



Report on Best Practices and Annual Progress Toward The 55% Completion Goal

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Introduction

The 2019 Joint Chairmen's Report issued the following charge to the Maryland Higher Education Commission (MHEC):

The committees understand that, in order to meet the State's goal to have at least 55% of Maryland's residents age 25 to 64 holding at least one degree credential by 2025, accurate and timely information on degree progression and best practices is needed to ensure that the State is on track to meet the goal. The committees request that the Maryland Higher Education Commission (MHEC) annually collect and analyze student- and transcript-level data on progression, graduation, and other relevant metrics from each public institution of higher education, including community colleges and regional higher education centers. MHEC should submit a report by December 15 each year that analyzes the data and shows each institution's progress toward the State and institutional goals in 2025. The report should also include a summary of best practices and findings on the effectiveness of institutions' programs as well as any concerns regarding lack of progress or best practices that are not being implemented by institutions.

In addition, the committees request that MHEC, in collaboration with the Governor's Prekindergarten-20 Council, convene a biennial Summit on Completion that provides a forum for representatives of all segments of education (including K-12), economic and workforce development, and other stakeholders to share best practices on college completion that are underway in Maryland and hear from experts on best practices in other states that may be replicated in Maryland. A summary of the summit should be included in the annual report on best practices and progress toward the 55% goal.

This is a slightly modified version of a similar charge first issued in 2012. In light of this mandate, this report aims to do the following:

- Discuss student progression and graduation in the state;
- Provide an overview of the degree attainment model developed to set degree targets for reaching the 55% goal;
- Report progress towards the established targets leading to achievement of the 55% goal;
- Provide a brief summary regarding institutional best practices; and
- Provide a brief summary on the 2019 Completion Summit

Data on Progression and Graduation

The most recent data show that Maryland's undergraduates are persisting and completing college at record rates. The first-to-second year retention rate for the 2017 cohort of first-

time, full-time students at the state’s public four-year institutions was 83.2%, which is consistent with a 10-year positive trend.

The six-year graduation rate for the 2011 cohort at the public four-year institutions was 68.8%, which is the highest six-year graduation rate since MHEC began reporting these data^{1 2}.

Maryland’s state-aided independent institutions have similar success rates; for the most recent first-time, full-time cohort of undergraduate students (2017), the retention rate was 82.1%. Because MHEC began collecting unit-record data from the state-aided institutions in 2013, there are no comparable six-year outcomes to report at this time.³

One principal metric for the community colleges is a four-year success rate, which is an aggregate of rates of persistence, transfer to a four-year institution, and graduation for full-time students. For the 2014 cohort, the most recent entering cohort, the success rate was 49.0%. This represents the highest overall success rate since the Commission began reporting these data.⁴

Community colleges also rely on another means of measuring student success; the Degree Progress Analysis report. This cohort-based tool aids in accounting for the large number of part-time students at community colleges who are not captured in metrics that focus on full-time students.⁵

Among those students included in the most recent Degree Progress Analysis cohort, the fall 2013 cohort, 49.6% had graduated or transferred within four years, which is consistent with the performance of the previous five cohorts. What this overall statewide rate masks is the success of two key groups of community college students – those students who entered the community college “college ready” and those students who were assessed to need remediation and completed the necessary courses. Both student groups graduated or

¹ The retention rate reflects students who return to the same Maryland public four-year institution they enrolled in the prior year; the graduation rate reflects graduation from any Maryland public four-year institution.

² A statewide table of retention and graduation rates since 1997 appears in Table 1, on page 10. Additional data and analyses, including institutional tables, can be found in the full report “Retention and Graduation Rates at Maryland Four-Year Institutions” published on the Commission website <https://mhec.maryland.gov/publications/Pages/research/index.aspx>.

³ Statewide and institutional tables for state-aided independent institutions can be found in the report “Retention and Graduation Rates at Maryland Four-Year Institutions” on the Commission website <https://mhec.maryland.gov/publications/Pages/research/index.aspx>.

⁴ A statewide table of retention, graduation, and transfer rates appears in Table 2 on page 11. Additional data and analyses, including institutional tables, can be found in the full report “Retention, Graduation, and Transfer Rates at Maryland Community Colleges” published on the Commission website <https://mhec.maryland.gov/publications/Pages/research/index.aspx>.

⁵ The Degree Progress Analysis examines students who complete at least 18 credit hours within their first two years of enrollment and identifies students as successful if they have graduated, transferred to a four-year institution, or are still enrolled with a cumulative grade point average of 2.0 or better.

transferred at higher rates than the statewide rate: 69.9% for college ready and 55.8% for those who completed their developmental coursework.⁶

Lastly, the 2019 Joint Chairmen’s Report requests information on the contributions of regional higher education centers (RHECs) to progression and completion. Although these entities serve their local communities by hosting classes offered by multiple institutions of higher education, these entities are not themselves institutions of higher education. In addition, the RHECs do not report any unit-record data directly to MHEC. Instead, the institutions operating at the RHECs include their data together with that of students on the main campus. Therefore, there are no existing student-level data on the contributions of RHECs toward progression and completion as such.

Maryland’s 55% Degree Attainment Model

In response to the Joint Chairmen’s charge, in 2012 MHEC developed a model that set initial state and institution degree targets to reach the goal of 55% of adults holding degrees by 2025. In 2014⁷ the model was revised to reflect additional input from Maryland colleges and universities as well as additional information on migration patterns within the State and increased degree output at independent colleges and universities in Maryland.

In 2017, the model was reexamined again.⁸ This assessment included an analysis of the trends in actual degree awards and the data that inform the model. MHEC also sought input from Maryland colleges and universities regarding the model’s institutional targets. Additional details about the initial and revised models are provided in the 2012, 2014, and 2017 Best Practices reports.

At the time of the original 2012 model, the State’s higher education attainment rate was 44.7%. Of the 3,112,651 Marylanders between the ages of 25 and 64, 1,390,018 held an associate degree or higher.⁹ According to the 2017 revised model, Maryland will need a total of 1,828,420 individuals (55% of 3,324,400)¹⁰ to hold at least an associate degree. MHEC estimates that in 2025, 903,511 people aged 25 to 49 who held associate degrees in

⁶ The most recent Degree Progress Analysis table appears in Table 3, on pages 12-13. Additional data and analyses, including institutional tables, can be found in the full report “Retention, Graduation, and Transfer Rates at Maryland Community Colleges” published on the Commission website <https://mhec.maryland.gov/publications/Pages/research/index.aspx>

⁷ Maryland Higher Education Commission, December 2014, “Report on Best Practices and Annual Progress Toward the 55% Completion Goal.” http://www.mhec.maryland.gov/publications/research/AnnualReports/2014BestPracProgressCompletionGoal_020615.pdf

⁸ Maryland Higher Education Commission, December 2017, “Report on Best Practices and Annual Progress Toward the 55% Completion Goal.” <http://www.mhec.state.md.us/publications/Documents/Research/AnnualReports/2017BestPractices.pdf>

⁹ U.S. Census Bureau’s American Community Survey: American Fact Finder. 2010. “B15001: Sex by Age by Educational Attainment for the Population 18 Years and Over—Maryland.” 2006–2010 American Community Survey. <http://factfinder2.census.gov>

¹⁰ Although population estimates decreased from the 2012 figure of 3,324,400 to the 2017 figure of 3,262,748, which would shrink the pool of needed degree recipients, MHEC decided to maintain the original figure to mitigate any losses caused by adjustments to migration figures and to adjust for possible degree recipient duplication.

2010 will have aged 15 years but will remain in the target group (between the ages of 25 and 64).¹¹ Therefore, Maryland will need to have an additional 924,909 degree holders by 2025 to meet the State's goal. The three main sources of degree holders are (1) public institutions of higher education, (2) independent and other private institutions of higher education, and (3) migration of individuals from other states and nations who already hold college degrees.

- *Public institutions:* In the original model, MHEC established that the target for the number of associate and baccalaureate degrees needed from public institutions for the whole period would be 608,032. This represented 208,070 degrees from the community colleges and 399,962 degrees from the public four-year institutions. An analysis of the model and institutional trends resulted in a slight adjustment for two of the public four-year institutions. Both have small undergraduate enrollments, and the degree estimates outpaced their degree production between 2010 and 2016. With this adjustment, the new total for the public four-year institutions is 398,398 and an overall total for the public institutions of 606,468. Despite this small change in the model estimates, the overall total continues to represent an average annual increase of 2.0% in the number of degrees awarded.
- *Independent and other private institutions:* The original model, conservatively, did not forecast any growth for the independent institutions, but in 2014 the institutions indicated a readiness to contribute to the State's completion goal. Therefore, the current model expects independent institutions to contribute 105,805 graduates to the State's degree completion total. This represents an annual average growth rate of 1.3% between 2015 and 2025. The model expects no increase from other private institutions, and so this sector is expected to contribute 6,762 degrees through 2025. The total degree production from the independent and other private sectors for the whole period is projected to be 112,567.
- *Migration from other states and nations:* The 2015 Census figures estimate a net migration gain of 17,193 degree holders¹² which differs slightly from earlier Census estimates.¹³ This figure is a more stable estimate as it closely converges with two additional figures; one is the average of the migration data from 2017 combined with the data from the 2012 and 2014 reports (17,197) and the other is the median of the 2012 and 2014 figures (17,199). While this revised migration estimate shrinks the pool of additional degree holders obtained from migration (from 303,488 in the original model to 275,088), its alignment with median and average figures suggest it may represent a more accurate and less volatile estimate.

¹¹ This number is an estimate based on the percentage of Marylanders ages 25-49 within the 25-64 age group (65%), and that percentage multiplied by the number of Marylanders ages 25-64 with a degree. This model assumes a flat rate of degree attainment across age brackets and recognizes that this number is only an estimate.

¹² U. S. Census Bureau 2015, 2011-2015 American Community Survey (ACS) Five-Year Public Microdata Sample (PUMS). <https://www.census.gov/programs-surveys/acs/data/pums.html>.

¹³ The original model used an estimated Census annual net migration gain of 15,430 and the 2014 model used a revised figure of 18,968.

Finally, the model also considers mortality. Indicators from the Maryland Department of Health suggest an annual average mortality rate of 0.2% as a reasonable estimate. This rate would remove 58,509 degree holders from the state total during the period.¹⁴

Taken together, the contributions from migration to Maryland, public, independent, and other private institutions minus estimated mortality will provide 935,614 of the degree holders needed, exceeding the 55% degree attainment goal by more than 10,000 degrees.

Table 4, on page 14, shows a matrix with annual targets for each public institution. The figures included in this report provide a blueprint based on conservative estimates to enable the State to achieve the 55% degree attainment goal. These figures can also be used to gauge progress toward that goal. MHEC will revisit the 55% degree attainment goal model again in 2022 to assess the figures and underlying assumptions of the model.

State and Institutional Goals and Targets

The 55% degree attainment goal is within reach for the State. Maryland's degree attainment rate was 48.4% in 2017¹⁵, and using an average rate increase of .5%, which is the average rate of growth over time, the estimated degree attainment rate for 2019 is 49.4%.¹⁶ This figure represents a 4.7 percentage point increase from the original baseline attainment figure for Maryland of 44.7%.

¹⁴ Number calculated by taking the average mortality rate of Maryland residents in 2012 between the ages of 25-64 (0.2%) and then multiplying this by the estimated total number of Maryland residents with degrees in this same age range in 2025 (1,828,420).

¹⁵ This is the most recent year of data. Source: U.S. Census Bureau, 2017 American Community Survey, One-year Public Use Microdata Sample (PUMS).

¹⁶ Using U.S. Census Bureau data from the 2010, 2011, 2012, 2013, 2014, 2015, 2016 and 2017 American Community Survey, One-year Public Use Microdata Sample (PUMS), the average growth rate per year was .5%.

The data in Table 5 shows degrees awarded between 2010 and 2019 for the four institutional sectors. This table indicates that undergraduate degree awards are ahead of the target levels. Rates of undergraduate degrees awarded have grown an average of 3% since 2010. Overall, institutions are ahead of the current degree attainment target by over 45,000 degrees, but the rate of degrees awarded varies by sector.

Table 5: Target and actual undergraduate degrees awarded, 2009-2010 through 2018-2019

Institutional Sector		2009- (baseline)	2010- 2011	2011- 2012	2012- 2013	2013- 2014	2014- 2015	2015- 2016	2016- 2017	2017- 2018	2018- 2019
Community Colleges	Target		11,386	11,614	11,846	12,083	12,325	12,571	12,823	13,079	13,341
	Actual	11,163	12,637	13,852	14,269	14,541	15,133	15,138	14,919	15,113	14,897
	+/-		1,251	2,238	2,423	2,458	2,808	2,567	2,096	2,034	1,556
Four-Year Institutions	Target		21,876	22,301	22,736	23,179	23,630	24,091	24,561	25,040	25,529
	Actual	21,458	22,735	24,331	25,136	25,606	27,365	28,569	29,194	29,921	30,241
	+/-		859	2,030	2,400	2,427	3,735	4,478	4,633	4,881	4,712
Independent Institutions	Target		6,281	6,469	6,663	6,863	6,225	6,136	6,269	6,410	6,570
	Actual	6,098	6,174	6,303	6,442	6,395	6,572	6,327	5,991	5,915	5,644
	+/-		-107	-166	-221	-468	347	191	-278	-495	-926
Other Private Institutions	Target		668	668	668	416	334	334	334	334	334
	Actual	668	694	372	233	443	231	231	284	224	300
	+/-		26	-296	-435	27	-103	-103	-50	-110	-34
Annual Total	Target		40,211	41,052	41,913	42,541	42,514	43,133	43,987	44,864	45,774
	Actual	39,387	42,240	44,858	46,080	46,985	49,301	50,265	50,388	51,173	51,082
	+/-		2,029	3,806	4,167	4,444	6,787	7,132	6,401	6,309	5,308
Cumulative Total	Target		79,598	120,650	162,563	205,104	247,618	290,751	334,738	379,601	425,375
	Actual	39,387	81,627	126,485	172,565	219,550	268,851	319,116	369,504	420,677	471,759
	+/-		2,029	5,835	10,002	14,446	21,233	28,365	34,766	41,076	46,384

Tables 6 and 7, on pages 15 and 16, provide detailed information for each public community college and four-year institution, as well as targets for the entire period. Table 8, on page 17, shows targets for all sectors for the full period (including independent and other private institutions). These tables are updated annually and reflect the State's progression toward the 55% goal.

Best Practices

Since the inception of the 55% completion goal, institutions have reported annually to MHEC on the programs and initiatives aimed at student success and completion. These best practices are included as comprehensive compilation in appendices to the 2012 and

2014 reports.^{17 18} These supplements encompass a number of topics, and the thematic index provided can assist institutions and other interested readers in discovering which institutions are using practices effectively in each area. Institutional practices presented in these reports focus on efforts to support degree completion.

These efforts include providing clear information to students and families regarding admission and financial aid and easing the transition to college for adult students. Institutions also report on their successful efforts to improve the transition to college and academic advising, especially in the first year. In addition, institutions report on initiatives that facilitate transfer, reduce hurdles tied to remedial education, and support faculty in revising curricula and enhancing teaching.

As a complement to the comprehensive reports collected in earlier years, MHEC required, for the 2019 reporting cycle, institutions to submit reports only if they have either 1) implemented new programs or strategies since the last submission; or 2) discontinued initiatives since the last submission because of data-validated results. For either section of the report, institutions were to summarize the data that supported the decisions to implement and/or to discontinue initiatives. 14 institutions and the Maryland Independent College and University Association (MICUA) submitted reports, which are included in Appendix B of this report. These are presented unedited by Commission staff.

College Completion Summit

On April 25, 2019, MHEC convened the biennial statewide college completion summit at Morgan State University. The summit brought together 250 community leaders, educators, and elected officials for the day-long event highlighting Maryland's progress regarding the 2025, 55% completion goal. While Maryland is on track to meet the 55% completion goal, speakers and attendees were encouraged to think critically about Maryland's equity gaps in college completion. Speakers and presentations included were: Secretary James Fielder, Chairman Anwer Hassan, President David Wilson at Morgan State University, Secretary Kelly Schulz at the Maryland Department of Commerce, and Acting Secretary James Rzepkowski at the Maryland Department of Labor. All provided welcoming remarks and spoke on topics related to the value of higher education.

In addition, there were a variety of local and national speakers on the agenda. Barbara Schmertz, Director for Research and Policy Analysis at MHEC, presented on Maryland's progress toward the 55% goal. Ann Kellogg, Director of Reporting Services at the Maryland Longitudinal Data System Center, presented on college graduate earnings

¹⁷ Maryland Higher Education Commission, December 2014, "Report on Best Practices and Annual Progress Toward the 55% Completion Goal – Appendix." http://mhec.maryland.gov/publications/Documents/Research/2014Studies/2014_Best_Practices_Appendix.pdf

¹⁸ Maryland Higher Education Commission, December 2012, "Report on Best Practices and Annual Progress toward the 55% Completion Goal – Appendix." <http://www.mhec.state.md.us/publications/Documents/Research/2012Studies/2012%20Best%20Practices%20Completion%20Appendix.pdf>

(highlights from the Career Preparation Expansion Act Report of 2018) as a reflection that degree completion leads to economic growth for Marylanders. In addition, Barbara Schmertz and Emily Dow, Assistant Secretary for Academic Affairs, presented on current college completion initiatives in Maryland, as identified by Maryland institutions through a variety of annual, narrative reports.

National speakers included Sandy Baum from the Urban Institute, Nikki Edgecombe from the Community College Research Center at Teachers College, Columbia University, and Martin Van Der Werf from the Georgetown Center on Education and the Workforce, Georgetown University. Each presented on how affordability, remedial education, and equity are essential factors to consider when evaluating Maryland's progress towards the 55% goal.

Diane Jones, Principal Deputy Under Secretary at the U.S. Department of Education, provided remarks regarding the federal government's innovative initiatives to help institutions graduate students. Lastly, Bonita Brown, Director of Network Engagement from Achieving the Dream, presented on the importance of community colleges as valuable partners in college completion.

A 13-minute video is provided on the MHEC website (<https://youtu.be/Gt6pYQkSbhs>) that highlights the summit, including a summary of Maryland's progress to the 55% goal, important discussions that took place throughout the day, and takeaways from those who attended.

Conclusion

The number of associate and baccalaureate degrees awarded by Maryland's colleges and universities continues to exceed the target of the model, suggesting that Maryland will achieve the 55% completion goal by 2025. Public and independent institutions display their ongoing commitment to the goal through a variety of programs, discussed in the appendix of this report and earlier editions of this report. Continued and sustained growth in the number of degrees awarded has a positive effect on degree attainment.

The Maryland Higher Education Commission will continue to report annually on the progress toward the targets. The degree attainment model and its related targets will be reevaluated again in 2022. In the meantime, the Commission will continue to coordinate and support efforts to promote degree enhancement, in concert with colleges and universities and other stakeholders, in pursuit of the State's educational goal.

