome those obstacles.

Campus Response: UMBC has made progress under the BOR initiative to increase state funding for Facilities Renewal by .2% per year until the 2% target is achieved.   After falling to .2% in FY 2010 from .7% in FY 2009, the percent of replacement cost expended in facility renewal and renovation increased to .3% in FY 2011, with this modest increase due primarily to reallocation of one-time resources. With continued flat or declining state appropriations, limits on tuition rate increases, and rising expenses due to enrollment growth, it will be very challenging to make significant progress on this objective. Options for reallocation are being explored, as there is recognition that the current level of funding is quite inadequate to meet critical needs. (Objective7.1). After falling one percentage point in FY 2010, our percent of operating budget savings rose to 3% in FY 2011, exceeding our goal of maintaining a rate of 2% by FY 2014 (Objective 7.2).

UNIVERSITY OF MARYLAND, COLLEGE PARK

None.

MORGAN STATE UNIVERSITY

Objective 1.2 – Increase the percent of non African-American students to 11% by 2011.

Commission Assessment: The enrollment of non-African American students declined in 2010 because of a decline in the number of international students. The University has described, in recent editions of the PAR, long-term strategies to attract a diverse student population and the expectation that these strategies will gradually increase the proportion of non-African American students. However, the proportion of US-based students who are not African American has remained stable for the last several years. Please describe specific strategies that will be employed to diversify the student population.

Morgan Response: The University historically has been open to all students although its primary constituency has been African American. As the state's college age population becomes increasingly minority, the historic mission of the University will be of increasing importance to the state. Additionally, as the programmatic and capital inventory of the University is enhanced, we expect to be able to attract a more diverse student body.

Morgan has undertaken a number of strategies to increase the number of non-African American students.

The University has begun an outreach program with the Baltimore Hispanic Coalition to publicize Morgan and recruit students. Morgan also was voted one of the top 25 universities for Hispanic students by Hispanic Network this past fall. For the last two years the University has participated in the U.S. Hispanic Youth Entrepreneur Education conference in which students are recognized for their academic accomplishments and receive scholarships.

Additionally, the University has initiated an active outreach to surrounding school superintendents' offices, including those from outside the urban centers of Prince George's County and Baltimore City. This outreach has included the counties of Anne Arundel, Howard, Montgomery and Baltimore in an effort to further increase the diversity of our applicant pool and student body.

The Office of Public Relations has also enhanced the University's visibility through local and national media campaigns. This exposure has assisted the university to reach and inform a larger market share that will help to diversify the university's population. The Office of Enrollment Management and Veteran Services recently hosted a delegation from the Association of Independent Maryland Schools which consists of Maryland private and parochial schools. The purpose of this meeting was to expose the guidance counselors to the opportunities that Morgan has to offer in an effort to further diversify the University's applicant pool and enrollment.

Objective 1.4 – Increase enrollment of promising students at minimum of 30% through 2011.

Commission Assessment: This measure has decreased sharply in each of the last two years and the benchmark has been revised downward. Explain the reasons for this decrease and steps identified to address the issue.

Morgan Response: The University has always strived to provide access to students who otherwise may not be able to attend college because of lack of adequate academic preparation. However, we also have always strived to ensure that students attending Morgan have the opportunity for success in and completion of their education. We are seeking a balance and combination of students that will allow for academic and economic diversity while allowing for student success.

Strategies used for identifying promising students include outreach by our Center for Academic Success and Achievement (CASA) into fifteen high schools in the Baltimore City and Baltimore County high schools to inform high school students, counselors, and principals of the opportunities available for students at Morgan State University and particularly the academic support and special programs offered by CASA. Of particular note is CASA Academy, a six-week residential summer program that provides up to 300 promising students who are not regularly admissible with the opportunity to become prepared for college through developmental courses in reading, math, and English, and seminars in study skills, time management, and other tools for success. Students who successfully complete the summer program are regularly admitted into the University for the fall. The program is free of charge to in-state students; out-of-state students pay a nominal fee to cover their board.

ONE PAGE PROFILES

ALL PUBLIC COLLEGES AND UNIVERSITIES

ALLEGANY COLLEGE OF MARYLAND

Allegany College of Maryland is a lifelong learning community dedicated to excellence in education and responsive to the changing needs of the communities we serve. Our focus is the preparation of individuals in mind, body, and spirit for lives of fulfillment, leadership, and service in a diverse and global society. We are committed to engaging students in rich and challenging learning opportunities within a small college atmosphere that is known for its personal touch.

Performance Indicator	FY2007	FY 2008	FY2009	FY2010	Benchmark FY 2015
Annual unduplicated headcount:					
Credit students	4,710	4,713	5,082	4,805	**4,850**
Noncredit students	8,395	8,716	9,137	9,011	**9,200**

Performance Indicator	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Benchmark Fall 2010
Market share of first-time, full-time freshmen	66.4%	61.6%	67.6%	63.2%	**65.1%**

Performance Indicator	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Benchmark Fall 2011 Cohort
Graduation- transfer rate after four years					
a. College-ready students	47.8%	60.2%	59.0%	54.8%	**75.0%**
b. Developmental completers	36.2%	50.8%	45.6%	49.5%	**70.0%**
c. Developmental non-completers	27.3%	26.2%	25.2%	21.7%	**n/a**
d. All students in cohort	36.0%	42.5%	43.6%	40.2%	**58.0%**

Performance Indicator	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years					
a. African American	17.1%	12.2%	19.8%	18.0%	**NA**
b. Asian, Pacific Islander	<50 cohort	<50 cohort	<50 cohort	<50 cohort	**NA**
c. Hispanic	<50 cohort	<50 cohort	<50 cohort	<50 cohort	**NA**

Performance Indicator	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	2008 Follow-up Survey	2008 Benchmark
Graduate satisfaction with goal achievement	96%	95%	93%	93%	**93%**
Graduate satisfaction with transfer preparation	82%	91%	90%	84%	**83%**
Graduate satisfaction with job preparation	77%	76%	82%	96%	**86%**
Employer satisfaction with career program graduates	87%	94%	100%	n/a	**91%**

Performance Indicator	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Benchmark Fall 2015
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	9.7%	10.2%	10.1%	9.5%	**8.2%**
b. Percent non-white service area population, 18 or older	8.8%	9.1%	8.5%	12.2%	**n/a**

Campus-Specific Performance Indicator	FY 2008	FY 2009	FY 2010	FY 2011	Benchmark FY 2016
Tuition and fees as a % of tuition and fees at MD public four-year institutions	43.8%	44.4%	43.4%	45.4%	**45.1%**

	AY 2006-2007	AY 2007-2008	AY 2008-2009	AY 2009-2010	Benchmark AY 14-15
Academic performance at institutions of transfer: Mean GPA after first year	2.65	2.74	2.90	2.90	**2.93**

ANNE ARUNDEL COMMUNITY COLLEGE

With learning as its central mission, Anne Arundel Community College responds to the needs of a diverse community by offering high quality, affordable, and accessible learning opportunities and is accountable to its stakeholders.

