

## **Table of Contents**

Executive Summary .....	1
Overview of the Accountability Report .....	2
History and Overview of the Accountability Process .....	3
Assessment by the Maryland Higher Education Commission.....	6
Targeted Indicators and Campus Responses – Community Colleges .....	32
Targeted Indicators and Campus Responses – Public Four-Year Colleges and Universities.....	55

# **EXECUTIVE SUMMARY**













































Table 5: Four-Year Graduation and Transfer Rates by Race and Ethnicity by Entering Cohort at Maryland Community Colleges, Select Cohorts from 1996 to 2012

Cohort	Four-Year Graduation-Transfer Rates by Race/Ethnicity				
	All Students	African American	White	Asian	Hispanic/Latino
1996	32.1%	18.6%	37.5%	46.4%	20.6%
2000	34.0%	20.6%	39.9%	41.7%	23.9%
2004	34.9%	21.7%	40.6%	44.0%	29.1%
2008	33.5%	21.4%	39.1%	46.3%	30.3%
2012	35.8%	24.6%	42.5%	51.3%	30.8%

### *Institutional Responses*

Institutions’ current practices are targeted at lessening the gap in outcomes between racial and ethnic minorities and all students. Many of these are programs, initiatives, and efforts are related to aiding all students in progressing to completion. These included:

- Near-peer and other mentoring programs aimed at helping students feel connected to and part of the larger campus community.
- Offering tutoring and other support services to help students succeed academically.
- Adjusting hours and staffing levels of walk-in centers (tutoring, financial aid, health services) so that students can access these services at varied and convenient times.
- Collaborating through such initiatives as the Predictive Analytics Reporting framework, Achieving the Dream, and other national programs to identify and address long-standing gaps in retention and graduate for all students, with specific attention to racial and ethnic minorities.

### *Summary*

Taken together, these trends show that incremental progress is being made in increasing the retention and graduation rates of racial and ethnic minorities, but the rates of progress differ, with African American students seeing the smallest gains overall. While institutions should be encouraged that the long-term trends are an indicator that their efforts are making a difference, ongoing focus on this intractable problem must continue.

### **Affordability**

The third key aspect of Goal 2 of the 2013-2017 State Plan focused on affordability. Within the Plan, institutions and the State were tasked with maintaining affordability by limiting tuition and fee increases, developing ways to control for costs, and providing financial aid to those most in need of aid.

### *Tuition and Fees*

Tuition and fees at Maryland’s public colleges and universities have risen over the past decade (Figure 10 next page). From 2006 to 2016, tuition and fees at the public four-year institutions have increased an average of 2.8% each year, with a total increase of 30.9% over that time. Similarly, the community colleges’ tuition and fees have increased an average of 3.3% each year, for a total increase of 36.6%.































































