Appendices

APPENDIX A - TABLES

Table 1: Trends in Retention and Graduation Rates
MARYLAND PUBLIC COLLEGES AND UNIVERSITIES
 All Students

Percent enrolled at original campus or graduated from **any** campus after:

Cohort	N	One Year	Two Years	Three Years	Four Years		Five Years		Six Years	
					Enrolled	Graduated	Enrolled	Graduated	Enrolled	Graduated
1997	11,612	81.8	70.7	66.4	29.3	33.0	8.2	54.8	3.3	61.1
1998	12,154	81.9	70.7	66.7	30.4	32.5	8.1	55.4	3.3	62.1
1999	12,037	81.7	71.8	67.8	29.1	34.2	7.9	56.4	3.1	62.6
2000	12,319	81.5	71.9	68.0	27.8	35.9	7.4	57.9	2.8	64.0
2001	13,454	82.6	72.0	68.2	25.7	37.9	6.3	58.5	2.6	64.2
2002	13,165	81.1	70.9	67.5	25.3	38.3	6.7	58.8	2.7	64.3
2003	13,250	81.3	71.3	67.9	25.0	39.0	6.6	59.2	2.9	64.7
2004	13,610	80.8	70.8	66.6	25.3	38.7	6.9	58.5	3.0	64.1
2005	13,788	79.8	69.4	66.1	22.8	40.2	6.8	58.2	3.2	63.3
2006	14,492	78.5	68.7	65.5	24.8	37.4	7.2	55.8	2.9	61.6
2007	14,799	81.0	70.5	67.5	25.0	38.9	6.9	58.3	2.9	63.8
2008	15,100	80.8	70.9	66.8	25.2	38.4	6.9	58.3	2.8	63.7
2009	14,666	81.5	72.3	69.0	24.7	40.6	6.7	60.5	2.7	66.1
2010	14,262	82.0	72.3	68.9	25.0	40.5	7.0	59.8	2.6	65.5
2011	13,735	82.5	73.4	70.6	24.6	42.5	6.1	62.5	2.3	67.4
2012	13,566	82.8	74.8	71.4	23.5	44.8	6.2	63.9	2.4	68.8
2013	13,745	85.1	76.0	72.8	23.6	45.9	5.8	66.0		
2014	14,074	83.8	75.2	72.3	23.6	45.2				
2015	14,021	82.4	74.0	70.9						
2016	14,922	83.0	73.9							
2017	15,675	83.2								

* Cohort sizes include UMUC in the total.

Source: MHEC Enrollment and Degree Information Systems

Table 2: Trends in Retention, Graduation, and Transfer Rates for Maryland Community Colleges
All Students
Statewide Count
1996-2016

Cohort	N	Two Years			Three Years			Four Years		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1996	10,905	35.1%	2.7%	12.7%	17.6%	6.3%	20.4%	9.7%	8.2%	23.9%
1997	11,420	36.2%	2.8%	12.9%	18.1%	6.5%	20.1%	11.3%	8.5%	23.8%
1998	11,770	35.0%	2.1%	12.2%	19.1%	5.8%	19.4%	12.0%	8.2%	22.9%
1999	12,492	35.5%	2.3%	13.1%	18.9%	6.3%	20.2%	11.5%	8.6%	23.6%
2000	12,303	37.3%	2.0%	13.5%	19.3%	6.5%	21.0%	11.9%	8.6%	25.4%
2001	12,919	36.9%	2.2%	13.0%	19.2%	6.1%	21.9%	10.9%	8.5%	25.4%
2002	13,978	37.5%	2.3%	13.8%	19.8%	6.5%	21.2%	11.3%	8.9%	25.3%
2003	14,491	37.5%	2.3%	14.4%	19.5%	6.2%	22.3%	11.0%	8.7%	26.3%
2004	14,527	37.2%	2.6%	13.9%	19.5%	6.4%	21.7%	11.9%	9.2%	25.7%
2005	14,454	37.0%	2.5%	14.6%	20.1%	6.1%	22.3%	12.9%	8.9%	26.0%
2006	15,752	36.2%	2.2%	15.6%	20.7%	6.0%	23.0%	12.4%	8.4%	27.1%
2007	16,307	38.6%	2.3%	14.3%	21.8%	6.1%	22.3%	12.9%	9.2%	26.6%
2008	16,418	40.1%	2.3%	12.3%	22.1%	6.4%	19.9%	13.0%	9.4%	24.1%
2009	18,071	38.5%	2.6%	12.7%	20.6%	6.5%	20.3%	11.6%	9.4%	24.3%
2010	17,621	38.8%	2.5%	12.7%	20.8%	6.2%	20.7%	12.0%	9.0%	24.9%
2011	16,746	36.8%	2.5%	12.1%	20.1%	6.6%	19.5%	11.7%	9.4%	23.7%
2012	15,909	37.5%	2.8%	13.8%	19.7%	7.0%	22.0%	11.2%	9.7%	26.1%
2013	15,339	37.3%	3.0%	14.2%	18.9%	7.5%	22.7%	10.1%	9.9%	27.2%
2014	14,301	37.9%	3.5%	14.3%	19.1%	8.3%	23.2%	10.2%	10.9%	28.0%
2015	13,961	36.4%	3.8%	15.4%	17.9%	8.3%	24.5%			
2016	13,721	35.4%	4.4%	16.0%						

Note: 2011 data have been updated to include a corrected submission from Cecil College

Source: MHEC Enrollment and Degree Information Systems

Table 3: DEGREE PROGRESS FOUR YEARS AFTER INITIAL ENROLLMENT

MARYLAND COMMUNITY COLLEGES

College	Year of Fall Entering Class	Entering Class	Analysis Cohort*	ALL STUDENTS		COLLEGE READY			DEVELOPMENTAL COMPLETERS			DEVELOPMENTAL NON-COMPLETERS		
				Graduation/ Transfer Rate	Successful Persister**	Head Count	Graduation/ Transfer Rate	Successful Persister**	Head Count	Graduation/ Transfer Rate	Successful Persister**	Head Count	Graduation/ Transfer Rate	Successful Persister**
Allegany Community College	2009	1,030	764	52.0%	66.1%	92	75.0%	91.3%	326	62.9%	83.1%	346	35.5%	43.4%
	2010	939	561	57.2%	72.9%	76	68.4%	81.6%	291	66.0%	84.5%	194	39.7%	52.1%
	2011	748	576	68.6%	55.7%	74	73.0%	79.7%	255	63.9%	83.5%	247	42.1%	49.8%
	2012	715	526	55.7%	70.5%	60	80.0%	90.0%	272	61.0%	85.3%	194	40.7%	43.3%
	2013	688	568	54.4%	72.9%	48	75.0%	89.6%	308	63.0%	88.6%	212	37.3%	46.2%
Anne Arundel Community College	2009	3,257	2,476	50.2%	73.7%	585	68.7%	86.2%	999	58.7%	88.5%	892	28.6%	49.0%
	2010	3,267	2,443	50.5%	72.0%	564	71.5%	85.5%	1,009	57.2%	87.2%	870	28.9%	45.2%
	2011	3,076	2,241	49.9%	72.1%	577	67.2%	84.7%	897	57.1%	86.6%	767	28.6%	45.5%
	2012	2,968	2,111	53.3%	73.8%	558	74.4%	86.7%	908	56.7%	84.1%	645	30.2%	47.9%
	2013	2,696	1,965	52.7%	74.1%	543	73.7%	87.1%	859	56.3%	84.6%	563	26.8%	45.6%
Baltimore City Community College	2009	1,417	928	35.5%	51.3%	99	57.6%	72.7%	201	43.3%	72.6%	628	29.5%	41.1%
	2010	1,281	817	34.0%	50.8%	60	60.0%	75.0%	257	40.1%	75.5%	500	27.8%	35.2%
	2011	1,337	762	28.7%	45.9%	64	39.1%	57.8%	187	36.9%	81.3%	511	24.5%	31.5%
	2012	965	554	40.8%	57.9%	48	58.3%	68.8%	241	47.7%	80.1%	265	31.3%	35.8%
	2013	1,017	588	33.0%	52.2%	50	46.0%	56.0%	237	42.6%	77.2%	301	23.3%	31.9%
Community College of Baltimore County	2009	4,870	3,416	39.9%	60.7%	459	53.2%	70.2%	1,377	50.7%	81.8%	1,580	26.6%	39.4%
	2010	5,529	3,413	39.6%	60.2%	527	61.7%	76.9%	1,337	48.7%	80.8%	1,549	24.1%	36.9%
	2011	5,283	3,159	40.5%	63.3%	532	57.0%	75.8%	1,345	50.1%	84.3%	1,282	23.5%	36.2%
	2012	5,157	3,153	40.7%	63.4%	484	57.0%	79.1%	1,440	49.4%	81.5%	1,229	24.1%	36.0%
	2013	5,237	3,221	40.8%	62.4%	595	57.1%	76.5%	1,460	49.9%	80.2%	1,166	21.1%	32.9%
Carroll Community College	2009	989	759	58.6%	76.4%	133	75.9%	85.7%	446	67.0%	88.6%	180	25.0%	39.4%
	2010	940	737	57.7%	73.1%	128	73.4%	85.9%	439	67.4%	85.4%	170	20.6%	31.8%
	2011	812	626	57.0%	75.2%	111	76.6%	86.5%	382	62.8%	86.9%	133	24.1%	32.3%
	2012	851	646	55.3%	75.5%	171	71.9%	86.0%	366	60.4%	87.4%	109	11.9%	19.3%
	2013	735	610	58.7%	76.1%	163	73.0%	90.8%	331	66.2%	84.3%	116	17.2%	31.9%
Cecil College	2009	765	441	44.7%	54.4%	163	63.2%	73.0%	126	48.4%	54.8%	152	21.7%	34.2%
	2010	568	328	31.7%	40.5%	84	44.0%	52.4%	112	42.9%	53.6%	132	14.4%	22.0%
	2011	749	431	50.3%	61.0%	145	71.0%	78.6%	161	52.8%	68.9%	125	23.2%	30.4%
	2012	572	363	45.7%	60.3%	96	70.8%	82.3%	157	46.5%	65.0%	110	22.7%	34.5%
	2013	531	334	37.4%	63.2%	92	48.9%	59.8%	153	41.2%	83.0%	89	19.1%	32.6%
Chesapeake College	2009	756	479	50.5%	69.9%	109	69.7%	82.6%	289	52.2%	77.6%	115	28.7%	40.9%
	2010	763	479	48.9%	67.8%	107	67.3%	85.0%	234	50.9%	76.5%	138	31.2%	39.9%
	2011	704	430	52.6%	68.6%	97	71.1%	81.4%	228	55.7%	77.6%	105	28.6%	37.1%
	2012	619	377	55.4%	72.4%	93	73.1%	87.1%	187	59.9%	81.8%	97	29.9%	40.2%
	2013	668	409	48.2%	67.0%	102	76.5%	88.2%	171	50.3%	79.5%	136	24.3%	35.3%
College of Southern Maryland	2009	2,039	1,093	54.1%	76.5%	641	59.8%	80.0%	357	48.7%	77.6%	95	35.8%	48.4%
	2010	1,942	1,018	53.2%	75.8%	617	59.2%	78.8%	315	46.7%	78.4%	86	34.9%	45.3%
	2011	2,091	1,073	54.5%	73.9%	668	59.0%	77.7%	328	50.0%	71.3%	77	35.1%	51.9%
	2012	2,256	1,212	61.6%	79.6%	851	67.6%	82.7%	273	53.5%	79.9%	88	28.4%	48.9%
	2013	2,132	1,530	53.8%	69.6%	503	75.3%	85.3%	666	54.4%	77.0%	361	22.7%	34.1%
Frederick Community College	2009	1,812	1,021	65.7%	78.5%	379	80.5%	85.0%	538	62.3%	81.4%	104	29.8%	39.4%
	2010	1,749	1,016	65.3%	79.2%	434	80.2%	87.8%	494	57.9%	77.7%	88	33.0%	45.5%
	2011	1,729	1,010	66.8%	80.7%	404	82.9%	90.8%	501	59.5%	79.8%	105	40.0%	45.7%
	2012	1,740	1,036	65.9%	79.8%	426	78.6%	87.8%	511	62.0%	82.2%	99	32.3%	34.3%
	2013	1,799	1,078	66.7%	80.1%	437	83.3%	88.6%	551	60.1%	81.3%	90	26.7%	32.2%

College	Year of Fall Entering Class	Entering Class	Analysis Cohort*	ALL STUDENTS		COLLEGE READY			DEVELOPMENTAL COMPLETERS			DEVELOPMENTAL NON-COMPLETERS		
				Graduation/ Transfer Rate	Successful Persister**	Head Count	Graduation/ Transfer Rate	Successful Persister**	Head Count	Graduation/ Transfer Rate	Successful Persister**	Head Count	Graduation/ Transfer Rate	Successful Persister**
Garrett College	2009	353	265	55.8%	64.5%	65	72.3%	84.6%	136	60.3%	69.9%	64	29.7%	32.8%
	2010	315	256	68.8%	80.1%	26	88.5%	96.2%	176	71.6%	86.9%	54	47.1%	50.0%
	2011	351	274	61.7%	70.4%	42	69.0%	85.7%	184	65.2%	73.9%	48	43.8%	43.8%
	2012	303	237	61.6%	70.0%	37	86.5%	89.2%	126	63.5%	78.6%	74	45.9%	45.9%
	2013	272	214	68.2%	73.8%	35	82.9%	88.6%	146	74.0%	80.8%	33	27.3%	27.3%
Hagerstown Community College	2009	939	660	59.1%	79.1%	148	70.9%	87.2%	357	66.4%	89.1%	155	31.0%	48.4%
	2010	1,076	703	50.8%	71.3%	113	75.2%	90.3%	356	60.4%	86.0%	234	24.4%	39.7%
	2011	1,025	645	54.0%	70.9%	98	78.6%	89.8%	333	63.7%	84.7%	214	27.6%	40.7%
	2012	1,017	654	52.6%	72.5%	115	76.5%	84.3%	343	62.1%	86.0%	196	21.9%	41.8%
	2013	999	669	54.6%	69.7%	135	74.8%	85.9%	345	60.6%	81.4%	189	29.1%	36.5%
Harford Community College	2009	1,666	1,217	55.8%	76.7%	393	72.5%	90.3%	535	62.1%	85.6%	289	21.5%	41.5%
	2010	1,719	1,207	59.7%	80.0%	434	74.0%	89.9%	549	61.2%	88.5%	224	28.6%	39.7%
	2011	1,722	1,220	56.5%	76.5%	445	68.1%	88.1%	543	58.2%	82.5%	232	30.2%	40.1%
	2012	1,672	1,153	59.3%	81.4%	438	70.5%	89.7%	538	61.0%	87.0%	177	26.6%	43.5%
	2013	1,685	1,197	61.5%	79.9%	550	73.5%	89.3%	498	59.8%	83.9%	149	22.8%	32.2%
Howard Community College	2009	1,855	1,390	53.1%	70.4%	413	68.8%	80.6%	476	61.8%	84.9%	501	31.9%	48.3%
	2010	1,880	1,414	49.6%	73.7%	389	67.4%	85.9%	485	60.8%	91.3%	540	26.9%	49.1%
	2011	1,673	1,220	52.4%	76.0%	339	65.8%	83.2%	445	62.9%	93.7%	436	31.2%	52.3%
	2012	1,636	1,222	52.5%	76.4%	368	67.9%	85.6%	442	64.7%	92.1%	412	25.5%	51.5%
	2013	1,907	1,453	55.1%	80.6%	433	70.0%	88.0%	569	65.7%	94.0%	451	27.5%	56.5%
Montgomery College	2009	4,196	3,052	52.1%	75.0%	580	70.9%	88.1%	1,362	65.7%	90.3%	1,110	25.6%	49.5%
	2010	4,324	3,202	49.8%	75.1%	806	68.5%	87.1%	1,874	47.9%	78.4%	522	28.0%	45.0%
	2011	4,019	2,919	47.5%	72.8%	581	68.5%	85.0%	1,758	46.7%	76.2%	580	29.0%	50.2%
	2012	4,207	3,049	45.6%	73.3%	848	68.5%	88.2%	1,578	44.0%	75.9%	623	18.5%	46.7%
	2013	4,119	2,904	48.2%	72.4%	603	67.7%	85.4%	1,459	54.6%	83.3%	842	23.3%	44.3%
Prince George's Community College	2009	2,490	1,560	39.6%	64.6%	184	59.2%	71.7%	483	54.5%	89.6%	893	27.4%	49.6%
	2010	2,830	1,666	37.3%	62.2%	203	54.2%	73.9%	548	49.6%	87.2%	915	26.1%	44.7%
	2011	2,765	1,759	36.7%	62.8%	186	46.8%	66.7%	504	53.8%	90.1%	1,069	26.9%	49.3%
	2012	2,511	1,681	36.8%	62.5%	245	48.2%	73.1%	377	50.9%	92.6%	1,059	29.1%	49.4%
	2013	2,292	1,611	35.4%	60.3%	207	53.1%	74.9%	397	47.9%	92.2%	1,007	26.9%	44.8%
Wor-Wic Community College	2009	967	601	45.1%	64.6%	55	72.7%	89.1%	297	57.9%	86.2%	249	23.7%	33.3%
	2010	948	594	45.3%	63.5%	66	69.7%	83.3%	293	57.3%	81.9%	235	23.4%	34.9%
	2011	875	527	45.5%	63.6%	70	71.4%	85.7%	251	57.4%	82.9%	206	22.3%	32.5%
	2012	791	501	46.7%	65.5%	83	68.7%	85.5%	241	55.6%	83.4%	177	24.3%	31.6%
	2013	708	428	50.9%	66.6%	86	74.4%	83.7%	187	59.9%	82.4%	155	27.1%	38.1%
TOTAL	2009	29,401	20,122	49.2%	69.0%	4,498	67.2%	82.3%	8,271	58.7%	84.6%	7,353	27.7%	44.3%
	2010	30,070	19,854	48.3%	69.2%	4,634	67.6%	83.4%	8,769	53.9%	82.3%	6,451	26.8%	41.2%
	2011	28,959	18,872	48.3%	69.3%	4,433	65.9%	82.1%	8,302	54.2%	82.1%	6,137	27.7%	42.7%
	2012	27,980	18,475	49.5%	71.2%	4,921	68.5%	84.8%	8,000	53.8%	82.4%	5,554	26.5%	42.9%
	2013	27,485	18,779	49.6%	70.2%	4,582	69.9%	84.4%	8,337	55.8%	83.3%	5,860	24.8%	40.4%

Notes:

Successful Persister is defined as students who completed at least 30 credit hours with a GPA of 2.00 or better, who have graduated and/or transferred, or who are still enrolled at the institution

Totals reflect summation of cohort data as reported by the colleges, and derived percentages based solely on the reporting institutions. These may provide an "indication" or estimate of the statewide community college success levels, but should not be relied upon as a completely accurate measure at the statewide level.