Performance Indicator	FY2007	FY2008	FY2009	FY2010	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	21,373	21,752	22,927	24,750	**25,666**
Noncredit students	34,920	37,634	34,707	30,937	**31,242**

Performance Indicator	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Benchmark Fall 2015
Market share of first-time, full-time freshmen	60.7%	60.3%	58.8%	57.9%	**63.0%**

Performance Indicator	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Benchmark 2011 Cohort
Graduation- transfer rate after four years					
a. College-ready students	67.4%	66.3%	66.2%	66.6%	**68.0%**
b. Developmental completers	58.8%	62.0%	56.7%	60.5%	**63.0%**
c. Developmental non-completers	27.6%	21.9%	31.5%	31.3%	**n/a**
d. All students in cohort	50.9%	49.8%	51.0%	52.7%	**54.0%**

Performance Indicator	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Benchmark 2011 Cohort
Graduation-transfer rate after four years					
a. African American	49.2%	35.2%	42.2%	43.1%	**54.0%**
b. Asian, Pacific Islander	56.9%	53.7%	63.6%	57.3%	**58.0%**
c. Hispanic	65.9%	42.9%	57.1%	48.3%	**54.0%**

Performance Indicator	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	2008 Follow-up Survey	2008 Benchmark
Graduate satisfaction with goal achievement	93.8%	95.7%	96.4%	98.8%	**97.0%**
Graduate satisfaction with transfer preparation	80.7%	89.0%	87.6%	77.8%	**90.0%**
Graduate satisfaction with job preparation	84.7%	84.9%	89.3%	84.6%	**89.0%**
Employer satisfaction with career program graduates	96.3%	88.9%	100.0%	100.0%	**95.0%**

Performance Indicator	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Benchmark Fall 2015
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	24.8%	25.6%	26.4%	28.5%	**30.0%**
b. Percent non-white service area population, 18 or older	22.6%	23.0%	23.4%	25.2%	**n/a**

Campus-Specific Performance Indicator	AY 2006-2007	AY 2007-2008	AY 2008-2009	AY 2009-2010	Benchmark AY 2014-2015
Market share of recent, college-bound high school graduates	70.4%	73.6%	70.2%	70.6%	**70.0%**
Academic performance at institutions of transfer: GPA after 1st year	2.68	2.74	2.82	2.80	**2.85**

	FY 2007	FY 2008	FY 2009	FY2010	Benchmark FY 2015
Annual course enrollments in contract training courses	39,747	47,043	44,917	35,235	**36,997**

BALTIMORE CITY COMMUNITY COLLEGE

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

Performance Indicator	FY2007	FY2008	FY 2009	FY 2010	Benchmark FY 2015
Annual unduplicated headcount:					
Credit students	10,393*	10,299*	10,599*	10,390	**13,500**
Noncredit students	12,473*	12,297*	10,948*	10,932	**11,500**

Indicates revised data.

Performance Indicator	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Benchmark Fall 2015
Market share of first-time, full-time freshmen	19.2%	24.0%	18.9%	19.3%	**23.0%**

Performance Indicator	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Benchmark Fall 2011 Cohort
Graduation- transfer rate after four years					
a. College-ready students	51%	53%	57%	31.2%	**42.0%**
b. Developmental completers	33%	43%	32%	37.7%	**48.0%**
c. Developmental non-completers	22%	17%	21%	29.4%	**n/a**
d. All students in cohort	28%	27%	27%	31.6%	**38.0%**

Performance Indicator	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Benchmark Fall 2011 Cohort
Graduation-transfer rate after four years					
a. African American	25%	23%	23%		**30%**
b. Asian, Pacific Islander	na (n=4)	na (n=3)	na (n=10)		**30%**
c. Hispanic	na (n=1)	na (n=7)	na (n=9)		**30%**

Performance Indicator	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	2008 Follow-up Survey	2008 Benchmark
Graduate satisfaction with goal achievement	90%	98%	92%	99%	**95%**
Graduate satisfaction with transfer preparation	79%	76%	73%	80%	**80%**
Graduate satisfaction with job preparation	81%	76%	79%	84%	**90%**
Employer satisfaction with career program graduates	100%	100%	100%	na	**95%**

Performance Indicator	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Benchmark Fall 2015
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	93.5%	91.0%	90.9%	91.0%	Not benchmarked
b. Percent non-white service area population, 18 or older	66%	68%	67%	68.7%	**n/a**

CARROLL COMMUNITY COLLEGE

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

Performance Indicator	FY2007	FY2008	FY2009	FY 2010	Benchmark FY 2015
Annual unduplicated headcount:					
Credit students	4,662	4,825	4,908	5,442	**5,500**
Noncredit students	8,273	9,221	9,266	9,110	**9,300**

Performance Indicator	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Benchmark Fall 2015
Market share of first-time, full-time freshmen	50.0%	50.8%	54.6%	51.1%	**50.0%**

Performance Indicator	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Benchmark Fall 2011 Cohort
Graduation- transfer rate after four years					
a. College-ready students	67.7%	81.7%	82.1%	81.7%	**70.0%**
b. Developmental completers	68.1%	64.3%	66.4%	64.9%	**70.0%**
c. Developmental non-completers	28.7%	18.8%	25.0%	23.0%	**n/a**
d. All students in cohort	59.9%	55.9%	58.6%	57.9%	**60.0%**

Performance Indicator	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Benchmark Fall 2011 Cohort
Graduation-transfer rate after four years					
a. African American	N<50	N<50	N<50	N<50	**60.0%**
b. Asian, Pacific Islander	N<50	N<50	N<50	N<50	**60.0%**
c. Hispanic	N<50	N<50	N<50	N<50	**60.0%**

Performance Indicator	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	2008 Follow-up Survey	2008 Benchmark
Graduate satisfaction with goal achievement	99%	99%	93%	99%	**95%**
Graduate satisfaction with transfer preparation	70%	79%	79%	73%	**85%**
Graduate satisfaction with job preparation	100%	80%	89%	93%	**90%**
Employer satisfaction with career program graduates	100%	100%	100%	n/a	**100%**

Performance Indicator	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Benchmark Fall 2015
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	6.3%	5.9%	6.6%	7.7%	**8.0%**
b. Percent non-white service area population, 18 or older	8.0%	7.9%	7.9%	7.7%	**n/a**

Campus-Specific Performance Indicator	FY 2007	FY 2008	FY 2009	FY 2010	Benchmark FY2015
Annual course enrollments in contract training courses	4,333	5,085	5,227	4,698	**5,500**
Annual course enrollments in workforce development courses	7,464	8,606	8,908	8,695	**9,000**

	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Benchmark Fall 2011 Cohort
Successful-persistor rate after four years					
a. College-ready students	85.4%	84.1%	93.6%	92.5%	**85.0%**
b. Developmental completers	89.9%	87.7%	86.4%	83.6%	**85.0%**
c. Developmental non-completers	46.3%	35.9%	37.5%	40.7%	**n/a**
d. All students in cohort	80.0%	74.5%	75.3%	75.1%	**75.0%**

CECIL COLLEGE

Cecil College is an open-admission, learner-centered institution, which provides career, transfer, and continuing education coursework and programs that anticipate and meet the dynamic intellectual, cultural, and economic development needs of Cecil County and the surrounding region. Through support services and a technologically enriched learning environment, the College strives to empower each learner with skills, knowledge, and values needed for college preparation, transfer to four-year institutions, workforce entry or advancement, and personal enrichment. Further, Cecil College promotes an appreciation of cultural diversity, social responsibility, and academic excellence.