Table 4. Degree targets for public institutions, by institution (2.0% annual growth*)

Institution	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Total
COMMUNITY COLLEGES																	
Allegany College of Maryland	572	583	595	607	619	632	644	657	670	684	697	711	725	740	755	770	10,662
Anne Arundel Community College	1,336	1,363	1,390	1,418	1,446	1,475	1,505	1,535	1,565	1,597	1,629	1,661	1,694	1,728	1,763	1,798	24,902
Baltimore City Community College	411	419	428	436	445	454	463	472	482	491	501	511	521	532	542	553	7,661
Carroll Community College	466	475	485	495	504	515	525	535	546	557	568	579	591	603	615	627	8,686
Cecil College	190	194	198	202	206	210	214	218	223	227	232	236	241	246	251	256	3,541
Chesapeake College	230	235	239	244	249	254	259	264	269	275	280	286	292	298	303	310	4,287
College of Southern Maryland	822	838	855	872	890	908	926	944	963	982	1,002	1,022	1,042	1,063	1,085	1,106	15,321
Community College of Baltimore County	1,703	1,737	1,772	1,807	1,843	1,880	1,918	1,956	1,995	2,035	2,076	2,117	2,160	2,203	2,247	2,292	31,743
Frederick Community College	682	696	710	724	738	753	768	783	799	815	831	848	865	882	900	918	12,712
Garrett College	96	98	100	102	104	106	108	110	112	115	117	119	122	124	127	129	1,789
Hagerstown Community College	442	451	460	469	478	488	498	508	518	528	539	550	561	572	583	595	8,239
Harford Community College	611	623	636	648	661	675	688	702	716	730	745	760	775	790	806	822	11,389
Howard Community College	675	689	702	716	731	745	760	775	791	807	823	839	856	873	891	908	12,582
Montgomery College	1,919	1,957	1,997	2,036	2,077	2,119	2,161	2,204	2,248	2,293	2,339	2,386	2,434	2,482	2,532	2,583	35,769
Prince George's Community College	690	704	718	732	747	762	777	793	808	825	841	858	875	893	910	929	12,861
Wor-Wic Community College	318	324	331	337	344	351	358	365	373	380	388	395	403	411	420	428	5,927
Sub-Total	11,163	11,386	11,614	11,846	12,083	12,325	12,571	12,823	13,079	13,341	13,608	13,880	14,157	14,441	14,729	15,024	208,070
FOUR-YEAR PUBLIC INSTITUTIONS																	
Bowie State University	606	618	630	643	656	669	682	696	710	724	739	753	769	784	800	816	11,295
Coppin State University	378	386	393	401	409	417	426	434	443	452	461	470	479	489	499	509	7,046
Frostburg State University	768	783	799	815	831	848	865	882	900	918	936	955	974	993	1,013	1,034	14,315
Salisbury University	1,661	1,694	1,728	1,763	1,798	1,834	1,871	1,908	1,946	1,985	2,025	2,065	2,107	2,149	2,192	2,235	30,960
Towson University	3,625	3,698	3,771	3,847	3,924	4,002	4,082	4,164	4,247	4,332	4,419	4,507	4,597	4,689	4,783	4,879	67,567
University of Baltimore	516	526	537	548	559	570	581	593	605	617	629	642	654	668	681	694	9,618
University of Maryland - Baltimore	379	379	380	380	381	381	381	382	382	382	383	383	384	384	384	385	6,110
University of Maryland - Baltimore County	1,915	1,953	1,992	2,032	2,073	2,114	2,157	2,200	2,244	2,289	2,334	2,381	2,429	2,477	2,527	2,577	35,694
University of Maryland - College Park	6,569	6,700	6,834	6,971	7,110	7,253	7,398	7,546	7,697	7,851	8,008	8,168	8,331	8,498	8,668	8,841	122,441
University of Maryland - Eastern Shore	463	472	482	491	501	511	521	532	542	553	564	576	587	599	611	623	8,630
University of Maryland - University College	3,365	3,432	3,501	3,571	3,642	3,715	3,790	3,865	3,943	4,021	4,102	4,184	4,268	4,353	4,440	4,529	62,721
Morgan State University	772	787	803	819	836	852	869	887	905	923	941	960	979	999	1,019	1,039	14,390
St. Mary's College of Maryland	441	445	450	454	459	463	468	473	478	482	487	492	497	502	507	512	7,611
Sub-Total	21,458	21,876	22,301	22,736	23,179	23,630	24,091	24,561	25,040	25,529	26,028	26,536	27,054	27,583	28,123	28,673	398,398
Statewide Total	32,621	33,262	33,915	34,582	35,262	35,955	36,663	37,384	38,120	38,870	39,635	40,416	41,212	42,024	42,852	43,697	606,468

* The projected annual growth for UMB and St. Mary's College of Maryland is less than 2%. Totals for University of Maryland - University College include both associate and baccalaureate degrees.

Table 6. Target and actual undergraduate degrees awarded, comn C		D	E	F	G	I	K	L	M								Total	
Institution		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020 -2021	2021-2022	2022-2023	2023-2024	2024-2025	
Allegany College of Maryland	Target		583	595	607	619	632	644	657	670	684	697	711	725	740	755	770	10,662
	Actual	572	603	562	588	576	532	517	524	506	489							
	+/-		20	-33	-19	-43	-100	-127	-133	-164	-195							
Anne Arundel Community College	Target		1,363	1,390	1,418	1,446	1,475	1,505	1,535	1,565	1,597	1,629	1,661	1,694	1,728	1,763	1,798	24,902
	Actual	1,336	1,505	1,567	1,581	1,800	1,852	1,778	1,705	1,622	1,785							
	+/-		142	177	163	354	377	273	170	57	188							
Baltimore City Community College	Target		419	428	436	445	454	463	472	482	491	501	511	521	532	542	553	7,661
	Actual	411	470	540	446	385	405	425	380	443	431							
	+/-		51	112	10	-60	-49	-38	-92	-39	-60							
Carroll Community College	Target		475	485	495	504	515	525	535	546	557	568	579	591	603	615	627	8,686
	Actual	466	534	557	658	656	622	614	582	507	502							
	+/-		59	72	163	152	107	89	47	-39	-55							
Cecil College	Target		194	198	202	206	210	214	218	223	227	232	236	241	246	251	256	3,541
	Actual	190	235	244	219	290	319	341	291	468	355							
	+/-		41	46	17	84	109	127	73	245	128							
Chesapeake College	Target		235	239	244	249	254	259	264	269	275	280	286	292	298	303	310	4,287
	Actual	230	251	272	308	282	272	237	250	266	243							
	+/-		16	33	64	33	18	-22	-14	-3	-32							
College of Southern Maryland	Target		838	855	872	890	908	926	944	963	982	1,002	1,022	1,042	1,063	1,085	1,106	15,321
	Actual	822	821	990	1,082	1,215	1,193	1,123	1,272	1,262	1,116							
	+/-		-17	135	210	325	285	197	328	299	134							
Community College of Baltimore County	Target		1,737	1,772	1,807	1,843	1,880	1,918	1,956	1,995	2,035	2,076	2,117	2,160	2,203	2,247	2,292	31,743
	Actual	1,703	1,854	2,132	2,086	2,020	2,200	2,174	2,133	2,131	2,168							
	+/-		117	360	279	177	320	256	177	136	133							
Frederick Community College	Target		696	710	724	738	753	768	783	799	815	831	848	865	882	900	918	12,712
	Actual	682	778	846	883	847	897	981	877	882	855							
	+/-		82	136	159	109	144	213	94	83	40							
Garrett College	Target		98	100	102	104	106	108	110	112	115	117	119	122	124	127	129	1,789
	Actual	96	98	133	105	108	107	149	111	107	102							
	+/-		0	33	3	4	1	41	1	-5	-13							
Hagerstown Community College	Target		451	460	469	478	488	498	508	518	528	539	550	561	572	583	595	8,239
	Actual	442	490	551	573	601	634	661	622	568	570							
	+/-		39	91	104	123	146	163	114	50	42							
Harford Community College	Target		623	636	648	661	675	688	702	716	730	745	760	775	790	806	822	11,389
	Actual	611	772	834	923	903	997	1,088	1,067	883	905							
	+/-		149	198	275	242	322	400	365	167	175							
Howard Community College	Target		689	702	716	731	745	760	775	791	807	823	839	856	873	891	908	12,582
	Actual	675	872	955	1,066	1,113	1,165	1,168	1,241	1,471	1,331							
	+/-		184	253	350	382	420	408	466	680	524							
Montgomery College	Target		1,957	1,997	2,036	2,077	2,119	2,161	2,204	2,248	2,293	2,339	2,386	2,434	2,482	2,532	2,583	35,769
	Actual	1,919	2,183	2,383	2,318	2,374	2,662	2,553	2,611	2,577	2,754							
	+/-		226	386	282	297	543	392	407	329	461							
Prince George's Community College	Target		704	718	732	747	762	777	793	808	825	841	858	875	893	910	929	12,861
	Actual	690	800	904	963	948	908	925	856	1,057	972							
	+/-		96	186	231	201	146	148	63	249	147							
Wor-Wic Community College	Target		324	331	337	344	351	358	365	373	380	388	395	403	411	420	428	5,927
	Actual	318	371	382	470	423	368	404	397	363	319							
	+/-		47	51	133	79	17	46	32	-10	-61							
Sub-Total	Target		11,386	11,614	11,846	12,083	12,325	12,571	12,823	13,079	13,341	13,608	13,880	14,157	14,441	14,729	15,024	208,070
	Actual	11,163	12,637	13,852	14,269	14,541	15,133	15,138	14,919	15,113	14,897							
	+/-		1,251	2,238	2,423	2,458	2,808	2,567	2,096	2,034	1,556							

Table 7. Target and actual undergraduate degrees awarded, four-year colleges and universities.

Institution		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Total
Bowie State University	Target		618	630	643	656	669	682	696	710	724	739	753	769	784	800	816	11,295
	Actual	606	683	688	739	741	801	832	713	781	826							
	+/-		65	58	96	85	132	150	17	71	102							
Coppin State University	Target		386	393	401	409	417	426	434	443	452	461	470	479	489	499	509	7,046
	Actual	378	379	460	409	478	416	464	421	399	378							
	+/-		-7	67	8	69	-1	38	-13	-44	-74							
Frostburg State University	Target		783	799	815	831	848	865	882	900	918	936	955	974	993	1,013	1,034	14,315
	Actual	768	850	892	969	1,012	1,032	964	1,060	1,027	1,078							
	+/-		67	93	154	181	184	99	178	127	160							
Salisbury University	Target		1,694	1,728	1,763	1,798	1,834	1,871	1,908	1,946	1,985	2,025	2,065	2,107	2,149	2,192	2,235	30,960
	Actual	1,661	1,709	1,787	1,872	1,899	1,935	1,967	2,026	1,873	1,805							
	+/-		15	59	109	101	101	96	118	-73	-180							
Towson University	Target		3,698	3,771	3,847	3,924	4,002	4,082	4,164	4,247	4,332	4,419	4,507	4,597	4,689	4,783	4,879	67,567
	Actual	3,625	3,948	4,103	4,147	4,291	4,422	4,428	4,628	4,609	4,619							
	+/-		251	332	300	367	420	346	464	362	287							
University of Baltimore	Target		526	537	548	559	570	581	593	605	617	629	642	654	668	681	694	9,618
	Actual	516	631	625	670	665	694	721	755	711	615							
	+/-		105	88	122	106	124	140	162	106	-2							
University of Maryland - Baltimore	Target		379	380	380	381	381	381	382	382	382	383	383	384	384	384	385	6,110
	Actual	379	359	340	337	337	333	399	416	433	438							
	+/-		-20	-40	-43	-44	-48	18	34	51	56							
University of Maryland - Baltimore County	Target		1,953	1,992	2,032	2,073	2,114	2,157	2,200	2,244	2,289	2,334	2,381	2,429	2,477	2,527	2,577	35,694
	Actual	1,915	1,905	2,140	2,230	2,250	2,432	2,521	2,572	2,578	2,658							
	+/-		-48	148	198	177	318	364	372	334	369							
University of Maryland - College Park	Target		6,700	6,834	6,971	7,110	7,253	7,398	7,546	7,697	7,851	8,008	8,168	8,331	8,498	8,668	8,841	122,441
	Actual	6,569	6,987	7,043	7,192	7,279	7,166	7,253	7,292	7,559	7,768							
	+/-		287	209	221	169	-87	-145	-254	-138	-83							
University of Maryland - Eastern Shore	Target		472	482	491	501	511	521	532	542	553	564	576	587	599	611	623	8,630
	Actual	463	506	627	514	585	577	574	514	482	508							
	+/-		34	145	23	84	66	53	-18	-60	-45							
University of Maryland - University College	Target		3,432	3,501	3,571	3,642	3,715	3,790	3,865	3,943	4,021	4,102	4,184	4,268	4,353	4,440	4,529	62,721
	Actual	3,365	3,555	4,280	4,631	4,715	6,197	7,112	7,413	7,971	8,065							
	+/-		123	779	1,060	1,073	2,482	3,322	3,548	4,028	4,044							
Morgan State University	Target		787	803	819	836	852	869	887	905	923	941	960	979	999	1,019	1,039	14,390
	Actual	772	813	902	976	922	933	902	970	1,153	1,091							
	+/-		26	99	157	86	81	33	83	248	168							
St. Mary's College of Maryland	Target		445	450	454	459	463	468	473	478	482	487	492	497	502	507	512	7,611
	Actual	441	410	444	450	432	427	432	414	345	392							
	+/-		-35	-6	-4	-27	-36	-36	-59	-133	-90							
Sub-Total	Target		21,876	22,301	22,736	23,179	23,630	24,091	24,561	25,040	25,529	26,028	26,536	27,054	27,583	28,123	28,673	398,398
	Actual	21,458	22,735	24,331	25,136	25,606	27,365	28,569	29,194	29,921	30,241							
	+/-		859	2,030	2,400	2,427	3,735	4,478	4,633	4,881	4,712							

Totals for University of Maryland - University College include both associate and baccalaureate degrees and consist of stateside and overseas figures.

Table 8. Cumulative targets and actual degree awards for all sectors.

Institutional Sector		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Total
Community Colleges	Target		11,386	11,614	11,846	12,083	12,325	12,571	12,823	13,079	13,341	13,608	13,880	14,157	14,441	14,729	15,024	208,070
	Actual	11,163	12,637	13,852	14,269	14,541	15,133	15,138	14,919	15,113	14,897							
	+/-		1,251	2,238	2,423	2,458	2,808	2,567	2,096	2,034	1,556							
Four-Year Institutions	Target		21,876	22,301	22,736	23,179	23,630	24,091	24,561	25,040	25,529	26,028	26,536	27,054	27,583	28,123	28,673	398,398
	Actual	21,458	22,735	24,331	25,136	25,606	27,365	28,569	29,194	29,921	30,241							
	+/-		859	2,030	2,400	2,427	3,735	4,478	4,633	4,881	4,712							
Independent Institutions	Target		6,281	6,469	6,663	6,863	6,225	6,136	6,269	6,410	6,570	6,680	6,706	6,859	7,022	7,189	7,365	105,805
	Actual	6,098	6,174	6,303	6,442	6,395	6,572	6,327	5,991	5,915	5,644							
	+/-		-107	-166	-221	-468	347	191	-278	-495	-926							
Other Private Institutions	Target		668	668	668	416	334	334	334	334	334	334	334	334	334	334	334	6,762
	Actual	668	694	372	233	443	231	231	284	224	300							
	+/-		26	-296	-435	27	-103	-103	-50	-110	-34							
<i>Annual Total</i>	Target		40,211	41,052	41,913	42,541	42,514	43,133	43,987	44,864	45,774							719,035
	Actual	39,387	42,240	44,858	46,080	46,985	49,301	50,265	50,388	51,173	51,082							
	+/-		2,029	3,806	4,167	4,444	6,787	7,132	6,401	6,309	5,308							
Cumulative Total	Target		79,598	120,650	162,563	205,104	247,618	290,751	334,738	379,601	425,375							719,035
	Actual	39,387	81,627	126,485	172,565	219,550	268,851	319,116	369,504	420,677	471,759							
	+/-		2,029	5,835	10,002	14,446	21,233	28,365	34,766	41,076	46,384							

APPENDIX B – INSTITUTIONAL REPORTS

Introduction

This appendix is a supplement to the 2019 *Report on Best Practices and Annual Progress Toward the 55% Completion Goal*. For the 2019 report, colleges and universities were asked to submit materials only if their programs and strategies 1) were newly implemented since the last submission; or 2) discontinued since the last submission because of data-validated results.

As noted in the report narrative, a more detailed appendix of institutional best practices can be found in the 2014 *Report on Best Practices and Annual Progress Toward the 55% Completion Goal*. It is indexed and organized within the fifteen common themes that emerged from an analysis of the best practices. This resource may help educators and administrators identify and adopt practices that can be transplanted to their campuses.

COMMUNITY COLLEGES

MHEC report on Best Practices and Annual Progress towards the 55% Completion Goal

Cecil College continues to engage in a number of strategies and practices that impact state and institutional 2025 degree completion goals. Documented below are new programs/strategies since Cecil's last submission.

Developmental English Sequence

Completion of developmental education is recognized as a hurdle for community college students. Cecil College previously redesigned the math sequence to decrease time to degree for students requiring developmental education. The English department has now also completed a developmental sequence re-design; decreasing the maximum amount of credits from 12 to 8 for developmental education in English. This was piloted in spring 2018 and initial results related to success in the developmental English course were comparable to the previous iteration, with a completion rate of 40%. An embedded tutor was added in fall of 2019 to provide additional support for students who place in the lowest level of developmental English. This re-design of developmental English course work supplements the initiative already in place for students who are assessed at a level almost ready for college level to 'jump start' into English 101 with additional academic support.

Faculty Guild

Faculty Guild is professional development focused on improving student outcomes by reinvesting in faculty. Supported by research, faculty participate in a year-long asynchronous professional development, with peer groups supported by an experienced facilitator, designed to support faculty in the development of course work that is grounded in research and best practices related to how individuals learn. Research conducted by Faculty Guild indicate that student retention increases 4-8% after faculty complete faculty guild fellowships.

Cecil College had five faculty, 3 full-time and 2 adjunct from various disciplines participate AY 2019 and there are six faculty, 3 full-time, and 3 adjunct, participating this academic year. The impact on retention rates will be assessed in the upcoming academic year.

CircleIn

CircleIn is a web and mobile studying platform where students can post questions, share notes, share web links, create flash cards and video meet – all to get peer help. Students who participate and contribute, earn points and rewards for providing assistance and support to their classmates. The primary use is for homework and studying help. The objective is to provide students a digital space to give and receive help from their peers and in the process, improve course completion rates and retention. This was initiated in fall of 2019.

Motivational Interviewing pilot

A pilot version of a randomized controlled study was initiated by a faculty member to assess the effectiveness of motivational interviewing in the classroom on 2-year college student academic success; assess the feasibility and acceptance of intervention; and better understand variables that influence student success. The sample included 14 faculty and 468 students AY 2019. Initial results indicated

limited impact of motivational interviewing in a larger classroom environment on student outcomes. However, it did create an avenue for early identification of student stressors that negatively impact student success (such as correlation between hours worked and student success), as well as protective factors that serve as buffers to encourage success (such as correlation between self-efficacy and student success). Plan to disseminate information across college community and investigate how to expand opportunities.

Chesapeake College
FY 2019 Best Practices and Annual Progress toward the 55% Completion Goal

A variety of Chesapeake College initiatives have positively impacted the College’s ability to meet its targets within Maryland’s 55% Degree Attainment goals.

Award Trends

In 2012 MHEC developed a model that set initial state and institution degree targets to reach the goal of 55% of adults holding degrees by 2025. In 2014, the model was revised to reflect additional input from Maryland colleges and universities as well as additional information on migration patterns within the State and increased degree output at independent colleges and universities in Maryland. In 2017, the model was reexamined again. This assessment included an analysis of the trends in actual degree awards and the data that inform the model. MHEC also sought input from Maryland colleges and universities regarding the model’s institutional targets, which were set at 2% per year. The table below presents the revised annual targets for Chesapeake College as well as the actual number of Associate degrees and certificates conferred.

Chesapeake College Awards Conferred: Actual vs. 55% Completion Target

Category	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	Total
Chesapeake Target	230	235	239	244	249	254	259	264	269	275	2,518
Chesapeake Actuals	277	293	313	345	323	336	304	299	329	301	3,120
Awards Above Target (#)	47	58	74	101	74	82	45	35	60	26	602
Awards Above Target (%)	20.4%	24.7%	31.0%	41.4%	29.7%	32.3%	17.4%	13.3%	22.3%	9.5%	23.9%

Chesapeake College exceeded its 55% Completion Goal target in each of the 10 years since the concept's inception. Cumulative totals through 2018-2019 show that the College has conferred 602 more awards than expected. The 3,120 awards represent 72.8% of the targeted total of 4,287 through 2024-2025. With six years to go in the cycle, Chesapeake is well above pace to meet its obligations under the program.

What makes this pattern more noteworthy is the fact that the College was undergoing substantial enrollment declines in the period. From 2009-2010 to 2018-2019, the unduplicated headcount fell by 28.7%. However, because the sole growth segment was in dually enrolled high school students, who are almost entirely non-degree, the headcount of degree/certificate-seeking students fell by 35.5%. Yet the unduplicated number of graduates rose by 12.1% in the same time frame. The interpretation of these statistics is that Chesapeake College has increased students' rate of completion. And in fact, the Annual Graduation Rate, the ratio of graduates to unduplicated degree/ certificate-seeking headcount, rose from 8.5% in 2009-10 to 14.8% in 2018-19. These gains can be attributed to a number of institutional programs and initiatives.

Contributing Programs and Initiatives

Dual Enrollment

Enrollment of high school students has surged in recent years, spurred by elements of Maryland Senate Bill 740 "College and Career Readiness and College Completion Act of 2013." In FY2013, 303 students were dually enrolled; by 2019, that number nearly doubled to 595. Dual enrollment has been a particular focus of enrollment management and outreach programs. Additionally, a higher share of dual enrollees continue at Chesapeake College as freshmen. Some 26.7% (99 students) of the service region high school class of 2018 who were dual enrolled as seniors continued as freshmen; in contrast only 14.2% of those who did not take advantage of dual enrollment returned to the College after graduation. Another 199 students (53.6%) continued at another institution. In total 80.3% of former class of 2018 dual enrollees went on to higher education.

College Readiness and Developmental Coursework

Our analysis has clearly shown that college-ready students progress at much higher rates than do developmental students. Chesapeake College's approach to this situation focuses on two dimensions – helping more students enter college-ready or with fewer developmental requirements and helping more students with developmental needs complete those hurdles. The College collaboratively developed with its five support counties an articulation agreement to use its Intermediate Algebra course as a transition course for high school seniors who need to improve college readiness in math. Additionally, students have had more opportunities to demonstrate readiness as alternatives to taking standardized examinations. The most prominent change, fully implemented in 2017, allows qualified recent public school graduates to use high school grade-point average for placement into college-level English and/or mathematics courses. Between fall 2016 and 2018, the proportion of incoming freshmen requiring developmental education declined from 67.1% to 36.3%. It is expected that subsequent graduation-transfer rates will rise, but it is still far too early to determine the effects. Because of reduced course taking burdens of entry directly into college-level courses, it is expected that subsequent graduation-transfer rates will rise, but it is still too early to determine the actual effects.

In 2015, Chesapeake College modified its developmental mathematics and English programs. The lowest level of developmental math was transformed from a computer-mediated, lab format course to a more traditional lecture supplemented by labs using an online textbook at minimal cost to students. Developmental English streamlined the curriculum to a single course rather than two in prior years and piloted the nationally recognized Accelerated Learning Program model. Both pilots were proven to be successful and were expanded to the full curriculum of both departments. Course success rates have improved as a result.

Targeted Engagement Programs

The College offers several programs to increase student engagement and success among culturally-diverse students and strives each year to surpass targets. Evidence from FY2012 (the first year for which complete identification of interventions is available) and FY2019 document

shows that formal intervention programs yield positive results. In FY2019, 45 of the 308 graduates (14.6%) had been part of an intervention program. In FY2018 those figures rose to 97 graduates and 32.7% of the total, respectively. In contrast, the number of graduates who were not part of a formal program declined in number from 263 to 200.

The largest student engagement and success program for credit students is TRiO Student Support Services (SSS) which is actually comprised of two initiatives – SSS Classic and SSS-STEM. Together these federally funded programs help a total of 335 eligible (i.e., first-generation, low-income, or disabled) students (17.6% of the student body) stay in school, graduate, and/or transfer to a four-year institution. Services include academic and financial aid advising, career guidance and readiness, science and math supplemental instruction workshops, and cultural and educational events. Students engaged in these programs statistically outperform comparison groups of students who are not in the program in terms of retention and academic performance. Full-time students meet with faculty advisors for mandatory personalized advising sessions. Engaging and mutually edifying conversations result, strengthening faculty-student relationships and helping Chesapeake's numerous first-generation college students navigate through the degree and course selection process. TRiO staff work collaboratively with other campus student services to address the obstacles that eligible students might face during their college careers.

The SAIL program (Success And Interactive Learning) gets first-time freshmen actively involved in the college experience. SAIL has several academic and service utilization requirements for participation. Students who complete the program and finish the semester with a quality point average of at least a 2.0 receive a scholarship discount on their spring semester tuition. The director of First-Year Programs recently standardized the Freshman Seminar Course experience and provided SAIL participants with a location to call their own, thereby resulting in increased cohesiveness among the group members. First-time students participating in SAIL have had better retention rates than first-time students who do not participate in the program.

The FOCUS Group (First-Generation Opportunities for Career and Ultimate Success) is geared for first-generation male students enrolled in a career program and provides them with intense exposure to academic support and career exploration activities during the first year in college. While small in size, this program targets a group that traditionally has required external supports in order to advance to graduation.

The non-credit Adult Basic Education/English as a Second Language program serves a population of nontraditional and diverse students. This a targeted intervention utilizes intrusive advising strategies to assist students in overcoming barriers to success and navigating the various systems to achieve their goals of earning a high school diploma credential, improving their English speaking, reading, and writing skills and or entering post-secondary education or workforce training. The obstacles these students face include language, cultural and financial barriers. The majority of these students are potentially first generation college students. The Adult Education Program enrolled 894 students in FY2018, 30 of whom (3.4%) subsequently continued their education in credit courses at Chesapeake.

Howard Community College

Description: The STEM Undergraduate Research Program (URSC) was initiated to provide Howard Community College (HCC) students with the opportunity to learn about the culture of science and engineering, to develop research skills while earning college credits; to generate a diverse population of STEM professionals; to meet growing workforce demands cited by The President's Council of Advisors on Science and Technology (2012); to make research accessible to college freshman and sophomore students consistent with programs at transfer institutions; and to prepare transfer students for placement in research positions after transfer or for employment.

The college's science, engineering, and technology division developed a four-semester, credit-bearing course sequence in which students are introduced to research, work on small teams with a faculty mentor on a specific research question, and collect and analyze data and present their findings in the form of a poster, presentation and/or research paper. Seventy-two students and 12 faculty research mentors have participated in the URSC program since 2015. Twelve research projects that focus on astronomy, biology, chemistry, engineering, environmental science, and physics have been developed. Sixteen students have presented their findings at professional conferences and sixteen students have submitted research papers for publication in Howard Community College's new journal, *The Journal of Research in Progress*.

The addition of an external advisory committee in 2018, has enabled the research faculty and students to network with professionals from four- year academia, government, and industry and has been instrumental in assisting HCC with efforts to improve the program. For example, students participated in an inter-institutional research project where University of Maryland, Baltimore County faculty and students and HCC research faculty and students conducted environmental science research in Baltimore City neighborhoods during summer 2019.

The science, engineering and technology division collaborated with the mathematics division in 2018 to plan for the first HCC peer reviewed research journal. *The Journal of Research in Progress*, volume 1 was published in spring 2018 and volume 2 was published in spring 2019. This led to a greater collaboration in the second year, and the journal's editorial team now includes faculty and staff from the health sciences, social science and teacher education, English and world languages and arts and humanities division.

Finally, research students from other STEM cohort programs who have transferred and/or graduated, have formed a STEM alumni group that meets several times annually to help with program recruitment, provide advice to the faculty team, and interact with current students. The faculty team is now focusing on expanding the number of available research projects, recruiting adjunct faculty research mentors, expanding collaboration with UMBC and creating new collaborations, and implementing course based

undergraduate research in foundational courses to provide students with greater access to a research experience.

Description: Howard Community College is committed to a faculty-driven effort to promote college affordability for students, and open-pedagogy, through the adoption and creation of **Open Education Resources (OER)**. OER are generally defined as teaching, learning, and research materials in any medium that resides in the public domain or that have been released under an open license that permits no-cost access, use, adaptation, and redistribution by others.

This initiative, named “HowardOpen”, began in the fall 2017 with a recorded 73 sections of courses across various disciplines that used Zero-Cost textbooks. This translated to \$229,215 dollars in savings at an average textbook cost of \$105 dollars. In spring 2019, the OER committee, a group of faculty and staff representing various stakeholders in the OER endeavor, recorded 135 sections of zero-textbook courses translating to \$425,250 in savings for the approximately 4050 students impacted, a 90 percent increase in zero Textbook adoption since fall 2017.

Description: HCC initiatives to close the minority achievement gap have proven successful. To intentionally support closing the achievement gap, HCC will expand both **Howard P.R.I.D.E.** (Purpose, Respect, Initiative, Determination and Excellence) and **Ambiciones** (Ambition) cohorts. The college is scaling up these two cohort programs to successfully create a critical mass of students who will have access to and support from their respective programs.

Howard P.R.I.D.E. is HCC’s Black/African-American male leadership development program. Ambiciones is the college’s Hispanic/Latino student success program. Collectively, student participants in both cohorts outpace other Black/African-American males and Hispanic/Latino students in key performance indicators for success. These metrics include retention, completion of developmental mathematics, success after tutoring, good academic standing, and degree completion. For example, fall-to-spring retention rates of Howard P.R.I.D.E. participants has remained at or above 80 percent, since the inception of the program. The fall-to-spring retention of Howard P.R.I.D.E. participants outpaces those of their non-participating counterparts significantly (all Black/African-American males are retained at 64 percent, and all first-time Black/African-American males are maintained at 68 percent). Similarly, in FY19, fall-to-spring retention rates of Ambiciones participants was 85 percent, as compared to 67 percent for non-participating Hispanic/Latino students. In FY19, fall-to-spring retention was 85 percent, as compared to 67 percent for non-participating peers. Furthermore, FY18 to FY19 retention rate was 63 percent, compared to 59 percent of first-time Latino students, and 47 percent of all Latino students. In FY19, 205 students participated in Howard P.R.I.D.E., an increase from 168, in FY18. The program serves about 18 percent of the Black/African-American male enrollment.

In FY19, Ambiciones will assist 100 students. Fall 2018 enrollment of Hispanic/Latino students was 88. This participation rate represented roughly six percent of the Hispanic/Latino enrollment.

By scaling up Howard P.R.I.D.E., the college will increase participation from 205 to 300 by FY25. Likewise, Ambiciones from 88 to 100, in FY20 and 200 by FY25. Once complete, serving an additional 100 Howard P.R.I.D.E. students for a total of 300 students, the college would be serving 34 percent of the Black/African-American male population. Similarly, at 200 Ambiciones students, the college would be serving 17 percent of the total Hispanic/Latino population.

Description: During spring 2019, the college launched a **formal on-campus, paid internship program** designed to support students who do not have transportation for opportunities in the community and provide valuable work experience to international students who are only able to work on the college campus rather than for an external employer due to visa restrictions. Eighteen students participated in a variety of college departments, some of which include information technology, public relations, and marketing, Dragon Digital Radio, the Athletic Center, admissions and advising, and Rep Stage.

The college, with support from the HCC Educational Foundation, plans to double the on-campus internship program in FY20. Counseling and career services has been collaborating with financial aid services to develop some on-campus work-study internships that have different duties than traditional work-study positions, and that incorporate supervision and training components into the experiential learning opportunity. Four on-campus work-study jobs were offered during spring 2019, and there is the potential to develop many more possibilities.

Opportunities for on-campus internships for all students career services promote internships to diverse student populations by sponsoring information sessions for Silas Craft Collegians, Howard P.R.I.D.E., Career Links, Student Support Services, and Ambiciones.

Description: As the college continues to combat student food insecurity, HCC initiated a **college garden**. The garden supports the college's food pantry with fresh fruits and vegetables. In FY19, the garden supplied 1,300 pounds of fresh fruit and produce to the pantry. The program also supports HCC's underserved populations by teaching students the valuable skill of gardening. Through a partnership with HCC's culinary program and the office of service learning, students get firsthand experience of preparing food from garden to table. HCC's culinary program will create recipe cards for the produce that will be harvested during different seasons of the year. Those recipe cards will accompany the harvest from the garden, so students know how to cook the food.

Description: JumpStart is HCC's dual enrollment program, a collaboration between the college and the Howard County Public School System (HCPSS). The goal of this program is to support college readiness and to provide an opportunity for all eligible students to

earn college credit while still in high school. Students have the option to enroll in college credit at their respective high schools or on the HCC campus.

Structured programs in computer science, criminal justice, cybersecurity, entrepreneurship, general studies, health education, and teacher education STEM provide students the opportunity to enter a pathway towards completion and transfer. Under the flexible option, students may complete specific courses including Career and Technology Education (CTE) courses such as introduction to business, introduction to hospitality, and introduction to education as well as specific general education core courses. Qualified instructors who are vetted by academic deans and human resources teach courses offered within the high school setting. The course curriculum is aligned with the college course outcomes. The same course assessments used for courses offered on the HCC campus are used for courses offered at HCPSS sites.

The Jumpstart program includes all 12 HCPSS high schools. In FY19, the program served 1583 (duplicated headcount) students. Students pay 50 percent of the tuition rate and consolidated fees for courses offered at the high school. For courses offered on the main campus, students pay the same tuition rate, and consolidated fees but also pay book costs and course related fees. Students eligible for Free and Reduced Meals (FARMS) who are enrolled in courses on the HCPSS campus do not pay tuition or the consolidated fees. These cost are covered by the HCPSS. FARMS students enrolled in classes on the HCC campus are required to pay the course fees and book costs. FARMS students may apply for a scholarship to cover course fees and books.

September 30, 2019

Ms. Barbara Schmertz
Director of Research and Policy Analysis
Maryland Higher Education Commission
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201

Subject: Montgomery College FY2019 Best Practices and Annual Progress toward the 55% Completion Goal

Dear Director Schmertz,

Montgomery College is engaged in a number of strategies and practices that impact state and institutional 2025 degree completion goals. As directed in the August 9 memo from Dr. Fielder, the College is only providing information on a new initiative.

Corequisite Math Model Replaces Developmental Math Model

Low success results in developmental math is one of the primary reasons students don't progress in their academic program, both nationally and here at Montgomery College. In the fall 2018 semester, the mathematics department implemented a corequisite developmental math program designed to address the needs of all students. In the past revisions of developmental math, we addressed the needs of some of our students, but the new model addresses the needs of all students. Most students, regardless of their previous experiences with mathematics, will be able to take a college-level math class in their first semester at college. The new program includes students who score at the lowest level, who take their first mathematics course through Workforce Development and Continuing Education (WD&CE); and those who score into college-level mathematics, as we always have; and those in the middle who can take college-level courses with developmental support. The new developmental corequisite structure meant that hundreds of students who tested into developmental math were able to simultaneously take a developmental and college-level course. This model of providing "just in time" support has been adapted by many institutions nationwide and has proven an effective way to remediate students while also decreasing time and cost to completion.

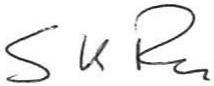
Faculty in the combined MATH 017/117 classes and the MATH 020/120 classes worked with students and developed curriculum to help them master both the developmental and college-level content. Additionally, corequisite courses were deployed in the STEM developmental pathway (MATH 045/050)

allowing students to take a single developmental course before enrolling in college-level class instead of a three-semester sequence of classes. The pass rates show that the success in these courses is similar to past performance and that the students who needed some developmental work were able to still succeed at rates similar to their peers. This is truly impactful because many of these students would have had to take a year or more of developmental classes before they were exposed to this content. Faculty throughout the department worked hard to both build and deliver such a successful model.

The results of this first year implementation are very positive. They indicate that 33.9% of first-time full-time students completed their college-level math requirement in their first year, compared to 28.8% in the previous academic year. This is a **45% increase**. This metric, completion of a college-level math course in the first year, is one of the leading indicators we are tracking at the college to help ensure that we reach our student success goals.

Please let me know if you have any questions, 240-567-5006 or Sanjay.rai@montgomerycollege.edu.

Sincerely,

A handwritten signature in black ink, appearing to read "S K Rai". The letters are cursive and somewhat stylized.

Sanjay Rai, PhD

Prince George's Community College

FY2019 Best Practices and Annual Progress toward the 55% Completion Goal

In fall 2015, Prince George's Community College (PGCC) embarked on a journey of institutional transformation by being one of thirty community colleges across the nation accepted to participate in the American Association of Community College's Pathways Project, funded in part by the Gates Foundation. PGCC continues this work to increase student success for all students through at-scale improvements to the student experience inside and outside the learning environment.

Guiding Pathways

PGCC has focused on providing a clear direction for students in their first year through involvement in the American Association of Community College (AACCC) Pathways Project. Pathways work has demonstrated that providing students with a solid foundation in the first year places students on a path that leads to continuous enrollment, completion of courses, and ultimately graduation. To support that solid foundation in the first year, the College has:

- redesigned the developmental English, reading, and mathematics courses to streamline the sequences, align them to programs, and accelerate student progress;
- revised the curriculum into 10 Academic and Career Pathways: Allied Health and Nursing; Behavioral and Social Sciences; Business, Industry, and Entrepreneurship; Education; Liberal and Creative Arts; Personal and Professional Development; Public Safety and Law; Sciences, Engineering, and Mathematics; Technology; and Wellness, Culinary Arts, and Hospitality (<https://www.pgcc.edu/pathways/>);
- enhanced purposeful connections in the first year by strengthening the students' onboarding experience, specifically with full implementation of Educational Advisory Board's (EAB) Navigate system;
- implemented embedded advising where advisors are assigned to programs to serve as the first points of contact for students admitted to the program of study
- designed and implemented case-management advising (faculty and professional advisors); and
- ensured that all career and academic advisors have completed National Career Development Association (NCDA) career certification training;

Impact and Progress

As mentioned above, the College has redesigned the developmental English, reading, and mathematics courses to streamline the sequences, align them to programs, and accelerate student progress. For English and reading, integrated reading and writing courses were implemented in fall 2018 and, for eligible students, they could be taken concurrently with select credit courses. Open Educational Resources were introduced in almost all course sections for thematic-based units. The Accelerated Learning Program (ALP) has been scaled for students who need additional support as they take English 1010. With the expansion of ALP and new criteria for determining college readiness, 217 more students were able to pass college-level English with a C or better in fall 2018.

The math faculty have created several Math Paths aligned to Academic and Career Paths (meta-majors) so that students take only the math they need for their degree. In addition, math co-requisite courses have been developed so that eligible students can complete their last developmental course in the same semester as the credit math course. Math co-requisites were offered for the first time in spring 2018, with additional sections offered in fall 2018. Preliminary results from the math co-requisite model are extremely promising as 71% or more of the students who took a co-requisite course passed the corresponding college-level Math course with a C or better.

The College has dedicated significant resources toward improving fall-to-fall retention and graduation-transfer rates. Since 2010, significant changes in curriculum, assessment, and services have been implemented to target these areas. The college-ready students in the fall 2017 cohort showed an increase of 4.9 percentage points in fall-to-fall retention compared to the fall 2015 cohort (55.0% to 57.4%). Gains were also seen for the college-ready students in the fall 2014 cohort with an increase of 5.9 percentage points in the graduation-transfer rate compared to the fall 2012 cohort (48.2% to 54.1%). Overall, early results are yielding a nearly 4 percentage-point increase in the graduation-transfer rate for Black/African-American students (over 70% of the student population) from the fall 2011 (31.9%) to the fall 2014 cohort (35.5%). In FY2018, the College awarded 26.7% more transfer degrees and 18.9% more career degrees than in FY2017. Additionally, the College saw a 7% increase in credit awards in Science, Technology, Engineering, and Mathematics (STEM) programs.