Performance Indicator	FY2007	FY2008	FY 2009	FY 2010	Benchmark FY 2015
Annual unduplicated headcount:					
Credit students	2,727	2,968	3,110	3,277	**3,700**
Noncredit students	5,265	4,661	4,687	4,679	**5,100**

Performance Indicator	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Benchmark Fall 2015
Market share of first-time, full-time freshmen	59.6%	67.7%	53.5%	27.4%	**60.0%**

Performance Indicator	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Benchmark Fall 2011 Cohort
Graduation- transfer rate after four years					
a. College-ready students	63%	63%	53%	60%	**70%**
b. Developmental completers	55%	54%	53%	57%	**70%**
c. Developmental non-completers	31%	26%	28%	24%	**n/a**
d. All students in cohort	47%	45%	41%	44%	**60%**

Performance Indicator	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Benchmark Fall 2011 Cohort
Graduation-transfer rate after four years					
a. African American	n<50	n<50	n<50	n<50	**n/a**
b. Asian, Pacific Islander	n<50	n<50	n<50	n<50	**n/a**
c. Hispanic	n<50	n<50	n<50	n<50	**n/a**

Performance Indicator	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	2008 Follow-up Survey	2008 Benchmark
Graduate satisfaction with goal achievement	94%	97%	100%	100%	**95%**
Graduate satisfaction with transfer preparation	92%	78%	87%	85%	**85%**
Graduate satisfaction with job preparation	82%	75%	91%	93%	**80%**
Employer satisfaction with career program graduates	82%	100%	86%	n/a	**95%**

Performance Indicator	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Benchmark Fall 2015
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	10.8%	10.9%	10.8%	14.2%	**15.0%**
b. Percent non-white service area					
population, 18 or older	9.2%	8.6%	9.9%	10.8%	**n/a**

CHESAPEAKE COLLEGE

Chesapeake College is a comprehensive public two-year regional community college serving the educational needs of the residents of Caroline, Dorchester, Kent, Queen Anne's and Talbot counties on Maryland's Eastern Shore. Chesapeake College's mission states that the college will offer affordable, quality educational experiences in a learner-centered environment. Each student's success is nurtured by comprehensive support services, innovative instructional approaches and individual attention. The college is the regional center for economic development, sustainability, recreation and the arts.

Performance Indicator	FY2007	FY 2008	FY 2009	FY 2010	Benchmark FY 2015
Annual unduplicated headcount:					
Credit students	3,455	3,493	3,579	3,914	**4,188**
Noncredit students	8,052	8,484	10,357	9,127	**9,766**

Performance Indicator	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Benchmark Fall 2015
Market share of first-time, full-time freshmen	52%	52%	52%	53.7%	**54.0%**

Performance Indicator	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Benchmark Fall 2011 Cohort
Graduation- transfer rate after four years					
a. College-ready students	55%	71%	67%	64%	**65%**
b. Developmental completers	48%	52%	44%	45%	**50%**
c. Developmental non-completers	20%	21%	25%	18%	**n/a**
d. All students in cohort	38%	44%	43%	41%	**43%**

Performance Indicator	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Benchmark Fall 2011 Cohort
Graduation-transfer rate after four years					
a. African American	23%	33%	39%	24%	**35%**
b. Asian, Pacific Islander	<50	<50	<50	<50	**n/a**
c. Hispanic	<50	<50	<50	<50	**n/a**

Performance Indicator	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	2008 Follow-up Survey	2008 Benchmark
Graduate satisfaction with goal achievement	90%	97%	97%	99%	**98%**
Graduate satisfaction with transfer preparation	72%	57%	87%	68%	**82%**
Graduate satisfaction with job preparation	77%	78%	87%	90%	**85%**
Employer satisfaction with career program graduates	86%	100%	89%	100%	**95%**

Performance Indicator	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Benchmark Fall 2015
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	19.0%	18.0%	21.0%	23.1%	**21%**
b. Percent non-white service area population, 18 or older	19.0%	19.0%	19.0%	19.6%	**n/a**

Campus-Specific Performance Indicator	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Benchmark Fall 2015
Market share of part-time undergraduates	74%	73%	73%	72.8%	**73.0%**

	FY 2007	FY 2008	FY 2009	FY 2010	Benchmark FY 2015
Enrollment in online courses					
a. Credit	1,895	2,054	2,391	3,219	**3,541**
b. Non-credit	212	261	338	615	**357**

	FY 2008	FY 2009	FY 2010	FY 2011	Benchmark FY 2016
Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	44.1%	46.3%	46.0%	49.9%	**50%**

COLLEGE OF SOUTHERN MARYLAND

The College of Southern Maryland (CSM) is an open-admissions, comprehensive regional community college that fosters academic excellence and enhances lives in Southern Maryland. CSM meets the diverse needs of students and the community by providing accessible, accredited, affordable, and quality learning opportunities for intellectual development, career enhancement, and personal growth. The college embraces lifelong learning and service, providing a variety of personal enrichment and cultural programs in a safe and welcoming environment.

Performance Indicator	FY2007	FY2008	FY 2009	FY 2010	Benchmark FY 2015
Annual unduplicated headcount:					
Credit students	9,979	10,309	11,036	11,685	**13,000**
Noncredit students	12,837	12,234	12,568	12,673	**14,000**

Performance Indicator	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Benchmark Fall 2015
Market share of first-time, full-time freshmen	62.6%	62.9%	58.7%	55.9%	**60.0%**

Performance Indicator	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Benchmark Fall 2011 Cohort
Graduation- transfer rate after four years					
a. College-ready students	63.2%*	67.7%*	61.6%*	63.8%	**67.0%**
b. Developmental completers	53.4%*	52.4%*	45.9%*	52.1%	**54.0%**
c. Developmental non-completers	37.0%*	42.4%*	45.9%*	27.7%	**n/a**
d. All students in cohort	58.7%*	61.8%*	54.3%*	55.6%	**59.0%**

Indicates revised data.