Targeted Interventions

While focused on Pathways, PGCC continues to invest in targeted interventions such as Diverse Male Student Initiatives (DMSI) and TRiO Upward Bound. Started in 2009, DMSI is an experiential, year-long program focused on the development of future male leaders. Open to all males at College, the program has primarily served minority male students. DMSI students often face common challenges such as uncertainty about their academic and career goals, need for guidance with self-confidence and time management, academic barriers, and lack of knowledge on how to navigate college and accessing available support resources.

DMSI helps male students focus their energies on self-improvement and community involvement. Since its inception, over 1,000 DMSI scholars have increased their knowledge of social, cultural, and economic drivers within Prince George's County. They have gained skills that enhance their ability to take leadership roles, and developed a network with current and future leaders. Career and personal development training, leadership training, workforce preparation, and communications skills help students build a strong foundation for success. In addition, internship and cooperative education experiences, alongside diversity training, support a student's ability to lead.

Focus groups are conducted with the men of DMSI to assess whether the program is having its intended effects. In addition, the men are required to complete a 5-year plan portfolio that outlines the goals they have set. This portfolio, once completed, is used as a measure in the one-on-one meetings to gauge student progress and to ensure the student is receiving the appropriate support to accomplish their goals. The effectiveness of the program can also be assessed through

its impact on student retention and academic success. The fall-to-fall retention rate for those participating in the program, excluding graduates, has increased 16 percentage points, from 48% in fall 2015 to 64% in fall 2017. In addition, academic success as measured by the percentage of students who pass all of their courses with a C or better has increased by almost 6 percentage points from 61% in fall 2015 to close to 67% in fall 2018.

The TRiO Upward Bound program at PGCC targets high school students who are first generation prospective college students and qualify as low income as defined by the U.S Department of Education. In the program year 2017-2018, sixty students were funded to participate, with 43 identified as low income and first generation. Some of the barriers faced by students in the Upward Bound program include lack of knowledge on how to obtain financial and academic support and how to navigate college. Prior to starting Upward Bound, students engage in a six-week summer session that helps prepare them for classes. Interventions that students received throughout the year include bi-weekly Saturday sessions, grade-level refresher courses, individualized academic assessments, weekly academic tutoring, and educational, social, and cultural activities. Specific objectives are used to evaluate the program:

- 70% Academic Performance—Grade Point Average
- 85% Academic Performance on Standardized Tests
- 85% School Retention and Graduation
- 60% School Retention and Graduation (Rigorous Secondary School Program of Study)
- 70% Post-Secondary Enrollment
- 30% Post-Secondary Completion

In the 2017-2018 the program year, all objectives were significantly surpassed.

Online Learning and Open Educational Resources

The College continues to prioritize affordability and increased access, particularly through investments aimed at expanding and enhancing online learning. Notably, the College has improved the internal network infrastructure to support students and faculty using web-based technologies in the online and on-campus classrooms. The College is now able to reliably deliver and manage all types of content including video, courses, documents, and instructor-facilitated learning, accessed from anywhere and at any time. To expand access to online program data and enhance decision making, the College implemented Blackboard Analytics for Learn. Advisors and department chairs are able to use Learning Management System (LMS) data to identify patterns of student success, plan strategic interventions, and monitor the student learning experience.

In an effort to reduce the overall cost of attendance for students, the College continually seeks out high quality and appropriate Open Educational Resources (OERs). In spring 2019, OERs were used in 141 course sections resulting in 2,154 students saving over \$172,320 in textbook costs. The greatest adoption of OERs has been in STEM courses. OERs typically encompass free, online learning content, software tools, and digital curricula. Using OERs can help create equity among different student populations by ensuring that all students have the materials they need on the first day of class, regardless of their income or financial support. In addition, OERs

can help improve curriculum and pedagogy by allowing faculty to customize materials to meet student needs and address learning objectives at the appropriate level. The College is committed to encouraging, supporting, and sustaining the use of OERs and accessible formats for all courses, as appropriate, without compromising quality of content.

Wor-Wic Community College
FY2019 Best Practices and Annual Progress toward the 55% Completion Goal

Wor-Wic Community College (WWCC) is engaged in a number of strategies and practices that impact state and institutional 2025 degree completion goals. As directed in the August 9th memo from Dr. Fielder, we are only providing information on new programs/strategies since our last submission.

➤ **Online Program and Increased Online Courses (New Initiative)**

Description: As a result of surveying students, the college added online programs and increased the number of online and hybrid course offerings in FY2019. Students responded in surveys conducted in FY2018 that they preferred online courses to evening courses. In summer 2018, the number of online class sections increased from 27 in summer 2017 to 35 in summer 2018. We used a method of “split sections” where the total number of students allowed in an online class was increased from 25 to 50. Once the number passed 30, the section was split and an additional section was added. In fall 2018, we had 8 split sections and in spring 2019 we revised our planning and offered more online sections based on the trends from summer and fall of the previous year. In fall 2018, there were 1019 students enrolled in online courses and in spring 2019 that number increased to 1079. More online courses were added in summer 2019 and the number of students increased from 615 in summer 2018 to 767 in summer 2019. In fall 2019, we are for the first time offering two programs totally online: General Studies Transfer and Chemical Dependency Counseling. We will continue to track these courses and programs to determine if completion rates increase due to the expansion of distance education opportunities.

➤ **Title III – Strengthening Institutions Program (New Initiative)**

Description: Wor-Wic received a \$1.96 million Title III Strengthening Institutions grant to support persistence, retention and completion at the college. The grant provides funds to implement a new academic advising model, infuse technology across academic programs and service departments to enhance instruction and enable analysis of student outcomes, and increase the availability of high-quality distance education courses. Data that supported the decision to apply for these funds included stagnation in our persistence and retention data over the last five years, the achievement gap between African-American and White students, our increase in part-time students (now at 74% of our enrollment) and local demographic data from our service area regarding college completion.

➤ **Online Tutoring (New Initiative)**

Description: In order to support increased online courses and the addition of online programs, Wor-Wic purchased an initial sum of credits with Brainfuse online tutoring. The program provides live tutoring, allows students to submit papers to a Writing Lab for review, and gives students opportunities to form study groups online. Brainfuse supports tutoring anytime, anywhere giving students taking online courses an important resource for success. Students taking classes on campus are also using this academic support service. The program was initially piloted over the summer in an English course before going live to all students in fall 2019. Initial survey data indicates student

and instructor satisfaction is high and popular tutoring sessions are in English and Math. This new initiative will also provide support for new STEM degrees that require advanced mathematics and sciences. Additional data on the success of this initiative will be available after a full year of implementation.

I certify that this information has been updated for FY2019.

Bryan Newton, Ph.D., J.D.
Vice President for Enrollment Management & Student Services
Wor-Wic Community College
Phone: 410-334-2894
E-mail: bnewton@worwic.edu

PUBLIC FOUR-YEAR INSTITUTIONS

Bowie State University
Report on Best Practices and 2019 Annual Progress Toward the 55% Completion Goal
Prepared for the Maryland Higher Education Commission

The following *Report on Best Practices and Annual Progress Toward the 55% Completion Goal*, was prepared at the request of the Maryland Higher Education Commission (MHEC). This document contains either new programs/strategies or discontinued initiatives since the 2017 submission. Comments are also provided on the MHEC degree target for Bowie State University.

New Strategies:

Academic Innovation - Academic innovation took many forms since FY 2017. Several faculty engaged in the Maryland Open Source Textbook (M.O.S.T) Initiative led by the USM Kirwan Center for Academic Innovation to incorporate open education resources into psychology, English, and history courses. Other faculty piloted digital badges as part of the Kirwan Center's Badging Essential Skills for Transitions (B.E.S.T) initiative. Faculty aligned course assignments to dimensions of the communication and leadership badges and set performance expectations for awarding of the badge. Over 90 students completed badge requirements in FY 2019. To further efforts to incorporate innovative practices into the curriculum, faculty and staff teams were sent to intensive workshops on gateway courses, curriculum planning, assessment, high impact practices, student success and learning communities. Each team developed a set of suggested initiatives that are to be implemented in FY 2020.

Infusing an entrepreneurial mindset in the curriculum is also underway. Faculty from various disciplines and the Executive Director of the Entrepreneurship Academy attended the Price-Babson Symposium for Entrepreneurship Educators program in May. The Symposium's purpose is to acquire the skills necessary to teach entrepreneurship. The program gave the faculty the skills needed to pass on an entrepreneurial mindset to our students to shape the next generation of entrepreneurial leaders. This action-based program provided the BSU team with a toolkit, playbook, and best practices for teaching entrepreneurship to others, including Babson's hallmark methodology, [Entrepreneurial Thought & Action](#)® (ET&A™).

Entrepreneurship Academy - Entrepreneurial thinking is being infused across the campus. Bowie's Entrepreneurship Academy was started to help students create their own business opportunities or become innovation thinkers and problem solvers at established companies through its Annual Summer Launch Program, the Bulldog Pitch Competition, and student PopUp Shops. In addition, Bowie participated in Innov8MD along with other Maryland institutions and Startup Maryland. In fall 2019, the Entrepreneurship Living and Learning Community (ELLC) will be a place where BSU students who share an interest in entrepreneurship live together. The goal of the Entrepreneurship Living and Learning Community is to foster a supportive network of like-minded students from all disciplines, who are interested in entrepreneurship. Students in the ELLC will have the opportunity to participate in co-curricular activities on and off-campus with an emphasis on entrepreneurship. Students will have access to business coaches and seasoned mentors as they enhance their problem solving, critical thinking and collaboration skills.

Bowie State University
 Report on Best Practices and 2019 Annual Progress Toward the 55% Completion Goal
 Prepared for the Maryland Higher Education Commission

Enhancements:

New Student Experience - The Enrollment Management Division has revised the new student experience program for fall 2019 to address an objective in the University’s strategic plan. Specific learning outcomes have been developed for new freshmen and transfer students. Transfer student orientation is 1-day with concurrent sessions, resource fair, academic advising and course registration and a social activity. New freshmen orientation is an overnight experience expanding on the transfer session and incorporating additional social activities to help with building friendships between students and interactions with University services. Parents join their students for lunch on the second day and participate in a closing ceremony.

Academic Advising Center freshmen course clusters encourages opportunities for friendships and natural study groups that help students remain focused on academics while making connections that lead to commitment to the institution and greater student engagement and better grades. The freshmen course clusters are based on academic major and are anchored by the Freshmen Seminar Courses most often taught by a seasoned departmental faculty thus connecting students early on with the academic department, its faculty, expectations of the program and co-curricular activities.

Affordability Issues / Financial Aid – Bowie State University continues its commitment to increase institutional need-based financial aid. Since FY 2010, need-based institutional aid awarded increased from \$1.78M to \$3.11M in FY 2018. FY 2018 institutional merit aid, which also supports needy students, totaled \$2.28M. In 2008, 70 percent of Bowie undergraduates received some form of financial aid. In 2018, that figure stands at 79 percent. Trends in institutional aid are below.

Trends in Institutional Financial Aid

	2014	2015	2016	2017	2018
Institutional Need-based Aid	\$3,079,128	\$2,843,934	\$3,062,358	\$3,061,227	\$3,110,559
Other Institutional Scholarships	\$2,409,954	\$2,399,048	\$2,508,507	\$2,512,526	\$2,267,755

Source: FAIS

Career Development - Bowie’s Career Development Center is now in the Academic Affairs Division to allow for greater integration between student career planning and academic programming. In addition to student career planning, the Center is working with academic departments to ensure that business and industry expectations are aligned with the curriculum to ensure our graduates are prepared for the workforce.

Bowie State University
 Report on Best Practices and 2019 Annual Progress Toward the 55% Completion Goal
 Prepared for the Maryland Higher Education Commission

Bowie State University – Degree Targets

As described in previous reports, past enrollment levels and degree trends provide a positive outlook for BSU’s contribution to the completion agenda. Since 2011, Bowie State University has awarded 6,807 degrees, 779 more than MHEC’s projections of 6,028 (See Table 1).

Table 1: Trends in BSU Degrees Awarded Compared to MHEC Degree Projections
 Fiscal Year

	2011	2012	2013	2014	2015	2016	2017	2018	2019
BSU Actual Bachelor’s Degrees	683	688	739	741	801	833	713	783	826
MHEC Degree Projections	618	630	643	656	669	682	696	710	724
Actual minus Projection	+65	+58	+96	+85	+132	+151	+17	+73	+102

The growth in efficiency can be linked to increasing the number and throughput of new freshmen and transfer student cohorts. The sustained focus on retention and progression through various University programs and individual attention have contributed to increasing number of graduates. Continued growth in degree production is anticipated through 2025. Since fall 2016, freshmen cohorts have grown to at least 800 (fall 2019), 250 more than in fall 2014. While the number of new transfer students has been flat (591 fall 2019), four-year graduation rates have increased to almost 50 percent.

The goals and objectives outlined in the Bowie State University’s *2019-2024 Strategic Plan* builds on the university’s historical mission and its strengths and outlines five goals in the areas of academic and co-curricular excellence, student success, academic and administrative innovation, a campus culture of diversity, inclusion and civic engagement and long-term institutional viability. Many of the objectives in the *2019 – 2024 Strategic Plan* support long-term growth in retention and graduation rates for first-time freshmen, new transfer students and new graduate students. Institutional effectiveness indicators track retention and graduation rates for each of these groups.

In conclusion, Bowie State University has committed resources and staff to contribute to the State’s 55% completion goal. These strategies address challenges related to affordability, academic advising/student support services and academic transformation. The systematic practices in place at BSU are informing business practice, impacting decision making, and improving student progression.



**REPORT TO THE MARYLAND HIGHER EDUCATION COMMISSION ON BEST PRACTICES
AND ANNUAL PROGRESS
TOWARD THE 55% COMPLETION GOAL**

October 1, 2019

Summary

This report describes the institutional goals, strategies, and programs Coppin State University has initiated to help the State achieve the 55% college completion goal for Marylanders between the ages of 25 and 64, to be fully credentialed or degreed, by the year 2025. The information that follows is an inventory of strategies, activities, and programs aimed at supporting student success, achieving retention and graduation goals, and closing achievement gaps. These efforts are aligned with the goals of the Governor, the Maryland Higher Education Commission, and strategic goals of the University System of Maryland.

University Strategic Plan Goals

Addressing the goals in the University System of Maryland (USM) Strategic Plan, USM in 2020: A Call to Action, Coppin aligned its strategic plan to the USM themes and key goals. Below are goals of the University that are directly related to the success of its students and increasing graduation and retention rates. Following the strategic goals is a list of programs, strategies, and activities.

- 1. Increase Enrollment** - Recruit, enroll, and retain high school students, working adults, and transfer students who are seeking a degree or certification for career advancement or economic gain.
- 2. Academic Innovation** - Enhance the academic enterprise and cultivate a robust, enthusiastic faculty to ensure that students engage in the community and graduate, within four years, well-prepared to succeed in careers and other post-graduate opportunities.
- 3. Student Experience** - Address the needs of our multi-generational student population by creating an environment that supports diversity, equity, and inclusion through learning outcomes, inside and outside the classroom.
- 4. External Relationships** - Nurture partnerships and opportunities with alumni, stakeholders, industry professionals, corporations, community organizations, and incubator facilities to expand student career paths and networks while strengthening the capacity to raise private dollars and support University priorities.
- 5. Resource Development and Stewardship** - Develop an infrastructure that supports continuous improvement of human and financial resources and fosters a culture for identifying and obtaining externally funded grant opportunities and other new revenue streams to achieve the University's stated goals.
- 6. Information Technology** - Maintain and strengthen IT infrastructure to further enable the current innovative uses of technology for operational and educational excellence.
- 7. Assessment** - Sustain a culture of institutional effectiveness and quality control by strengthening assessment infrastructures and engaging students, faculty, staff, and other university personnel in student success strategies, activities, and programs.
- 8. Data-Supported Decision Making** - Maintain a technology infrastructure that supports campus-wide data democratization and the use of analytics to impact learning and effective University operations.
- 9. Communications & Marketing** - Tell the Coppin story in a way that enhances the public perception of the university to drive enrollment and increase fundraising results while highlighting and promoting research and engagement to garner national attention and leadership.

Programs Supporting the 55% Completion Goal

Coppin offers a rigorous curriculum supported by all areas of the campus. These programs support enrollment, retention, and graduation initiatives and continue to yield positive results. As a result of these programs, strategies, and activities, CSU has a current retention 2nd-year rate of 63% and six-year graduation rate of 25%. Other progression data, which document effort to increase retention and completion rates show that (1) Fall to Fall retention rate (2nd year retention rate) is 70.8%. An increase of 7.6% over Cohort 2017. (2) Cohort 2014's 5 years Graduation Rate is 26.2%, with projection of 30% 6 years Graduation Rate for cohort 2014. (3) Fall 2018 to Fall 2019 retention rate for all students is 70.12%. An increase of 2.41% over Fall 2017 to Fall 2018. Selected support programs and interventions designed to support the institution on this upward trajectory include:

- **University Academic Advising Center** - The Coppin State University Academic Advising Center (UAAC) is a centralized academic advising center available to students during the weekday with extended hours. The Center is designed to meet the academic advising needs of students and to support the institution's student retention and enrollment goals. The Center provides a centralized location for Coppin students to seek academic advising services and serves as a center-point for all the advising outlets on the campus, i.e. departmental faculty advisors, First Year Experience, athletics, honors programs and the mentoring initiatives. In addition to academic advisors being available in the Center to work directly with students, faculty with strong expertise to connect with students give time to the Center. The inclusion of faculty in the Center offers students an array of academic advisement resources to be success at Coppin State University.
- **Reenergizing Individual Student Excellence (RISE)** – This newly established program will support academic coaching and advising that will enable students to develop the academic skills and study habits necessary to graduate from Coppin. The three targeted subpopulations of students include those who a) have been either on academic alert and/or probation, b) first full-time freshmen whose Cum GPA falls below 2.0, and c) those students who are suspended and dismissed but eligible to return.
- **Project Hope 2.0** – The program will provide proactive, targeted, and collaborative efforts to improve graduation rates among the near completers enrolled at Coppin State University. The three selected objectives are to 1) enhance and improve existing outreach strategies to encourage near completers to re-enroll in college; 2) increase re-enrollment rates of near completers by offering an individualized plan of study to facilitate completion; and 3) increase re-enrollment rates of near completers by offering financial aid resources. This project is funded through MHEC's *One Step Away* grant awarded to Coppin for Fall 2019 implementation.
- **Campus Management CampusNexus Engage System** – Fall 2019 marks the launch of the implementation phase of the new student engagement system (CRM) through Campus Management. Once in place, this system will transform the way we engage with our students by beginning to track them from first interaction through the enrollment lifecycle. This CRM will allow us to automatically assign success teams to provide personalized interactions with each student. Through robust workflows and individualized communications, we anticipate that we will be able enhance the student experience resulting in increased enrollment, retention, and graduation rates
- **Freshman Seminar Course** – While the required Freshman Seminar course is not a new initiative, the contents of the course have been revised to support the goals of progression and retention. Among efforts that include advisement and registration and content support, all students complete

the Beginning (BCSSE) survey that will be used to guide data-supported activities that directly relate to students' identification of expressed need/concerns that could negatively affect their continued enrollment and progression towards the degree.

- **Academic Success Centers (ASC)** - Housed within each of the four colleges, the Academic Success Centers include a staff of retention coordinators who monitor student progression, perform registration outreach, and direct students to support services needed for success. Qualitative evidence supports the need for a process for student outreach and monitoring.
- **First-Year Experience** - The First Year Experience Program (FYE) at Coppin State University is designed to help students successfully transition into the Coppin community by introducing support services, skills and experiences. FYE staff assist freshmen and sophomores with their academic plans of study, direct students to tutorial services, and help navigate the classroom experience.
- **Our House Community Mentoring** - *(This program is not operational for fall 2019 due to a lack of funding. Feasibility is being determined for fall 2020)* - Our House provides mentoring for incoming freshmen through a combined peer mentoring and staff mentoring program. Commencing as a pilot program in AY2014, the program results indicate a higher freshman to sophomore retention rate and academic achievement when compared to students who do not take part in the program.
- **Child Development Center** – *(The Center is currently closed for renovations and is expected to reopen spring 2020)* Childcare services are offered through the James E. McDonald Child Development Center and support students, employees of the University, and people in the community. Charged with the purpose of providing a safe, nurturing, and educational program that focuses on developmentally appropriate experiences for children, the Child Development Center addresses the needs of the campus community as well as the surrounding community. Students who major in Early Childhood Education complete experiential learning at the Child Care Center, contributing to their academic preparation.

Undergraduate Degree Target for CSU

The degree target for CSU was 452 for 2018-2019 as established by the Maryland Higher Education Commission. However, the institution graduated 436, a difference of 16 students. Currently, CSU recently received the Near Completers Grant from the Commission and expects that support from the grant will help the institution meet and exceed next year's projection of 461 graduates.

The academic success of CSU's student-athletes must also be included. The athletic department carefully monitors and nurtures students' academic performance. Satisfactory GPA levels are required and strictly enforced, and high expectations for graduation success are the norm. There are specific academic support programs that serve CSU student-athletes. As a result, the overall retention rate for all student athletes at Coppin is 95% with an average GPA of over 3.0. These efforts will be reviewed and replicated as applicable.

The activities detailed above, in addition to existing initiatives such as The Summer Academic Success Academy (SASA), Honors Program, First-year Experience (FYE), Academic Success Centers (ASC), will support students' progression through academic program and increase timely degree completion.

Frostburg State University
Report on Best Practices and Annual Progress toward
Achieving the 55% Completion Goal
September 2019

The following report is a summary of Frostburg State University's (FSU) best practices that address the following MHEC-identified goals:

- Increasing the number of enrolling students
- Increasing the proportion of enrolled students who persist to the second year
- Increasing the proportion of enrolled students who earn degrees
- Reducing the achievement gap

Initiatives and programs are listed as they relate to each of the four goals above. The final section of the report summarizes programs that were discontinued over the reporting period and reviews Frostburg's undergraduate degree target, as established by the Maryland Higher Education Commission (MHEC).

New Programs and Strategies

Increasing the Number of Enrolling Students

- In August of 2019, the University hired a Northeast Maryland Regional Admissions Counselor, whose duties include recruiting students to the engineering programs at AACC (Arundel Mills) and Cecil College, recruiting transfer students from the northeast portion of Maryland to the main FSU campus, and visiting high schools to recruit first-time students.
- In July 2019, President Nowaczyk testified at a state hearing on the new Education and Health Sciences Building, making a request in for the first full year of construction funding. The schedule is to complete design by late winter 2020 and begin construction in spring 2020, which will take approximately two years.
- The construction phase of the new residence hall began with structural framework in the summer of 2019, and occupancy is planned for the fall of 2020, with 400-plus beds. Also during the reporting period, Frostburg completed several renovations to its current residence halls, including Annapolis and Cumberland Halls.
- In the summer of 2019, the University enrolled an initial cohort of students into its new 18-credit hour Post-Master's Certificate in Educational Leadership. This advanced certificate is designed for certified teachers who hold a Master's degree from a fully-accredited institution of higher education. Its purpose is to prepare students for entry-level positions in educational leadership by equipping them with the techniques, skills, and concepts appropriate to the field.
- In response to the need for graduates in the allied health professions and to help reduce students' time to degree, Frostburg began offering a combined, five-year Bachelor of Science

in Exercise and Sport Science/Master of Science in Athletic Training. In May 2019, MHEC granted approval for FSU to offer the program, which is the only one of its kind in the state of Maryland. Frostburg discontinued its bachelor's degree in athletic training and began the combined program in the fall of 2019. The University also created a two-year master's program for students who already have a related undergraduate degree to transition to the new Commission on Accreditation of Athletic Training Education (CAATE) standards.

- Frostburg's Master of Medical Science in Physician Assistant Studies program successfully received accreditation-provisional status from its accrediting agency, the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), in May 2019. As a result of this provisional accreditation, the University enrolled an initial cohort of 25 students into the program in the summer of 2019.
- In October 2018, Garrett College and Frostburg State University signed a Memorandum of Understanding establishing the foundation for a collaborative Bachelor of Science degree program in Adventure Sports Management. The agreement also provides students with a clear pathway from an associate degree to a baccalaureate degree, utilizing the resources of both institutions.
- In July 2019, the National Collegiate Athletic Association (NCAA) announced that FSU was officially accepted to begin the Division II membership process. Frostburg and its 21 varsity programs will join the Mountain East Conference (MEC) for the 2019-2020 athletic year and is now the second Division II member in the state of Maryland, joining Bowie State University.

Increasing the Proportion of Enrolled Students Who Persist to the Second Year

- In the spring of 2019, an Excellence in Academic Advising (EAA) taskforce of almost 100 faculty and staff members drafted an Advising Mission Statement and Goals and completed an analysis of institutional data and evidence. The taskforce also gathered for a day-and-a-half retreat in August 2019, led by an EAA Fellow to synthesize cross-conditional findings and begin drafting recommendation for an action plan to be implemented during the academic year. Co-sponsored by the National Academic Advising Association (NACADA) and the Gardner Institute, the EAA project will establish standards over the next five years for the institution to evaluate and improve academic advising and acknowledge the central role of advising in promoting student learning, success, and completion.
- Frostburg's Achieve Initiative focuses on a target population of entering students who score a 0 on their mathematics entrance examination and are subsequently required to take a developmental mathematics course. Beginning in the fall of 2019, 49 first-year students elected to enroll in designated pilot sections of Elements of Applied Probability and Statistics, a course that meets FSU's General Education Program mathematics requirement. These students participated in seminars and other activities focusing on just-in-time

remediation, reinforcement of course content, and reflection on mindset and metacognition to help them earn college credit for mathematics during their first semester.

- In the summer of 2019, a designated section of Intermediate Algebra was offered online for the first time to returning students, in addition to the section that has historically been offered to first-year students. The summer 2019 pass rate for returning students in the course was 87.5% (enrollment: 8 students), as opposed to 92.0% for first-year students (enrollment: 25 students). Summer pass rates continued to exceed that of regular term offerings of the course, allowing more students to progress to mathematics courses appropriate for their majors.
- Over the reporting period, FSU adapted its outreach and services for academic probation students, using protocols developed by the Stanford University College Transition Collaborative. In AY 2018-2019, a required meeting for students was redesigned to be more interactive as well as renamed the Academic Success Workshop (previously the Academic Recovery Workshop) to reframe the tone of the sessions. As a result of data collected from focus groups in spring 2018, check-in meetings were also added each semester to supplement the content covered during the initial workshop, and one-on-one appointments were scheduled with students to help guide their academic progress. Additionally, Frostburg established an academic probation student “course” on the university’s learning management system that features academic support modules. In the fall of 2018, 191 students accessed at least one module, while 214 students accessed at least one module in the spring of 2019.

Increasing the Proportion of Enrolled Students Who Persist and Earn Degrees

- In October 2018, Frostburg State University established a new position of Vice President for Enrollment Management, whose charge is to consolidate important support services for both prospective and enrolled students with the goal of making more intentional and efficient the University’s student support offerings. Bringing together Admissions, Financial Aid, the Office of the Registrar, Programs Advancing Student Success, the Center for Academic Advising and Retention and TRIO programs, this position also brings a student success focus to FSU’s enrollment initiatives.
- Frostburg’s continuing partnership with *ReUp Education* re-enrolls students who had failed to persist previously at the university and helps to facilitate paths to graduation at Frostburg. In the fall 2019, fifteen students were readmitted through engagement with *ReUp Education*.
- Frostburg continued to assign students who transfer to FSU without a declared major to the Center for Academic Advising and Retention (CAAR) office, whose staff serve as these students’ academic advisors and provide a welcoming connection to the campus. In AY 2018-2019, ten new transfer students were served through CAAR; two of which were African-American.

Reducing the Achievement Gap

- In the summer of 2019, Frostburg hired an Assistant Athletic Director for Student Development and Success, who is charged with monitoring and supporting student-athletes’

academic performance and progress, overseeing the implementation of study-hall policies, serving as Frostburg's NCAA Student-Athlete Advisory Committee advisor, developing leadership and career preparation programs, and creating stronger student-athlete experiences.

- Also in the summer of 2019, Academic Success Network staff used the *HelioCampus* and *Excellence in Academic Advising* platforms (and discontinued utilization of the Starfish Course Explorer student success platform) to identify courses that appear to have higher DFW rates for African-American students relative to other students and explore possible unintentional barriers that could be eliminated (e.g., cost of course materials, course policies, and access to support resources). As a result of this evaluation, FSU implemented *NetTutor* in the fall of 2019, an online tutoring platform available 24/7 and staffed by professionally trained tutors. *NetTutor* acts as an additional resource to the current one-to-one, appointment-based system currently offered by the Tutoring Center.
- The CAAR office continues to partner with the College Bound Foundation and assist with the Last Dollar Grant/College Completion program by working with students in the College Completers cohorts to provide additional support and outreach. One hundred percent (7 of 7) students in the AY 2018-2019 cohort returned for the fall 2019 semester.

Discontinued Programs since Previous Submission (2018)

- Frostburg discontinued the ALT-Placement Project initiatives in AY 2018-2019. An independent analysis team found that neither the ALEKs adaptive learning tool nor the Frostburg Mathematics Placement Exam appeared to have much effect on the likelihood of placement or course success.

MHEC's Target for FSU: Undergraduate Degrees Awarded

Since the previous submission, the actual number of bachelor's degrees awarded at Frostburg increased by 5.0% (from 1,027 in 2018 to 1,077 in 2019). This benchmark exceeded the 2018-2019 target of 918, as established by the Maryland Higher Education Commission.

Salisbury University
2019 Update to Maryland Higher Education Commission on
Best Practices and Annual Progress toward the 55% Completion Goal
October 1, 2019

Growth in Conferral of Undergraduate Degrees: In AY2018-2019, Salisbury University (SU) awarded 1,867 undergraduate degrees. Although this number of graduates represents an 11% increase relative to 10 years prior (AY2008-2009), the production of undergraduate degree conferrals declined slightly over the past few years reflecting a slight contraction in undergraduate enrollment and significant growth in graduate enrollment. In fact, graduate degree conferrals are up 57% since AY2008-2009. Despite a slight decline in undergraduate degrees, SU's total undergraduate-degree production since AY2009-2010 (18,783 degrees awarded) has exceeded MHEC's projected undergraduate-degree target total over that time frame (18,390 degrees). In AY2018-2019, the largest numbers of degrees were awarded in the following undergraduate programs: Communication, Psychology, Social Work, Exercise Science, and Biology.

Growth in Enrollment and New Strategies for Student Recruitment: For Fall 2019, SU expanded its undergraduate enrollment through a variety of strategic initiatives and increased outreach. Overall new student enrollment increased by over 7%, with first-time enrollment up 14%. As a result, SU enrolled the largest and most diverse first-year class in its history, with a roughly 20% increase in students from under-represented backgrounds.

- Academic Affairs and Student Affairs partnered to conduct more targeted outreach to undecided students, exposing prospective students to information on the many resources available to help them in the process of selecting a major. This resulted in a 47% increase in the enrollment of undecided students in the entering first-year class.
- SU Admissions rolled-out a special reception for onsite admission of prospective students and additional summer visit opportunities.
- Admissions conducted increased prospect qualification and follow-up and launched new marketing efforts aimed at Ocean City visitors.
- SU's Henson School of Science & Technology saw an 80% increase in dual-enrollment students enrolling through the Project Lead the Way program at a local high schools.
- Admissions partnered with SU's Seidel School of Education to recruit high-promise education majors into a new mentorship program, the Higher Opportunities and Possibilities in Education (HOPE) Program. HOPE allows aspiring teachers to be considered for admission based on alternative evidence of their commitment to the education field, including completion of a TAM program or recommendations of their school administration. These potential future educators are mentored by staff and faculty from SU's Seidel School of Education. Students may select one of three Living Learning Communities (LLCs) upon matriculation (Elementary Education, Secondary Education, or Campus & Community Engagement). As part of the LLC, they live together with other education majors and participate in courses and activities focused on the teaching profession. A designated faculty advisor and upper-class mentor assist them in navigating their education program and connecting to campus opportunities. Students receive special academic support sessions

through the Center for Student Achievement. In 2018, SU enrolled nine students in its initial cohort. For fall of 2019, the cohort grew to 30 students.

- SU launched a new website in Fall 2018 with new navigation focused on prospective students.
- SU completed a year-long exercise leading up to the launch of a new strategic enrollment plan. A number of new initiatives were launched out of this work, including institution-wide yield outreach efforts to admitted students, increased support and focus for growing satellite enrollment, and a branding initiative that is in the planning stages.

Increase in Funding for Student Scholarships: Salisbury University continues to support its students with financial resources that make an SU education accessible. Between Fall 2014 and Fall 2018, SU increased its institutional aid to students by 48%. Aid to students generated by the SU Foundation increased by 149% during that same time period. SU's most recent net cost (2017-18) as reported to IPEDS actually decreased for incoming students. Along with additional aid, the Financial Aid Office has fully implemented Academic Works software, allowing staff to more fully manage private scholarships to utilize all available dollars. These changes have also contributed to the rapid growth of the Honors College through improved scholarship matching.

The Financial Aid Office and departments within Administration & Finance continue to provide strong customer service to students to help them in financing their education. SU recently completed a Federal Program Review by the U.S. Department of Education, with only three findings (less than half of the average number), and received praise from the auditors for the quality and quantity of the work generated by its small, but efficient Financial Aid staff.

Delivery of Academic Programs at Satellite Sites: Salisbury University's satellite sites have seen several changes over the past year. First, SU hired a Director for Satellite and Affiliate Operations in August 2018 and a dedicated Satellite Recruiter the following month. These positions have helped to increase efficiencies and relationships with campus partners and SU brand awareness and enrollment. Second, SU's academic programs offered at satellite sites have expanded to include a B.S. in Community Health at USMH and an M.S. in Applied Health Physiology at USG, with both starting their first cohorts in Fall 2019. The Social Work program at USMH has also expanded this fall with the hiring of a new Clinical Assistant Professor to meet the growing enrollment of SU's USMH Social Work program. Third, with an overall increase in enrollment, particularly in Social Work, some programs have begun shifting from using IVN technology to link students from different satellite locations to offering a greater number of single-site stand-alone sections this academic year. Overall, SU's satellite efforts have enabled us to serve more Maryland students.

Campus-Wide Implementation of the Educational Advisory Board's (EAB) Navigate: As reported last year, SU has been working with EAB to support student success and degree attainment since Fall 2014. After seeing a positive impact after using EAB's Foundation platform, SU moved to implement the expanded platform called Navigate. Phase 1 began in spring 2019 when a handful of faculty mentors were trained alongside professional advising staff and student affairs professionals. In fall 2019, a campus-wide implementation began. The majority of faculty and student support staff were trained on the Navigate platform, and all students were encouraged to download the accompanying app.

Included in the platform is a predictive risk level for each student based on his/her academic performance as a matriculated student (as well as their pre-enrollment data). Student's performance and academic trends are compared to 10 years of data on previous SU students, and the likelihood of persistence and four-year graduation is calculated. That score informs outreach efforts and resource allocation.

Within the platform, faculty and staff have the opportunity to do the following: take notes on students, which are visible to other staff and faculty who have access to the platform; track interactions with students (also visible to other authorized staff and faculty); request and set up appointments with students for advising, office hours, tutoring, etc.; refer students to other offices on campus; and send targeted and relevant messages to students.

In addition, through the student app, students may: check their University-related To-Do List; make appointments for advising, faculty office hours, etc.; create a Study Group with students in their classes; access an extensive list of University resources; monitor Holds on their account; view their class schedule; and receive timely and relevant messages regarding their SU experience.

Through partnership with EAB and implementation of Navigate and Navigate Student, SU's goal is to align students with the correct major sooner, increase retention, and shorten time to degree.

Launch of College of Health & Human Services (CHHS): The CHHS was launched in July, 2018 in response to the societal importance of and workforce demands for healthcare and human services-related graduates. The CHHS brings together SU's high-quality programs that prepare students for productive healthcare and human services careers, all of which meet national standards for excellence. Through this strategic reorganization, the CHHS supports undergraduate degrees in community health, exercise science, medical laboratory science, nursing, respiratory therapy, and social work; master's programs in applied health physiology, athletic training, nursing, and social work; and a doctoral program in nursing practice. The programs are distributed across three Schools: Health Sciences, Nursing, and Social Work. All programs include didactic and laboratory or practical components, opportunities for inter-professional education (IPE), as well as internships, clinical, or field experiences designed to develop profession-related competency and dispositions. Each program boasts above-average pass rates on national certification and/or state licensing exams. All program within the CHHS are fully accredited by their respective agencies [Commission on Accreditation of Athletic Training Education (CAATE), Commission on Accreditation of Allied Health Education Programs (CAAHEP), National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), Commission on Accreditation for Respiratory Care (CoARC), Commission on Collegiate Nursing Education (CCNE), and Council on Social Work Education (CSWE)] with the exception of Community Health which is currently under accreditation review by the Council on Education for Public Health (CEPH; final outcome pending; initial feedback is that the program passed all standards).

University of Baltimore

2019 Update to Maryland Higher Education Commission Best Practices and Annual Progress toward the 55% Completion Goal

September 27, 2019

Guided by our strategic plan and aligned with university and college student success plans, the University of Baltimore (UB) continues to make strides in student success. We use evidence to guide our initiatives and direct and indirect measure to chart our progress. Since the 2018 Stride to 55 report, UB has suspended one initiative, enhanced others and initiated several new programs to support student success.

These enhanced and new initiatives are part of the university's **Academic Momentum Campaign**, designed to help more students persist, graduate faster and with less debt. Specifically, our **15 to Finish Campaign (Step it UP Campaign)**, launched in fall 2019, is designed to educate undergraduate students about the strong and positive correlation between full-time attendance and retention and on-time graduation. Advisors encourage students, who are able to do so, to enroll full-time (30 credits per year); part-time students will be encouraged to complete a minimum of 15 credit hours each year. While we have already seen a positive impact as a result of our current initiatives (a 10-percentage point increase in First-Time Full-Time Students (FTFT) retention as illustrated in Table 1), this campaign and supporting strategies position UB well for increased retention and graduation rates.