Performance Indicator	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Benchmark Fall 2011 Cohort
Graduation-transfer rate after four years					
a. African American	51.1%	52.7%	48.4%	44.8%	**53.0%**
b. Asian, Pacific Islander	N<50	N<50	N<50	N<50	**n/a**
c. Hispanic	N<50	N<50	N<50	N<50	**n/a**

Performance Indicator	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	2008 Follow-up Survey	2008 Benchmark
Graduate satisfaction with goal achievement	91%	92%	95%	96%	**95%**
Graduate satisfaction with transfer preparation	80%	85%	82%	75%	**83%**
Graduate satisfaction with job preparation	71%	81%	78%	77%	**83%**
Employer satisfaction with career program graduates	83%	95%	100%	n/a	**95%**

Performance Indicator	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Benchmark Fall 2015
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	30.0%	31.7%	31.7%	34.2%	**35.0%**
b. Percent non-white service area population, 18 or older	30.0%	30.8%	31.2%	32.1%	**n/a**

Campus-Specific Performance Indicator	FY 2008	FY 2009	FY 2010	FY 2011	Benchmark FY 2016
Tuition and fees as a % of tuition and fees at MD public four-year institutions	48.0%	50.7%	50.7%	51.5%	**50.0%**

	FY 2007	FY 2008	FY 2009	FY 2010	Benchmark FY 2015
Nursing License Exam (NCLEX) - RN pass rates	82%	89%	89%	85%	**90%**
Percentage of expenditures on instruction	46.8%	47.4%	46.5%	45.7%	**47.0%**

THE COMMUNITY COLLEGE OF BALTIMORE COUNTY

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

Performance Indicator	FY2007	FY2008	FY 2009	FY 2010	Benchmark FY 2015
Annual unduplicated headcount:					
Credit students	27,817	28,251	30,120	33,817	**34,500**
Noncredit students	37,449	36,653	37,921	38,418	**39,000**

Performance Indicator	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Benchmark Fall 2015
Market share of first-time, full-time freshmen	39.0%	43.1%	43.1%	40.6%	**43.0%**

Performance Indicator	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Benchmark Fall 2011 Cohort
Graduation- transfer rate after four years					
a. College-ready students	55.4%	55.1%	60.3%	57.7%	**58.0%**
b. Developmental completers	51.5%	49.5%	53.9%	51.8%	**55.0%**
c. Developmental non-completers	27.1%	27.3%	28.8%	26.8%	**n/a**
d. All students in cohort	46.4%	45.3%	45.5%	42.9%	**47.0%**

Performance Indicator	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Benchmark Fall 2011 Cohort
Graduation-transfer rate after four years					
a. African American	36.9%	36.2%	36.4%	35.6%	**38.0%**
b. Asian, Pacific Islander	55.6%	54.4%	64.9%	55.5%	**57.0%**
c. Hispanic	37.1%	40.6%	37.7%	35.8%	**38.0%**

Performance Indicator	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	2008 Follow-up Survey	2008 Benchmark
Graduate satisfaction with goal achievement	94.0%	97.0%	95.0%	96.2%	**95.0%**
Graduate satisfaction with transfer preparation	72%	81%	72%	77%	**80%**
Graduate satisfaction with job preparation	83%	88%	82%	82%	**85%**
Employer satisfaction with career program graduates	96%	92%	84%	N/A	**90%**

Performance Indicator	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Benchmark Fall 2015
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	40%	41%	44%	50%	**52%**
b. Percent non-white service area population, 18 or older	31%	31%	32%	34%	**n/a**

Campus-Specific Performance Indicator	FY 2008	FY 2009	FY 2010	FY 2011	Benchmark FY 2016
Tuition and fees as a % of tuition and fees at Maryland public four-year institutions	43.5%	43.2%	46.7%	46.9%	**46.0%**

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Benchmark Fall 2015
Percent minorities of full-time faculty	17.0%	17.0%	18.0%	20.0%	**23.0%**
Percent minorities of full-time administrative/professional staff	28.0%	28.0%	28.0%	30.0%	**32.0%**

FREDERICK COMMUNITY COLLEGE

Frederick Community College is a student-centered, community focused college preparing individuals to meet the challenges of a diverse, global society through quality, accessible, innovative, lifelong learning. Frederick Community College offers courses, degrees, certificates, and programs for workforce preparation, transfer, and personal enrichment. Through these offerings, the College enhances the quality of life and economic vitality of Frederick County.

Performance Indicator	FY2007	FY2008	FY 2009	FY 2010	Benchmark FY 2015
Annual unduplicated headcount:					
Credit students	7,045	7,650	8,580	9,087	**7,400**
Noncredit students	10,837	10,905	10,450	9,937	**16,500**

Performance Indicator	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Benchmark Fall 2015
Market share of first-time, full-time freshmen	56.0%	56.0%	56.1%	55.6%	**56.0%**

Performance Indicator	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Benchmark Fall 2011 Cohort
Graduation- transfer rate after four years					
a. College-ready students	76.4%	79.2%	78.0%	75.7%	**77.0%**
b. Developmental completers	60.1%	57.3%	62.0%	60.4%	**60.0%**
c. Developmental non-completers	31.2%	34.3%	42.0%	36.4%	**n/a**
d. All students in cohort	62.3%	62.3%	64.0%	62.4%	**63.0%**

Performance Indicator	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Benchmark Fall 2011 Cohort
Graduation-transfer rate after four years					
a. African American	-	55%	-	-	**-**
b. Asian, Pacific Islander	-	-	-	-	-
c. Hispanic	-	-	-	-	-

Performance Indicator	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	2008 Follow-up Survey	2008 Benchmark
Graduate satisfaction with goal achievement	96%	95%	95%	97%	**95%**
Graduate satisfaction with transfer preparation	88%	80%	94%	79%	**85%**
Graduate satisfaction with job preparation	83%	100%	83%	89%	**90%**
Employer satisfaction with career program graduates	100%	100%	80%	NA	**100%**

Performance Indicator	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Benchmark Fall 2015
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	23.1%	24.9%	25.0%	25.3%	**25.0%**
b. Percent non-white service area population, 18 or older	17.6%	18.1%	18.4%	19.6%	**n/a**

GARRETT COLLEGE

Garrett College provides accessible, quality education in a supportive environment to a diverse student population. 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.

Performance Indicator	FY2007	FY2008	FY 2009	FY 2010	Benchmark FY 2015
Annual unduplicated headcount:					
Credit students	984	1,004	1,039	1,095	**1,260**
Noncredit students	3,897	3,638	3,199	3,705	**4,000**

Performance Indicator	Fall 2007	Fall 2007	Fall 2009	Fall 2010	Benchmark Fall 2015
Market share of first-time, full-time freshmen	77.5%	78.9%	79.4%	78.6%	**80.0%**

Performance Indicator	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Benchmark Fall 2011 Cohort
Graduation- transfer rate after four years					
a. College-ready students	86.2%	82.8%	79.2%	93.2%	**90.0%**
b. Developmental completers	77.4%	84.2%	58.0%	62.6%	**75.0%**
c. Developmental non-completers	39.0%	71.4%	44.0%	44.2%	**n/a**
d. All students in cohort	68.8%	81.4%	59.9%	69.6%	**75.0%**

Performance Indicator	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Benchmark Fall 2011 Cohort
Graduation-transfer rate after four years					
a. African American	<50	<50	<50	<50	**n/a**
b. Asian, Pacific Islander	<50	<50	<50	<50	**n/a**
c. Hispanic	<50	<50	<50	<50	**n/a**