Table 1
First Time Full-Time Freshmen

Fall Term	Class Size	2nd year
2007	143	69%
2008	163	82%
2009	174	77%
2010	155	78%
2011	155	73%
2012	215	67%
2013	236	79%
2014	226	71%
2015	137	72%
2016	138	68%
2017	107	77%
2018	76	87%

Suspended Initiative:

- 1. Suspension of the Summer Achievement Institute (SAI).** In summer 2012, UB established a Summer Achievement Institute (SAI) for admitted students who fell significantly below our admissions criteria. After assessing our student input data and success indicators, it was determined that our freshmen admission standards should be

increased and as a result, the SAI Program was no longer needed. With the new Pathways Program and a co-requisite model for Math, described later in this document, all freshmen will have a high level of support previously provided to the SAI students.

New Initiatives and Enhanced Initiatives

- 1. Expanded Mandatory Milestone Advising Initiative:** Students are required to see an advisor at distinct times in their academic careers. Specific advising syllabi are used at each touch point and include topics as academic progression, support services, career and internship opportunities, financial aid and graduate school preparation. What began in 2017 with only new students, now extends to freshmen, sophomore and juniors. Seniors will be added next year.
- 2. Developed a Math Support Center:** In the summer of 2019, math support services were combined into a single Math Support Center within the RLB Library, providing drop-in math tutoring for all quantitative courses. The expansion of services at the new center was a response to increased demand. Peer tutors are trained and certified to provide support for general education math and challenging upper-division quantitative literacy courses.
- 3. Expanded Embedded Peer-Support Programs:** Peer-based embedded support programs provide scalable academic support from a staff of trained peer tutors, coaches, and writing consultants entering classes and bringing support directly to individual sections of challenging courses. Embedded programs include:
 - a. Supplemental instruction-style review sessions for challenging courses, like statistics and accounting, available in person and recorded for online access.
 - b. Coaching in the First-Year Seminar
 - c. Writing Fellows in writing-intensive courses
- 4. Expanded Writing Center Outreach and the Writing Fellows Program:** Writing Fellows continue to be embedded in undergraduate courses in all three colleges. Early focus on writing support improves outcomes immediately and reduces writing-related barriers to graduation in future semesters. Data from the first full-year Writing Fellows faculty cohort demonstrated remarkable faculty and student satisfaction and student success. Currently, a new partnership between the Writing Center and Writing Faculty increases collaboration regarding the upper division writing placement to allow for better support of students preparing for that placement process.
- 5. Expanded Use of Open Educational Resources:** With support from the Center for Excellence in Learning Teaching and Technology (CELTT), the Library led a faculty cohort to redesign curriculum incorporating Open Education Resources – free online textbooks. Starting in Fall 2018 with six high-enrolled multi-section General Education courses, the project incorporated faculty-led interactive workshops on best practices to support customization, including augmented course content to design signature assignments. In fall 2019 UB expanded OER to Cybersecurity, Gaming and Technology courses in Freshmen Pathways.

6. **Initiated Late Admit Outreach:** Academic Success teamed with advising to identify students admitted the week prior to the start of the semester through the first week of classes for targeted outreach providing information about campus resources and other key information that these students missed at orientation. Current focus is on referrals from the Expanded Early Alert, described below, rather than a more generic outreach.
7. **Expanded Early Alert:** UB expanded Early Alert in fall 2019 support to 300-level General Education courses. Early Alert has been in place at the freshmen level (i.e., in 100-level courses and in learning communities) for some time and was successfully scaled last year into 200-level courses. Faculty use the Early Alert platform to report attendance until midterm grades are posted; they also post intervention reports to support students who may be experiencing trouble by alerting advisors about absences, late or missed assignments, poor performance on assignments, or other difficulties. An additional initiative for fall 2019 is the opportunity for faculty to acknowledge and report out on student successes; this part of the platform is being piloted in 100-level courses.
8. **New Foundational Math Model:** UB has developed a partnership with Community College of Baltimore County (CCBC) to offer their nationally-recognized Accelerated Math Program (AMP) at UB beginning fall 2019. The AMP combines the co-requisite foundational course with the corresponding General Education math course to support student understanding and assimilation of math concepts.
9. **Increased Admissions Standards:** After reviewing data on student entering data and graduation rates, recommendations were made to increase SAT scores. Changes were implemented and will be assessed over a three-year period. A sub-score of 400 on the SAT was determined to be the cutoff for admission. As a result, the University experienced an unprecedented increase in the average freshmen SAT, 1064, with a 985 – 1115 mid-50 percentile score range. This will most likely raise the academic ranking of UB within USM institutions. This is also the highest freshmen academic profile since inception of the freshmen program in 2007. Also, UB successfully reduced the SAT interquartile range from an average of about 200 [197.5] over the last eight (8) years, to 145 in fall 2019. While this year's entering class is smaller, the positive impact on student retention and graduation should be significant.
10. **New and Revised Strategies for Financial Aid:** UB revised its scholarship model to better support recruitment. This strategy supports more first-time, full-time freshmen with higher academic credentials (3.0 GPA or higher) than prior years. Also, UB is developing a new, need-based aid strategy to support recruitment and retention efforts for undergraduate students. These include merit-based Transfer Scholarships for both full- and part-time students. Students with the required cumulative GPAs and a minimum 30 transferable credits are awarded scholarships. Students who have completed an associate's degree are eligible for an additional scholarship. Merit scholarships are incremental to need-based aid. In addition, UB continues to offer a Near Completers Grant: Micro-grants awarded to undergraduates within 30 credits of graduation whose ability to graduate is affected by either no remaining financial aid or a financial hardship.

- 11. Increased Focus on Finance Literacy:** UB has developed a new and revised strategy for financial literacy and payment planning and has provided a financial literacy tool to help students understand the best ways to cover expenses and remain in control of their financial health. Financial Literacy: TV [<https://ubalt.financialaidtv.com>] is an online library of video clips, which address popular financial aid questions. We have also established a Financial Clearance Initiative: An initiative to ensure students can cover their tuition (via direct payment, financial aid or third-party support) each semester. The goal is to encourage students to plan how to cover the cost of education.
- 12. Adoption of Student Success Teams:** Designed to support students, each student is assigned a personal academic advisor, career coach and for fall 2020, a financial aid specialist.
- 13. Launch of a new Student Assistance Program (SAP):** This new program is designed to provide students with an easily accessible, safe and confidential means to assist with issues that may interfere with school, work or family responsibilities 24/7 365 days a year. UB's Clinical Case Manager provides on-campus threat monitoring, assessment and response when needed and serves as the on-campus triage resource.
- 14. Launch of a Student Mentoring Program:** In fall 2019, UB launched a mentoring program – UB Connects -- focused on lower division transfer students. A pilot group of 40 mentees were assigned a mentor who will meet with them throughout the academic year to complement intrusive academic advising and ensure students are on track for timely degree completion.
- 15. Adopted a Pathways Program for Freshmen:** Based on UB's Signature Undergraduate Programs of Excellence, five new Professional Pathways have been created in career clusters designed to help students explore majors and careers throughout the first year, and to keep students on track to graduate in four years. The Professional Pathways feature curricular programming, advising, and co-curricular integration of High Impact Practices including First-Year Learning Communities, First-year Seminars, career coaching, and collaborative learning in General Education courses. In summer 2019, a new Freshmen Innovation Challenge was launched as a signature assignment embedded in all five Pathways where students research and identify creative solutions to community-based problems.
- 16. Re-Imagination of Student Affairs:** In fall 2018, UB changed the name of Student Affairs to Student Success & Support Services and broadened its responsibilities to include traditional student affairs units, oversight of academic advising initiatives, and responsibility for student success analytics. This newly realigned division in combination with tutoring and other academic support services provided in the Bogomolny Library and CELTT, focus on student success from a multi-faceted and proactive perspective.

The University of Baltimore continues to make strides in our student success initiatives and impact, through implementation and assessment of best practices in student success.

October 1, 2019

Barbara A. Schmertz, PhD
Director, Office of Research and Policy Analysis
Maryland Higher Education Commission
6 North Liberty Street, 10th Floor
Baltimore, MD 21201

Dear Dr. Schmertz:

I am writing to provide details of several new activities designed to increase degree completion that have recently been implemented at the University of Maryland, Baltimore in response to your request for updates to the *Report on Best Practices and Annual Progress toward the 55% Completion Goal*.

As detailed in the attached report, UMB has a high graduation rate, ranging between 84% and 92% at 150% of time to degree over the past nine years. The generally positive trend in this rate, coupled with steady growth in our undergraduate student population has resulted in the attainment of degree production exceeding MHEC targets as of 2015 – 2016. This trend is expected to continue through 2024 – 2025 with degree production exceeding targets by 11% to 15% each year.

Please contact me at 410-706-1264 or gspengler@umaryland.edu if you have any questions about this report or desire additional information.

Sincerely,



Gregory C. Spengler

attachment

cc: Roger J. Ward, EdD, JD, MSL, MPA

Report to Maryland Higher Education Commission on Best Practices and Annual Progress toward the 55% Completion Goal for Undergraduates

University of Maryland, Baltimore

October 1, 2019

The University of Maryland, Baltimore (UMB) principally offers post-bachelor degree programs in the health sciences professions, law and social work. There are three bachelor degree programs as follows: BS in Dental Hygiene; BS in Medical and Research Technology; and a BSN in Nursing. Each of these programs demonstrate consistent success in graduating a high percentage of enrolled students within 150% of time to degree, as summarized in Figure 1. Since these programs are upper division, requiring two years for completion, the benchmark for timely degree completion is three years.

Undergraduate Program Graduation Rates (150% of Time to degree = 3 years)

Fall Cohort		Total	Male	Female
2008	n	296	36	260
	ar	248	27	221
	%	83.8%	75.0%	85.0%
2009	n	214	35	179
	ar	182	26	156
	%	85.0%	74.3%	87.2%
2010	n	214	25	189
	ar	192	21	171
	%	89.7%	84.0%	90.5%
2011	n	210	31	179
	ar	193	26	167
	%	91.9%	83.9%	93.3%
2012	n	213	27	186
	ar	185	21	164
	%	86.9%	77.8%	88.2%
2013	n	220	32	188
	ar	196	25	171
	%	89.1%	78.1%	91.0%
2014	n	230	33	197
	ar	206	25	181
	%	89.6%	75.8%	91.9%
2015	n	257	35	222
	ar	226	32	194
	%	87.9%	91.4%	87.4%
2016	n	262	32	230
	ar	241	29	212
	%	92.0%	90.6%	92.2%

Figure 1. Undergraduate program graduate rates by year, degrees awarded, and gender.

New activities planned or best practices underway to maintain or increase UMB's already high degree completion rates in its undergraduate population are detailed by program as follows:

BS in Dental Hygiene

The UMB School of Dentistry has created a new Dual Degree BS/MS Clinical Dental Hygiene Leader Program to be implemented at the Universities at Shady Grove (USG) beginning in summer 2020. Students will enter the new program already holding a baccalaureate degree in another field and then complete both a BS and MS through the School of Dentistry in 2 years + 1 final summer semester. The program allows students to complete their baccalaureate in dental hygiene and become a Registered Dental Hygienist while also completing an accelerated master's degree fostering inter-professional clinical care at a new educational facility at USG.

This will be a hybrid online program with the majority of clinical instruction taking place at the new dental educational /clinical facility at USG. The dual degrees combined with students' prior education will enable them to assume critical leadership roles in a wide variety of clinical, educational, public health, and healthcare settings. The program above is the first in the country to combine BS and MS degrees in one dental hygiene program.

Currently, the UMB School of Dentistry BS in Dental Hygiene program is the only baccalaureate program in dental hygiene in Maryland (The dental school has both a traditional entry-level BS in Dental Hygiene; and a BS degree completion program, which is for registered dental hygienists (RDH) holding an associate degree from a community college desiring to complete a BS degree).

For current BS programs, the School of Dentistry is collaborating with the School of Medicine to develop an accelerated BS-DH to the Master of Public Health (MPH) program and the School of Nursing to develop a Dual Degree BS-DH to MS Clinical Nurse Leader (CNL). The BS-DH to MS CNL prepares graduates to be dually licensed as both a registered dental hygienist and a registered nurse with a master's degree.

BS in Medical and Research Technology

In fall 2018, student-led senior review sessions were organized to help bring seniors to study together to improve achievement in two courses: MEDT 472 Clinical Microbiology and MEDT 464 Immunohematology. This initiative produced a productive outcome as in fall 2018 all students passed their senior didactic coursework and were cleared to enter the clinical practice portion of their senior year in spring 2019.

In spring 2019, based upon changes that had been made to the American Society for Clinical Pathology (ASCP) Board of Certification (BOC) examination, four molecular biology reviews were developed and conducted with assistance from experts in the field. All senior students went on to graduate and passed their BOC certification examinations.

In June 2019, student applicant interview sessions were added to the admissions process for the fall 2019 entering class. The interviews permitted a better assessment of academic preparedness

as well as assistance to students ensuring they have assessed financial needs and weighed time management considerations (e.g., work-study balance, family commitments, and commute time) to facilitate the successful completion of our program. Plans are to continue this process to assist in the selection of the spring 2020 entering class.

BSN in Nursing

The School of Nursing (SON) launched DegreeWorks, a new degree auditing system in summer 2018, which allows for real-time and on-demand degree requirements tracking by students and advisors. DegreeWorks allows the development of customized plans of study, posting of advising notes, and GPA projection calculations. The SON hopes this will ensure students are informed of curricular requirements as well as allowing advisors to better track and to advise those who may not be on track with their plans of study.

Prepared by UMB Office of Institutional Effectiveness, Strategic Planning, and Assessment
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UNIVERSITY *of* MARYLAND
EASTERN SHORE

BEST PRACTICES AND ANNUAL PROGRESS
TOWARD MARYLAND'S 55% COMPLETION GOAL

OCTOBER 2019

Best Practices and Annual Progress toward the 55% Completion Goal

Introduction

The University of Maryland Eastern Shore (UMES) is committed to providing college access opportunities and to student progression and achievement for a racially and socio-economically diverse student population. In alignment with the institutional core values and land-grant mission, UMES uses best practices, research-based strategies, and thoughtful programs that foster student success. This report highlights new programs and strategies and outlines programs or initiatives that have been discontinued by the university in support of the State's goal to attain 55% degree completion by 2025.

UMES continues to utilize previously described practices designed to increase student enrollment, reduce the time to degree completion and increase the number of degrees awarded. These continuing efforts include (but are not limited to) the Summer Bridge Programming and the 90-Credit Review.

New Initiatives to Support 55% Degree Attainment at UMES

UMES has implemented a number of new initiatives since the last edition of this annual report. They are as follows:

Enrollment 101 (E101) Pre-Orientation Advising – Although all new freshmen attend their week-long New Student Orientation a week before the start of the term, E101 is a pre-orientation initiative designed to provide families and students with a comprehensive day of support. Students can meet 1:1 with faculty and academic advisors, discover the campus' academic support services, and build their preliminary academic schedules for the fall semester. Families are also able to sign up for UMES' family network, as well as have 1:1 consultation with critical departments such as Housing, Student Accounts, and Financial Aid.

On-Site Maryland Community College - Maximizing its articulation agreement and regional partnerships with community colleges during the 2019 -2020 recruitment cycle, UMES will begin to conduct on-site admissions at Maryland community colleges. The initiative will allow prospective students to take advantage of established articulation agreements, as well as some of Maryland's reverse transfer award initiatives. This initiative provides greater access to Maryland community college residents and offers them information on prospective UMES programs, hopefully encouraging more students to remain in-state, rather than transferring to an out of state four-year college.

Dual Enrollment Partnerships – UMES has entered into agreement with several neighboring county school districts to develop dual enrollment agreements. These partnerships will assist Maryland students in making a smoother transition from high school to college, as well as exposing UMES’ unique program mix to a broad base of high school students. These school district partners include those in Prince George’s County, Dorchester County, Wicomico County, and Worcester County.

Engagement with Ruffalo Noel Levitz (Financial Aid Optimization) – As of July 2019 the Institution has engaged with Ruffalo Noel Levitz (RNL) to secure their “Advance FinAid Solutions” package. This contractual consulting service will aid UMES in obtaining financial aid optimization using their four proprietary software platforms: 1. RNL Affordability Predictor; 2. RNL FinAid Simulation Software; 3. RNL True Cost Calculator, and 4. RNL Smartview. This suite of services will assist in leveraging institutional aid to make college more affordable for low-income students as well as enhancing retention and degree completion success.

Degree Completion Mini-Grants – In spring 2019, the institution utilized the creation of institutional mini-grants to target near completers in the 6-year graduation cohort for funding support. Funds were not utilized to eliminate entire financial debts. Instead, UMES used funding to ensure the persistence of cohort members towards degree completion. As a result, the 6-year graduation rate for the 2013 cohort is 41% - the highest 6-year graduation rate in 20 years (since 1999). Moving forward, some institutional aid awards will be tied to criteria such as attending financial literacy workshops, meeting with academic advisors, and meeting with career development counselors. These activities are intended to assist students with understanding the financial cost associated with prolonged enrollment while at the same time encouraging degree completion.

15 to Finish Campaign – Launched in fall 2019, UMES began encouraging students to enroll and successfully complete at least 15 credits each semester (30 credits/year, including summers) to graduate in four years to support on-time degree completion and debt reduction.

Degree Audit Integration – Launched in fall 2019, UMES fully integrated its degree-auditing tool in every aspect of the enrollment process. Working in collaboration with the Center of Access and Academic Success, the Registrar’s Office will create Degree Audit themed communications to students.

- Incorporating a Degree Audit message and link into every registration/advising related message
- Degree Audit tutorial video
- Add a dedicated Degree Audit email to the communication inventory

- Degree Audit FAQ page
- Pushed Degree Audits – At the conclusion of each semester, each student will receive an official copy of their degree audit for review.

Welcome Home Campaign – A reclamation initiative designed to support students both in and outside of the 6-year graduation cohort who have dropped out of college and connect them with financial and academic support through an annual summer One-Stop event. We provide students with a complimentary degree audit, 1:1 consultation with an academic and financial aid adviser, a degree pathway plan, and a financial cost estimate.

These efforts combined will assist in improving the successful outcomes for our low-income, first-generation students, as evident by the 6-year graduation rate for the 2013 cohort, which is currently 41% -- the highest 6-year graduation rate in 20 years (1999).

Discontinued Practices

UMES has no discontinued practices to report.

MHEC Undergraduate Degree Targets

In the last two years (2016-17; 2017-18), UMES fell short of the undergraduate degree targets established by MHEC for the institution by 18 and 60 students respectively. We expect that the targets for the current year 2018-19 – 553 and subsequent two (2019-20, 2020-21) – 564 and 576 are well within reach, given the new enrollment, retention, and degree completion strategies described above. Table One (below) describes our goals for the incoming class (2019) as well as our future retention and graduation goals, which represent a greater than two percent annual growth.

Cohort Description	Current			Future Goals					
	#	Retention	Graduation	5 - Years			10 -Years		
	#	Retention	Graduation	#	Retention	Graduation	#	Retention	Graduation
Fall First-Time, Full Time	501	62%	37%	525-568	62-66%	37-42%	568-627	66-73%	37-47%
FYMDCC Transfers	113	77%	43%	113-120	77-82%	43-46%	120-132	77-82%	50-52%
FY All Students	735	67%	49%	735-796	67-71%	49-52%	796-879	67-71%	49-52%

Table One

University of Maryland Global Campus

The following information for the *2019 Report on Best Practices and Annual Progress toward the 55% Completion Goal* includes initiatives developed and partially or completely implemented since UMGC's submission in 2016.