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

Performance Indicator	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Benchmark Fall 2015
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	11.5%	14.7%	13.4%	17.5%	**20.0%**
b. Percent non-white service area population, 18 or older	1.9%	2.1%	2.0%	2.1%	**n/a**

Campus-Specific Performance Indicator	AY 06-07	AY 07-08	AY 08-09	AY 09-10	Benchmark AY 14-15
Market share of recent, college-bound high school graduates	75.2%	73.1%	81.5%	77.8%	**83.0%**
Academic performance at institutions of transfer: GPA after 1st year	3.01	3.04	3.05	2.79	**2.95**

	FY 2008	FY 2009	FY 2010	FY 2011	Benchmark FY 2016
Tuition and fees as a % of tuition and fees at Maryland public four-year institutions	42.4%	44.7%	44.1%	44.0%	**50.0%**

HAGERSTOWN COMMUNITY COLLEGE

Hagerstown Community College (HCC) offers transfer and career associate degree programs; certificate programs; credit and basic skills courses; student support services; and continuing education, workforce development and lifelong learning opportunities. The College is dedicated to delivering high quality education at a reasonable cost to meet the needs of its service area.

Performance Indicator	FY2007	FY2008	FY 2009	FY 2010	Benchmark FY 2015
Annual unduplicated headcount:					
Credit students	5,264	5,531	5,901	6,523	**7,000**
Noncredit students	10,895	10,573	10,334	9,888	**9,900**

Performance Indicator	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Benchmark Fall 2015
Market share of first-time, full-time freshmen	62.5%	63.8%	65.5%	70.4%	**71.0%**

Performance Indicator	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Benchmark Fall 2011 Cohort
Graduation- transfer rate after four years					
a. College-ready students	75.5%	77.9%	75.0%	85.4%	**86.0%**
b. Developmental completers	68.5%	63.8%	61.5%	69.1%	**70.0%**
c. Developmental non-completers	27.9%	28.8%	38.6%	28.9%	**n/a**
d. All students in cohort	59.2%	59.6%	60.0%	64.2%	**65.0%**

Performance Indicator	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Benchmark Fall 2011 Cohort
Graduation-transfer rate after four years					
a. African American	*	*	*	*	**n/a**
b. Asian, Pacific Islander	*	*	*	*	**n/a**
c. Hispanic	*	*	*	*	**n/a**

Cohort for analysis is less than 50 students.

Performance Indicator	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	2008 Follow-up Survey	2008 Benchmark
Graduate satisfaction with goal achievement	93.0%	98.0%	95.0%	98.4%	**98.0%**
Graduate satisfaction with transfer preparation	83.0%	82.0%	86.0%	74.0%	**88.0%**
Graduate satisfaction with job preparation	68.0%	74.0%	87.0%	88.0%	**90.0%**
Employer satisfaction with career program graduates	100.0%	80.0%	89.0%	N/A	**95.0%**

Performance Indicator	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Benchmark Fall 2015
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	12.6%	14.4%	14.5%	19.0%	**20.0%**
b. Percent non-white service area					
population, 18 or older	13.7%	14.1%	14.2%	14.7%	**n/a**

HARFORD COMMUNITY COLLEGE

Harford Community College is a dynamic, open-access institution that provides high quality educational experiences for the community. The College promotes lifelong learning, workforce development, and social and cultural enrichment.

Performance Indicator	FY2007	FY2008	FY 2009	FY 2010	Benchmark FY 2015
Annual unduplicated headcount:					
Credit students	7,861	8,297	8,616	9,720	**11,268**
Noncredit students	17,343	17,685	17,849	15,289	**16,500**

Performance Indicator	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Benchmark Fall 2015
Market share of first-time, full-time freshmen	58.8%	60.6%	60.7%	64.8%	**62.0%**

Performance Indicator	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Benchmark Fall 2011 Cohort
Graduation- transfer rate after four years					
a. College-ready students	73.8%*	62.4%*	74.2%*	74.5%	**75.0%**
b. Developmental completers	55.7%*	59.0%*	61.7%*	64.1%	**65.0%**
c. Developmental non-completers	28.4%*	22.4%*	22.6%*	32.6%	**n/a**
d. All students in cohort	55.4%*	51.1%*	57.0%*	59.7%	**60.0%**

Indicates revised data.

Performance Indicator	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Benchmark Fall 2011 Cohort
Graduation-transfer rate after four years					
a. African American	43.9%	37.3%	49.4%	52.0%	**60.0%**
b. Asian, Pacific Islander	n < 50	n < 50	n < 50	n < 50	**n/a**
c. Hispanic	n < 50	n < 50	n < 50	n < 50	**n/a**

Performance Indicator	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	2008 Follow-up Survey	2008 Benchmark
Graduate satisfaction with goal achievement	94.0%	96.0%	87.8%	99.3%	**95.0%**
Graduate satisfaction with transfer preparation	81.0%	81.0%	72.4%	80.0%	**82.0%**
Graduate satisfaction with job preparation	78.0%	81.0%	71.1%	n/a	**80.0%**
Employer satisfaction with career program graduates	100.0%	100.0%	90.1%	n/a	**95.0%**

Performance Indicator	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Benchmark Fall 2015
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	17.2%	18.4%	20.4%	22.4%	**26.0%**
b. Percent non-white service area population, 18 or older	16.8%	17.1%	17.3%	18.2%	**n/a**

HOWARD COMMUNITY COLLEGE

Providing pathways to success.

Performance Indicator	FY2007	FY2008	FY 2009	FY 2010	Benchmark FY 2015
Annual unduplicated headcount:					
Credit students	10,538	11,274	11,771	12,851	**11,535**
Noncredit students	14,952	17,056	17,467	16,780	**15,701**

Performance Indicator	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Benchmark Fall 2015
Market share of first-time, full-time freshmen	42.5%	43.5%	43.6%	43.0%	**45.0%**

Performance Indicator	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Benchmark Fall 2011 Cohort
Graduation- transfer rate after four years					
a. College-ready students	69.8%	67.6%	72.2%	71.0%	**75.0%**
b. Developmental completers	58.8%	66.1%	64.6%	66.4%	**70.0%**
c. Developmental non-completers	33.3%	37.9%	34.9%	33.6%	**n/a**
d. All students in cohort	51.9%	57.1%	57.1%	57.1%	**60.0%**

Performance Indicator	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Benchmark Fall 2011 Cohort
Graduation-transfer rate after four years					
a. African American	34.9%	47.3%	47.4%	46.4%	**50.0%**
b. Asian, Pacific Islander	62.6%	58.9%	58.7%	62.8%	**60.0%**
c. Hispanic	n<50	n<50	n<50	43.1%	**43.0%**

Performance Indicator	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	2008 Follow-up Survey	2008 Benchmark
Graduate satisfaction with goal achievement	96.4%	94.3%	93.8%	99.0%	**98.0%**
Graduate satisfaction with transfer preparation	82.4%	76.6%	89.3%	80.6%	**83.0%**
Graduate satisfaction with job preparation	84.0%	85.0%	100.0%	89.8%	**90.0%**
Employer satisfaction with career program graduates	91.0%	80.0%	83.0%	n/a	**90.0%**

Performance Indicator	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Benchmark Fall 2015
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	37.6%	39.8%	41.3%	48.2%	**45.0%**
b. Percent non-white service area population, 18 or older	33.8%	34.5%	35.5%	38.0%	**n/a**

Campus-Specific Performance Indicator	FY 2007	FY 2008	FY 2009	FY 2010	Benchmark FY 2015
Employer satisfaction with contract training	100%	100%	100%		**100%**

MONTGOMERY COLLEGE

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

Performance Indicator	FY2007	FY 2008	FY 2009	FY 2010	Benchmark FY 2015
Annual unduplicated headcount:					
Credit students	33,520	34,248	35,604	37,510	**41,636**
Noncredit students	27,544	26,035	25,636	24,881	**25,435**

Performance Indicator	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Benchmark Fall 2015
Market share of first-time, full-time freshmen	48.7%	42.9%	49.4%	49.2%	**52.0%**

Performance Indicator	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Benchmark Fall 2011 Cohort
Graduation- transfer rate after four years					
a. College-ready students	62.0%	61.7%	54.3%	62.1%	**65.0%**
b. Developmental completers	54.7%	52.2%	56.8%	51.1%	**55.0%**
c. Developmental non-completers	25.0%	28.0%	29.7%	42.6%	**n/a**
d. All students in cohort	54.8%	54.3%	48.5%	52.9%	**55.0%**

Performance Indicator	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Benchmark Fall 2011 Cohort
Graduation-transfer rate after four years					
a. African American	49.3%	50.8%	44.5%	44.3%	**50.0%**
b. Asian, Pacific Islander	60.6%	60.3%	51.5%	52.8%	**55.0%**
c. Hispanic	39.3%	44.0%	35.5%	33.5%	**36.0%**

Performance Indicator	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	2008 Follow-up Survey	2008 Benchmark
Graduate satisfaction with goal achievement	99%	97%	93%	98%	**92.0%**
Graduate satisfaction with transfer preparation	79%	88%	91%	77%	**92.0%**
Graduate satisfaction with job preparation	76%	79%	89%	83%	**92.0%**
Employer satisfaction with career program graduates	83%	93%	100%	n/a	**92.0%**

Performance Indicator	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Benchmark Fall 2015
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	53.1%	56.4%	60.3%	64.2%	**68.0%**
b. Percent non-white service area population, 18 or older	44.0%	44.8%	45.6%	48.3%	**n/a**

PRINCE GEORGE'S COMMUNITY COLLEGE

Prince George's Community College transforms students' lives. The college exists to educate, train, and serve our diverse populations through accessible, affordable, and rigorous learning experiences.

Performance Indicator	FY 2007	FY 2008	FY 2009	FY 2010	Benchmark FY 2015
Annual unduplicated headcount:					
Credit students	17,693	17,840	17,996	20,305	**20,000**
Noncredit students	23,382	24,286	22,771	21,157	**23,000**

Performance Indicator	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Benchmark Fall 2015
Market share of first-time, full-time freshmen	27.0%	28.0%	29.2%	28.2%	**40.0%**

Performance Indicator	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Benchmark Fall 2011 Cohort
Graduation- transfer rate after four years					
a. College-ready students	57%	57%	55%	53%	**66%**
b. Developmental completers	41%	44%	50%	45%	**53%**
c. Developmental non-completers	27%	36%	36%	43%	**n/a**
d. All students in cohort	43%	47%	48%	48%	**57%**

Performance Indicator	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Benchmark Fall 2011 Cohort
Graduation-transfer rate after four years					
a. African American	40.8%	42.5%	47.6%	46.6%	**50.0%**
b. Asian, Pacific Islander	50.0%	61.8%	53.1%	50.9%	**65.0%**
c. Hispanic	38.1%	41.9%	29.2%	n<50	**50.0%**

Performance Indicator	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	2008 Follow-up Survey	2008 Benchmark
Graduate satisfaction with goal achievement	95%	93%	94%	97%	**90%**
Graduate satisfaction with transfer preparation	85%	88%	84%	95%	**90%**
Graduate satisfaction with job preparation	70%	75%	80%	95%	**90%**
Employer satisfaction with career program graduates	100%	100%	100%	100%	**100%**

Performance Indicator	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Benchmark Fall 2015
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	91.3%	91.7%	93.1%	89.0%	**81.0%**
b. Percent non-white service area population, 18 or older	79.7%	80.3%	80.9%	83.0%	**n/a**

Campus-Specific Performance Indicator	AY 06-07	AY 07-08	AY 08-09	AY 09-10	Benchmark AY 14-15
Market share of recent, college-bound high school graduates	49.2%	45.9%	40.6%	47.3%	**50.0%**

WOR-WIC COMMUNITY COLLEGE

Wor-Wic is a comprehensive community college that enhances local economic growth by addressing the educational, training and workforce development requirements of the residents of Worcester, Wicomico and Somerset counties. The college serves the unique needs of a divese student body through its educational offerings and comprehensive support services.

Performance Indicator	FY2007	FY2008	FY 2009	FY 2010	Benchmark FY 2015
Annual unduplicated headcount:					
Credit students	4,486	4,862	5,293	5,645	**5,800**
Noncredit students	6,496	7,040	6,792	6,759	**7,000**

Performance Indicator	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Benchmark Fall 2015
Market share of first-time, full-time freshmen	47.2%	49.8%	51.8%	49.9%	**55.0%**

Performance Indicator	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Benchmark Fall 2011 Cohort
Graduation- transfer rate after four years					
a. College-ready students	73.5%	75.0%	75.0%	67.2%	**75.0%**
b. Developmental completers	53.7%	58.5%	64.4%	66.0%	**68.0%**
c. Developmental non-completers	20.0%	19.0%	34.8%	23.9%	**n/a**
d. All students in cohort	42.7%	43.1%	53.1%	48.7%	**55.0%**

Performance Indicator	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Benchmark Fall 2011 Cohort
Graduation-transfer rate after four years					
a. African American	27.8%	23.6%	47.1%	31.6%	**45.0%**
b. Asian, Pacific Islander	*	*	*	*	**n/a**
c. Hispanic	*	*	*	*	**n/a**

*Cohort for analysis is less than 50 students.