Chatbot

UMGC is enhancing student support with the introduction of a new artificial intelligence-enabled chatbot that can answer common questions and provide account information 24 hours a day. The UMGC Help Bot is accessible on the university's website, in the student portal, and via links in e-mail and text messages. It is available on any device and responds to typed text and voice commands. Prospective students and current students who use this functionality can quickly and easily access information that is important to their educational success. Immediate responses to information about an academic program of interest through the chatbot is especially empowering for prospective students who are in the process of choosing a major.

Stackable Credentials

UMGC is promoting the opportunity to complete one or more of the UMGC certificates currently in the institution's academic program portfolio on the way to a bachelor's degree. Stackable credentials provide the opportunity to achieve milestones en route to the degree and have the potential for immediate positive impact for the working adult student in terms of improving employability, building momentum, and positively reinforcing persistence to degree completion. Courses are aligned to industry certifications and requirements where possible.

Maryland Community College Reverse Transfer Program

UMGC has a reverse transfer partnership with Anne Arundel Community College, Frederick Community College, College of Southern Maryland, and the National Student Clearinghouse. UMGC completes outreach to the students who are transferring from one of these community colleges to assist them with the reverse transfer process. The National Student Clearinghouse handles the submission of transcripts on behalf of both institutions.

Adoption of e-Resources in Lieu of Publisher Textbooks

Beginning with its undergraduate programs in AY2015-16, and followed by its graduate programs, UMGC moved from requiring costly publisher textbooks to using electronic and open access course materials. This saves UMGC students approximately \$20 million per year.

Prince George's 3D Scholars Program

Prince George's County Public Schools, Prince George's Community College (PGCC), and UMGC offer an affordable, definitive pathway to a bachelor's degree for students in Prince George's County, beginning with dual enrollment in high school. Students who are accepted into the program begin taking courses at PGCC while still in high school, earning credits toward an associate degree. Upon graduation from high school, students immediately transition to PGCC

to complete the associate degree. Finally, they are awarded a scholarship to UMGC to earn their bachelor's degree for a total cost of less than \$10,000.

JumpStart

A Jump Start event is held approximately one week before UMGC's largest start dates each term. The Jump Start event is available for new applicants, newly enrolled students, and readmitted students and features a virtual exhibit hall with a variety of booths that attendees can visit to chat live with an advisor, watch pre-recorded videos, and download information.

Applicant Onboarding Badging

A new applicant onboarding program is currently in development with a projected launch date in the Fall of 2019. This program is designed to give new UMGC applicants access to an onboarding portal with different badges they can earn for completing activities to familiarize themselves with their UMGC student portal, their online classroom, UMGC Student Success resources (e.g. the Effective Writing Center, online library, time and tuition estimator), and new degree planning worksheets designed to help new applicants map out a path to graduation that best fits their desired degree completion timeline and appropriate course load.

New Student Onboarding

UMGC's Admissions team has implemented multiple programs since 2017 to better prepare newly enrolled students to have a successful first course. One week prior to each session start, the Admissions team makes New Student Success calls to all newly enrolled students. Topics covered during these calls include a personalized walk-through of the online classroom to help students better understand how to access and navigate their course environment prior to their class starting, time management and student success tips, and any missing documents or outstanding items that students need to submit to avoid an interruption in their studies.

New Student Welcome Initiative

As a bridge between the New Student Onboarding program and the 1st Term Experience described below, the Advising team provides support through its New Student Welcome program. As part of this program, new students are reassigned from Admissions to Student Advising during the second week of class, and advisors begin a series of communication touchpoints that are welcoming, consultative, program and career-focused, information-driven, and supportive in nature. Desired outcomes of the New Student Welcome program include an increase in class participation, improved course completion rates of first-term students, increased re-enrollment and retention rates, and overall improvement in student satisfaction. After the third week of class, the New Student Welcome program transitions into the 1st Term Experience.

1st Term Experience

Institutional and external data strongly suggest that retention rates are most impacted by a new student's first term performance. UMGC's Advising team strategically engages new students within a structured 1st Term Experience framework. For Summer 2019, the Advising Team updated this 1st term experience to include a series of advising-specific and general-campaign

related touchpoints based on individual student needs and behaviors throughout the first term. The scope of communication includes: consultative advising, degree mapping, one-touch registration messaging, positive nudging, and at-risk interventions. Beginning in Summer 2019, advisors have access to individual student risk scores and risk factors that are generated by student behaviors and performance. The 1st Term Experience will use this predictive model to help advisors determine which prescriptive responses can increase the likelihood of persistence to the student's next term. Desired outcomes include re-enrollment in the next term, higher course completion rates, and overall improvement in retention rates.

Success Coach Pilot

In Summer 2019, the Admissions and Advising teams implemented a Success Coach pilot program as an alternative way to advise its students. Each Success Coach provides personalized and consultative support services and advising for a specific population of students. The Success Coach pilot will examine impacts on student retention provided through dedicated and personalized advising.

Near Completer Grant

UMGC recently offered two versions of a Near Completer Grant to undergraduate students. The One Step Away Program was funded via a grant from MHEC and allowed UMGc to cover the tuition costs for one course in fall 2018 and one course in spring 2019 to Maryland residents who had stopped out for a year or more and who had 30 credits or fewer remaining to graduate. These funds were available on a first-come first-served basis, although dedicated advising was offered to all 466 students who took advantage of this program. For fall 2018, UMGc also offered an institutionally funded Near Completer grant to Maryland residents who had stopped out for two terms or out-of-state residents who had stopped out for at least two terms but no more than six terms. Students receiving one of these grants tended to reenroll at a higher rate than similar student groups who did not receive either grant. UMGc is planning to continue these grant programs contingent upon additional funding.

PACE III

This new course for undergraduate students as of Fall 2019 explores how academic programs align to professional goals and helps students understand how to be successful learners. Students will become familiar with the university's culture and expectations, reflect on academic and professional goals, complete assignments relevant to their major, discuss ways to advance progress toward a degree through transfer credit and other prior learning, and explore UMGc's resources for student success.

New Gen Ed Math Option

UMGC is changing the list of mathematics courses available to meet the math general education requirement so that students will have the option of taking a new college level math course aligned with the Maryland Mathematics Reform Initiative standards for non-STEM majors. This new course uses adaptive learning technology and may enable students to more quickly complete their math requirement, which often impacts degree completion.

Military Warm Handoff

The Global Military Operations Warm Hand Off process was created to guide military students as they move from duty station to duty station or one division to another. A staff member at or near the new location proactively outreaches to students to provide them a warm welcome to their new location and offer assistance with the transition.

Degree Planning

The process of selecting courses can be cumbersome and confusing given the number of choices that students have in general education and major requirements. Currently, students have access to enrollment advisors, online tools, and the catalog to determine what their program requirements are and which courses to take next. UMGC is in the process of developing additional degree planning tools that indicate the quickest and most effective path to finish a program. These degree planning tools may minimize the time and expense needed to reach the point of graduation.

STATE-AIDED INDEPENDENT INSTITUTIONS

Contributions by

**Maryland's Independent Colleges and Universities
to the State's**

Progress to 55% College Completion Goal

September 2019

Introduction

MICUA's 13 State-aided member institutions make significant contributions to Maryland's knowledge-based economy and to the statewide goal of 55% educational attainment by 2025. These efforts are primarily focused on granting greater access to higher education, increasing student enrollment, providing targeted financial aid, and improving retention and graduation rates. MICUA members are committed to the State-wide goal and the mission of expanding educational attainment for all Marylanders.

Granting Greater Access to Higher Education

For well over 200 years, Maryland has partnered with its private nonprofit colleges and universities to do more with less. One of the most cost-effective ways to increase access and degree attainment at Maryland's independent institutions is through the Sellinger Program. Through the Sellinger Program, Maryland is able to serve more students, cover more regions, offer more programs, and award more degrees—all at a lower cost for State taxpayers. In fiscal year 2019, 89% of Sellinger Program funds were used to provide financial aid to Maryland residents attending a MICUA member institution.

Serve More Students: Maryland's independent institutions serve over 66,000 students annually with similar demographics as students who attend public colleges and universities. One in four students are Pell Grant recipients. One in three students are students of color. Three MICUA member institutions have majority-minority student bodies, and nine have minority student representation of 30% or more. Many students are first-generation college students, and increasing numbers are adult learners. Sixteen percent of new undergraduates are transfer students. The majority of these students transferred from a Maryland community college.

Cover More Regions: Maryland's independent colleges and universities provide higher education opportunities at more than 180 locations throughout the State of Maryland. Six MICUA member institutions are anchor institutions located in Maryland counties with no main campus of a public university.

Offer More Programs: MICUA member institutions are authorized to offer more than 1,600 academic programs. Many of these programs are unique and not available at any public colleges and universities. Moreover, independent institutions were the first in Maryland to offer numerous programs that are now in high demand, including the MBA and degrees in cybersecurity, biomedical engineering, robotics, sports management, and cultural sustainability.

Award More Degrees: Among first-time full-time freshmen who enroll at a MICUA institution, 73% graduate from that same institution within six years, and 92% graduate from that same institution or a transfer institution within six years. These percentages are well above State and national averages. Last year, MICUA colleges and universities awarded 15,200 undergraduate and graduate degrees. Without the degree production of MICUA institutions, the State would fall well short of its degree attainment goal of 55% by 2025. Over the past five years, MICUA institutions have produced almost 74,000 degrees, including 4,488 in nursing, 5,579 in engineering, 6,210 in cybersecurity, and 21,781 in STEM fields. Additionally, in response to the changing landscape of Maryland's knowledge-based economy, MICUA institutions are producing a higher percentage of graduate degrees. This is in line with projections indicating that future jobs in Maryland will be increasingly more likely to require a bachelor's degree or above.

Lower Costs to Taxpayers: These outcomes are achieved at a significantly lower cost to taxpayers than the costs of providing services at public institutions. While MICUA member institutions receive only 3% of State funding for higher education, they enroll 15% of all college students in Maryland and grant 27% of all degrees conferred by Maryland four-year institutions. State taxpayers pay \$37,800 for each academic degree conferred by Maryland's public colleges and universities, compared to \$4,400 for each degree conferred by Maryland's independent colleges and universities. These cost comparisons exclude the sizeable investments taxpayers make in capital facilities and equipment at public universities.

Increasing Student Enrollment

MICUA institutions reach out to middle school and high school students and their families to encourage college attendance, advise students on college preparation, and assist with the admissions and financial aid application process. Representatives from MICUA institutions participate in college fairs in high schools with diverse populations and host on-campus recruitment events for prospective students and their families. Many MICUA institutions offer dual enrollment programs for qualified high school students and summer bridge programs for admitted students who may need extra support to acclimate to college life and succeed in college-level work.

Goucher College has several important components to its recruitment initiatives, including programming (on-campus and off-campus visits and college fairs) specifically targeted to underrepresented populations and schools that serve mostly underrepresented populations (e.g., Seed School of Baltimore, Bard High School Early College in Baltimore). Goucher also hosts visits for community-based organizations and schools that provide access to higher education for underrepresented high school students, such as the Baltimore Urban League Seminar. The College hosts the Diversity Overnight Experience for admitted students who identify as a person of color, held in conjunction with Gopher Day, an all-day campus event for admitted students. Goucher also continues to feature the Goucher Video Application (GVA) as an option in the admissions process. Goucher was the first college in the nation to create an application option requesting student-submitted videos as the decisive factor for admission. The GVA represents an innovative step to demystify the admissions process and create a more transparent application for students of all backgrounds.

Over the past year, **Johns Hopkins University** expanded its undergraduate recruitment and outreach efforts to include working with several large school districts that serve substantial numbers of low-income or underrepresented students. The University brought more underrepresented and first-generation students to campus for prospective- and admitted-student programs and, for the first time, gave every admitted first generation student the opportunity to be flown to campus with a guardian. The University also significantly expanded support for first-generation college students with financial need by creating networks designed to connect students with each other and with faculty, staff, and alumni from first-generation or low-income backgrounds. The University also held an opportunities fair to expose students to high-impact experiences such as studying abroad and internships and started a pilot summer stipend program to provide competitive funding for unpaid or under-paid summer research or internship experiences.

St. John's College has a fly-in program and special tours that support its efforts to recruit a diverse student body. It emphasizes diversity in its Summer Academy, an on-campus summer college experience for high school students. St. John's also has a fully funded summer program coordinated with UNCF and AEI to host African American students in a leadership and critical thinking program. The College has a need-based financial aid program that enables students from all income levels to attend St. John's; 10% of

currently enrolled students have family incomes below the poverty line, and 30% are Pell Grant eligible. The College also announced that it has lowered undergraduate tuition for the 2019–2020 academic year from \$52,000 to \$35,000, which makes St. John’s one of the most affordable liberal arts colleges in the United States.

Stevenson University has partnerships with several non-profit organizations in Maryland that serve the college advising needs of low-income and/or first-generation college students, including the CollegeBound Foundation (Baltimore City), College Tracks (Montgomery County), Collegiate Directions (Montgomery County), and First Generation College Bound (Prince George’s County). Stevenson is a “Supporting Partner” of the Cristo Rey Network and maintains an especially close relationship with Cristo Rey Jesuit High School in Baltimore City. The Cristo Rey schools are the largest network of schools in the country exclusively serving low-income students. In addition to working with high school students, Stevenson has a dedicated transfer admissions staff that visits community colleges throughout the State multiple times per year for transfer fairs and individual visits. Stevenson recently approved block transfer, meaning any student with an A.A., A.S., or A.A.T. degree from a Maryland community college seamlessly transfers with all general education requirements met.

Providing Targeted Financial Aid

Last year, MICUA colleges and universities awarded more than \$663 million to undergraduate and graduate students through institutional and private grants and scholarships, with the majority of that aid distributed based on need. In 2016, MICUA launched the Guaranteed Access Partnership Program (GAPP), a public-private partnership between Maryland’s independent colleges and universities and the State of Maryland to help Maryland students and their families bridge the college affordability gap. The GAPP grant provides a matching award for eligible students who receive a State Guaranteed Access (GA) grant and attend any MICUA member institution, for a total grant award up to \$38,200 per year for four years of college.

Capitol Technology University offers full-tuition scholarships for high ability students who demonstrate financial need. Other high need students may qualify for institutional grant funds from \$2,000-\$12,000. In addition, based on donor specifications, Capitol awards specific funds for Baltimore City students, Prince George’s County students, and women in cyber security. Capitol also offers a free summer program for its most at-risk incoming students, Capitol Institute for Student Success (CISS), which provides developmental coursework in math and English during the summer months.

Maryland Institute College of Art (MICA) offers numerous scholarship programs to meet the needs of diverse students, including the Da Vinci Scholarship, Eddie C. and Sylvia Brown Scholarship, Ruth Jenkins Bristol Scholarship, Leslie King-Hammond Scholarship, Marwen Scholarship, and McMillan Stewart Scholarship. These awards are renewable annually. Further, MICA’s Office of Advancement has raised funds to support MICA’s Art and Design College Accelerator Program (ADCAP) to provide free Open Studies classes, as well as financial aid and admission workshops, for Baltimore City students beginning in the 10th grade. MICA continues to prioritize fundraising that will support access and preparation for Baltimore City students.

In May 2019, **Mount St. Mary’s University** received another \$1 million commitment from generous donors to support the Third Century Scholars program, which was originally established in 2007. This donation will provide eight more underrepresented, low-income students from urban communities (Washington D.C. and Baltimore) with full scholarships, a success coach, and operating funds. The Mount

also actively pursues grant opportunities to support underrepresented groups. For example, the University was awarded an S-STEM grant from the National Science Foundation that provides scholarships for high-achieving, high-need students.

The Washington Scholars Program at **Washington College** recruits high achieving and high financial need students from various metropolitan areas across the U.S. The Program includes an interview process, first-year student requirements, academic preparation for the student's career trajectory, cultural experiences, and personal and identity development with an emphasis on engaging in student development opportunities such as clubs, organizations, community immersion opportunities, and experiential learning activities. The College also offers several endowed scholarships to students who contribute to the diversity of the College including Hearst Foundation, Hodson Gilliam, Timothy Maloney Theatre, and Dr. Charles H. Trout.

Improving Retention and Graduation Rates

A coordinated approach of student recruitment, college preparation, and support services—including tutoring and mentoring—is essential to increasing retention and persistence toward a degree.

Hood College's Josephine Steiner Center for Academic Achievement and Retention (CAAR) seeks to empower students as they develop into successful independent learners and provides targeted academic supports for known areas of academic difficulty. CAAR provides students with supports in academic skills building, academic advising and mentoring, writing and mathematics assistance, and accessibility support services. CAAR focuses on the goals and needs of individual students as they discover the interconnectedness of their academic programs and personal goals. In addition, all first-year students at Hood are required to enroll in a First-Year Seminar, which are small classes of no more than 15 that provide opportunities for students to work closely with professors and peers to develop critical thinking, reading, writing, and information literacy skills. Seminar topics change from year to year to reflect the varied interests and expertise of the faculty who teach them, giving students a broad range of seminars from which to choose.

Loyola University Maryland's Ignatius Scholars Program is designed to assist in the academic and social transition for 30 first-year students who identify as first-generation college students, demonstrate significant financial need, or come from diverse backgrounds. The program is a collaboration of ALANA (African, Latino, Asian, and Native American) Services and the Academic Advising and Support Center. The University's ALANA Mentoring Program pairs first-year ALANA students with upper-class students to assist them in acclimating to campus life. Mentors assist first-year students in gaining an understanding and appreciation of the University culture, introduce them to co-curricular activities, and assist them with achieving academic and personal growth. Loyola also offers Academic and Career Enrichment Workshops on topics critical to student success, including time management, learning styles, study tips, stress/test anxiety reduction, honor societies, and resume and cover letter writing.

The First Year Program at **McDaniel College** provides many levels of support for new first year students and transfer students. Every new student has a student Peer Mentor to help with the transition to McDaniel and to enhance their first-year experience. The College has several Peer Mentor roles: First Year Seminar Peer Mentor, Honors Peer Mentor, Transfer Peer Mentor, and International Peer Mentor. The College's Director of Student Diversity and Inclusion trains the Peer Mentors annually to make them aware of the unique needs of diverse populations. McDaniel's Edge Experience is a mentorship program for first-

year students from Baltimore City Public Schools. Participants are invited to attend McDaniel Local, a summer program for incoming students that blends orientation and academic vision-setting. At McDaniel Local, students spend time on campus before the start of the semester, make friends, meet mentors, and get connected to Westminster community. During the academic year, Edge students attend monthly meetings and periodic social functions.

Notre Dame of Maryland University's Trailblazers Program supports first generation college students via personalized meetings, workshops, collaborations with other on-campus departments/services, and guest speakers. The Program provides ongoing, essential support to help first generation students in Notre Dame's Women's College reap the benefits of college life, earn their degrees, and make their way into the world as college graduates. The Trailblazers Program has a new initiative called Primeras for first generation Latina students and their families as they navigate the college journey. Notre Dame's First Year Experience Task Force made suggestions to redesign the University's first year seminar course curriculum. The redesigned course emphasizes the transition to Notre Dame, including the richness of its culturally diverse student body, support systems that enable student success, and the University's mission and values. Service-learning, peers as mentors and guest presenters, and assessment are built into the seminar, which is co-taught by faculty and Student Life staff.

Washington Adventist University's Betty Howard Center for Student Success provides resources for all students to help them meet their educational goals. Academic support services include testing services, tutoring services, study skills instruction, and special mentoring support through the Enrichment Program for students on academic probation. The University offers a Summer Bridge Program, a five-week college preparatory experience for students who wish to strengthen academic skills, build confidence, form new friendships, and enhance their potential for college. In addition, the First-Year Experience is a one credit class designed to help first-year students become comfortable with the campus, get connected with available area resources, and engage with faculty and staff.