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

Performance Indicator	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Benchmark Fall 2015
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	28.6%	28.0%	29.2%	30.6%	**29.0%**
b. Percent non-white service area population, 18 or older	26.8%	27.0%	27.4%	28.9%	**n/a**

Campus-Specific Performance Indicator	FY 2007	FY 2008	FY 2009	FY 2010	Benchmark FY 2015
Employer satisfaction with contract training	98.0%	97.0%	100.0%	100.0%	**95.0%**
	FY 2007	FY 2008	FY 2009	FY 2010	Benchmark FY 2015
Passing rate: Licensed Practical Nurse	100.0%	100.0%	100.0%	100.0%	**100.0%**
Passing rate: Radiologic Tech, AART	100.0%	100.0%	100.0%	100.0%	**100.0%**

BOWIE STATE UNIVERSITY
2011 Accountability Profile

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

Indicator	2002 Follow-Up Survey	2005 Follow-Up Survey	2008 Follow-Up Survey	2011 Follow-Up Survey	2014 Benchmark
Student satisfaction with job preparation	85%	84%	95%	95%	95%
Student satisfaction with grad/prof school prep	88%	95%	98%	97%	98%

Indicator	2001 Cohort	2002 Cohort	2003 Cohort	2004 Cohort	2014 Benchmark
Six year graduation rate	40%	45%	43%	41%	50%

Indicator	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort	2014 Benchmark
Second year retention rate	70%	70%	70%	71%	76%

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

Indicator	2002 Follow-Up Survey	2005 Follow-Up Survey	2008 Follow-Up Survey	2011 Follow-Up Survey	2014 Benchmark
Student satisfaction with grad/prof school prep	99%	100%	97%	89%	70%

Indicator	2001 Cohort	2002 Cohort	2003 Cohort	2004 Cohort	2014 Benchmark
Six year graduation rate of all students	22.0%	18.3%	17.5%	18.2%	26.0%
Six year graduation rate of African Americans	21.5%	18.5%	17.4%	17.2%	23.0%

Indicator	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort	2014 Benchmark
Second year retention rate	62.1%	60.2%	68.4%	69.4%	60.0%

Indicator	2002 Follow-Up Survey	2005 Follow-Up Survey	2008 Follow-Up Survey	2011 Follow-Up Survey	2014 Benchmark
Employment rate of graduates in Maryland	95.4%	94.4%	88.0%	95.0%	85.0%

FROSTBURG STATE UNIVERSITY
2011 Accountability Profile

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

Indicator	2002 Follow-Up Survey	2005 Follow-Up Survey	2008 Follow-Up Survey	2011 Follow-Up Survey	2014 Benchmark
Student satisfaction with job preparation	89%	91%	89%	95%	89%
Student satisfaction with grad/prof school prep	97%	99%	95%	94%	95%

Indicator	2001 Cohort	2002 Cohort	2003 Cohort	2004 Cohort	2014 Benchmark
Six year graduation rate of all students	59.1%	57.3%	60.5%	56.3%	61.7%
Six year graduation rate of African Americans	49.1%	51.5%	53.9%	49.7%	54.0%

Indicator	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort	2014 Benchmark
Second year retention rate	67.0%	74.0%	72.0%	74.0%	76.0%

Indicator	Fall 2007	Fall 2008	Fall 2009	Fall2011	2014 Benchmark
Percent African-American of all undergraduates	19.6%	21.9%	23.7%	23.2%	21.9%

Indicator	2000 Follow-Up Survey	2002 Follow-Up Survey	2005 Follow-Up Survey	2008 Follow-Up Survey	2014 Benchmark
Employment rate of graduates	98%	97%	91%	94%	97%

SALISBURY UNIVERSITY
2011 Accountability Profile

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

Indicator	2002 Follow-Up Survey	2005 Follow-Up Survey	2008 Follow-Up Survey	2008 Follow-Up Survey	2014 Benchmark
Student satisfaction with job preparation	92%	97%	99%	99%	98%
Student satisfaction with grad/prof school prep	98%	99%	100%	100%	98%

Indicator	2001 Cohort	2002 Cohort	2003 Cohort	2004 Cohort	2014 Benchmark
Six year graduation rate of all students	74.5%	74.9%	72.4%	76.7%	76.7%
Six year graduation rate of African Americans	58.1%	64.3%	64.6%	60.0%	66.0%

Indicator	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort	2014 Benchmark
Second year retention rate	83.6%	85.6%	83.3%	84.6%	86.1%

Indicator	Fall 2007	Fall 2008	Fall 2009	Fall 2010	2014 Benchmark
Percent African-American of all undergraduates	11.5%	11.7%	11.9%	11.4%	12.5%

Indicator	2002 Follow-Up Survey	2005 Follow-Up Survey	2008 Follow-Up Survey	2011 Follow-Up Survey	2014 Benchmark
Employment rate of graduates	96%	96%	95%	87%	95%

TOWSON UNIVERSITY
2011 Accountability Profile

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

Indicator	2002 Follow-Up Survey	2005 Follow-Up Survey	2008 Follow-Up Survey	2011 Follow-Up Survey	2014 Benchmark
Student satisfaction with job preparation	90.0%	90.6%	91.6%	90.6%	92.0%
Student satisfaction with grad/prof school prep	97.1%	97.8%	98.7%	99.2%	98.0%

Indicator	2001 Cohort	2002 Cohort	2003 Cohort	2003 Cohort	2014 Benchmark
Six year graduation rate of all students	68.2%	70.6%	75.1%	72.4%	70.0%
Six year graduation rate of African Americans	62.5%	69.9%	75.9%	76.6%	70.0%

Indicator	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort	2014 Benchmark
Second year retention rate	84.2%	83.7%	85.3%	87.4%	87.0%

Indicator	Fall 2007	Fall 2008	Fall 2009	Fall 2010	2014 Benchmark
Percent African-American of all undergraduates	11.3%	11.7%	12.2%	12.5%	13.5%

UNIVERSITY OF BALTIMORE
2011 Accountability Profile

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

Indicator	Fall 2007	Fall 2008	Fall 2009	Fall 2009	2014 Benchmark
Percent African-American of all undergraduates	34.2%	38.0%	42.8%	44.5%	42.8%

Indicator	2002 Follow-Up Survey	2005 Follow-Up Survey	2008 Follow-Up Survey	2011 Follow-Up Survey	2014 Benchmark
Student satisfaction with job preparation	86.7%	85.0%	86.5%	77.9%	88.0%
Student satisfaction with grad/prof school prep	97.6%	100.0%	100.0%	100.0%	100.0%

Indicator	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort	2014 Benchmark
Second year retention rate	69.5%	81.8%	78.0%	76.6%	70.0%

Indicator	2002 Follow-Up Survey	2005 Follow-Up Survey	2008 Follow-Up Survey	2011 Follow-Up Survey	2014 Benchmark
Employment rate of graduates in their fields	95%	92%	95%	94%	95%

UNIVERSITY OF MARYLAND, BALTIMORE
2011 Accountability Profile

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

<u>**Campus-Specific Indicators**</u>

Indicator	2008 Actual	2009 Actual	2010 Actual	2011 Actual	2012 Benchmark
Number nationally recognized memberships and awards	15	17	15	15	16
Number scholarly publications/ activities per full-time faculty	7.1	6.6	6.8	8.4	7.5

Indicator	2008 Actual	2009 Actual	2010 Actual	2011 Actual	2012 Benchmark
Grant/contract awards ($M)	$446.5	$516.0	$566.0	$557.4	$600.0
Number licenses/options executed per year	24	21	16	14	14

Indicator	2008 Actual	2009 Actual	2010 Actual	2011 Actual	2012 Benchmark
Graduates in Nursing, Pharmacy, and Dental					
Nursing	240	288	321	326	345
Pharmacy	114	121	114	147	145
Dental	100	115	117	128	138
Number scholarships, grants, and assistantships ($M)	$23.6	$22.6	n/a	$22.7	$22.6

Indicator	2008 Actual	2009 Actual	2010 Actual	2011 Actual	2012 Benchmark
Campaign giving, annual ($M)	$68.7	$80.0	$75.7	$90.8	$93.0
Average grant award	$240,452	$225,398	$237,963	$239,164	$281,747

Indicator	2008 Actual	2009 Actual	2010 Actual	2011 Actual	2012 Benchmark
Number days in public service per full-time faculty	10.8	11.0	10.0	9.0	10.0

Indicator	2008 Actual	2009 Actual	2010 Actual	2011 Actual	2012 Benchmark
Annual cost savings as percent of actual budget	2.6%	3.0%	n/a	n/a	3.0%
Percent of IT plan action items completed annually	97%	95%	n/a	97%	95%

2011 Accountability Profile

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

Indicator	2002 Follow-Up Survey	2005 Follow-Up Survey	2008 Follow-Up Survey	2011 Follow-Up Survey	2014 Benchmark
Student satisfaction with job preparation	89.0%	83.2%	84.9%	85.3%	90.0%
Student satisfaction with grad/prof school prep	99.0%	97.2%	98.4%	96.2%	95.0%

Indicator	2001 Cohort	2002 Cohort	2003 Cohort	2004 Cohort	2014 Benchmark
Six year graduation rate of all students	65.0%	66.3%	67.9%	66.8%	68.0%
Six year graduation rate of African Americans	65.0%	62.2%	65.6%	64.9%	68.0%

Indicator	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort	2014 Benchmark
Second year retention rate	88.7%	90.2%	88.9%	86.6%	90.0%

Indicator	Fall 2007	Fall 2008	Fall 2009	Fall 2010	2014 Benchmark
Percent African-American of all undergraduates	16.0%	16.7%	16.5%	16.4%	17.0%

Indicator	2002 Follow-Up Survey	2005 Follow-Up Survey	2008 Follow-Up Survey	2011 Follow-Up Survey	2014 Benchmark
Employment rate of graduates	81.0%	83.7%	81.3%	80.7%	85.0%

UNIVERSITY OF MARYLAND, COLLEGE PARK
2011 Accountability Profile

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

Indicator	2004 Follow-Up Survey	2005 Follow-Up Survey	2008 Follow-Up Survey	2011 Follow-Up Survey	2014 Benchmark
Student satisfaction with job preparation	89%	93%	93%	94%	95%
Student satisfaction with grad/prof school prep	99%	98%	98%	98%	96%

Indicator	2000 Cohort	2001 Cohort	2002 Cohort	2003 Cohort	2014 Benchmark
Six year graduation rate of all students	79.8%	81.8%	81.7%	81.5%	83.0%
Six year graduation rate of African Americans	68.4%	67.7%	70.4%	69.1%	76.0%

Indicator	2005 Cohort	2006 Cohort	2007 Cohort	2008 Cohort	2014 Benchmark
Second year retention rate	92.6%	94.0%	93.2%	95.2%	95.0%

Indicator	Fall 2007	Fall 2008	Fall 2009	Fall 2010	2014 Benchmark
Percent of minority undergraduate students enrolled	n/a	n/a	n/a	37%	35%

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

Indicator	2002 Follow-Up Survey	2005 Follow-Up Survey	2008 Follow-Up Survey	2011 Follow-Up Survey	2014 Benchmark
Student satisfaction with job preparation	85%	85%	89%	82%	90%
Student satisfaction with grad/prof school prep	95%	95%	96%	88%	90%

Indicator	2001 Cohort	2002 Cohort	2003 Cohort	2004 Cohort	2014 Benchmark
Six year graduation rate of all students	42%	42%	36%	37%	50%
Six year graduation rate of African Americans	42%	43%	37%	36%	50%

Indicator	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort	2014 Benchmark
Second year retention rate	68%	71%	74%	68%	80%

UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE
2011 Accountability Profile

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

Indicator	2002 Follow-Up Survey	2005 Follow-Up Survey	2008 Follow-Up Survey	2011 Follow-Up Survey	2014 Benchmark
Student satisfaction with job preparation	96%	97%	98%	96%	98%
Student satisfaction with grad/prof school prep	98%	99%	100%	98%	100%

Indicator	Fall 2007	Fall 2008	Fall 2008	Fall2009	2009 Benchmark
Percent African-American of all undergraduates	29%	30%	31%	32%	30%

Campus-Specific Indicators	2008	2009	2010	2011	2014 Benchmark
Number online enrollments/registrations worldwide*	189,505	196,331	222,268	234,243	240,000
Number off-campus/distance ed enrollments/registrations worldwide*	251,111	253,271	282,627	296,492	300,000

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

MORGAN STATE UNIVERSITY
2011 Accountability Profile

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

Indicator	2008	2009	2010	2011	2012 Benchmark
Student satisfaction with job preparation	86%	96%	91%	81%	94%
Student satisfaction with grad/prof school prep	97%	100%	94%	96%	94%

Indicator	2001 Cohort	2002 Cohort	2003 Cohort	2004 Cohort	2012 Benchmark
Six year graduation rate of all students	39%	34%	35%	34%	35%
Six year graduation rate of African Americans	40%	40%	35%	35%	35%

Indicator	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort	2012 Benchmark
Second year retention rate	68%	68%	68%	68%	70%

Campus-Specific Indicators	2007	2008	2009	2010	2012 Benchmark
Percent of non African American students enrolled	10%	10%	9%	15%	11%
Number of doctoral degrees awarded	42	36	31	32	35
Percent of students receiving financial aid (PELL) grants	50%	47%	47%	56%	48%
Number of African-American degree recipients in STEM fields	174	207	164	116	120

ST. MARY'S COLLEGE OF MARYLAND
2011 Accountability Profile

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

Indicator	2007 Follow-Up Survey	2008 Follow-Up Survey	2009 Follow-Up Survey	2010 Follow-Up Survey	2010 Benchmark
Student satisfaction with job preparation	85%	99%	100%	99%	94%
Student satisfaction with grad/prof school prep	97%	98%	98%	98%	98%

Indicator	2001 Cohort	2002 Cohort	2003 Cohort	2004 Cohort	2010 Benchmark
Six year graduation rate of all students	75%	79%	77%	79%	76%

Indicator	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort	2010 Benchmark
Second year retention rate	91%	90%	91%	87%	86%

Indicator	2006 Follow-Up Survey	2007 Follow-Up Survey	2008 Follow-Up Survey	2009 Follow-Up Survey	2010 Benchmark
Employment rate of graduates	93%	96%	85%	95%	95%

Campus- Specific Indicators	2008	2009	2010	2011	2010 Benchmark
Graduate/professional school going rate (within one year)	43%	33%	40%	34%	30%
Graduate/professional school going rate (within five years)	59%	59%	57%	72%	50%