

**2010 Performance Accountability Report
Maryland Public Colleges and Universities**

Volume 1

April 2011

Maryland Higher Education Commission

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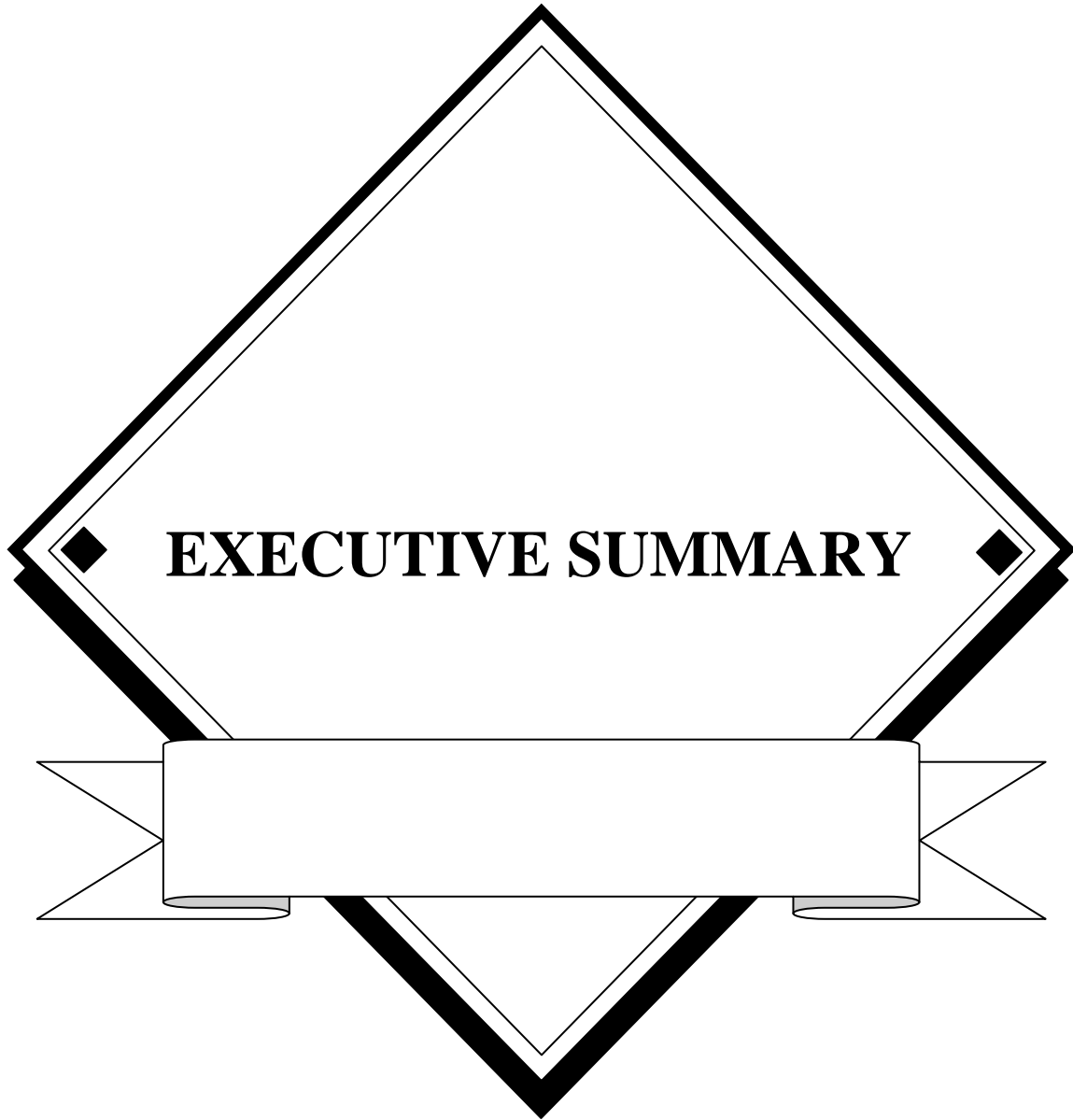
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EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

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

As a result of significant changes approved by the Commission in 2000, the reporting requirements for the public two- and four-year campuses are different. However, both postsecondary sectors continue to be responsible for reporting on key indicators and for providing benchmarks to gauge whether they are making progress toward meeting their goals.

In producing this report, Commission staff reviewed the institutional performance accountability reports that were submitted by each public college and university, and prepared a consolidated report. This document represents the 15th Performance Accountability Report (PAR) presented to the Commission since the introduction of the indicator system. The report consists of two volumes which are outlined below:

Volume 1

- an overview of the history and major features of the accountability process.
- the Commission's assessment of the public colleges' accountability efforts for the 2009-2010 year.
- the responses of the public colleges and universities to questions raised by the Commission staff about their 2009 Performance Accountability Reports, and their progress toward meeting their benchmarks on selected measures and objectives.
- one-page profiles of the public colleges and universities that include a brief overview of each campus, as well as data and benchmarks for key indicators.

Volume 2

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

- a listing of each indicator, along with its source and operational definition. The community colleges use a standard set of measures, while the public four-year colleges and universities have both common and campus-specific measures, and thus separate lists of definitions.
- a list of guidelines that outline how the benchmarks were developed.

The Commission's funding guidelines process for public four-year colleges and universities includes its own accountability component. Minimally, campuses are expected to perform at the level of selected peers on a set of outcomes-oriented performance measures. The University System of Maryland has 16 measures, Morgan State University has 15, and St. Mary's College of Maryland has 30. In each of the past ten years, the Commission presented reports to the General Assembly which examined the comparative performance of the USM campuses and Morgan on the indicators. These reports are provided separately from the Performance Accountability Report by the Office of Finance Policy.

The accountability process is essential to ensuring that the public receives a strong return on its investment in higher education. The commitment of Maryland's public colleges and universities to this process is demonstrated by the high quality of the reports they have submitted and the diligence and effort with which these reports were prepared.

Commission Assessment of the Institutional Performance Accountability Reports

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

The accountability process is essential to ensuring that the public receives a strong return on its investment in higher education. The commitment of Maryland's public colleges and universities to this process is demonstrated by the high quality of the reports they have submitted and the diligence and effort with which these reports were prepared.

A special focus of the Commission's analysis this year is the impact of prevailing economic conditions. The national and global recession that began in FY 2008 has had a significant impact on Maryland and Marylanders, and the state's public higher education institutions have felt the effects keenly. Every individual institution reports that the economy has affected one or more key areas, including enrollment, hiring, revenues, operations, partnerships, and workforce development. While each institution has responded differently, it is also possible to discern four significant statewide trends.

- Overall enrollment growth
- Surging demand for financial aid, rising faster than the growth in enrollment
- Greater reliance on revenues from tuition
- Difficulty in placing graduates in jobs because of reduced hiring by employers

Community Colleges

Community colleges are helping students realize their educational goals, including earning associate degrees and professional certifications. Community colleges are also succeeding in preparing students to transfer to four-year institutions. Many community colleges partner with four-year institutions to facilitate transfer and baccalaureate degree completion.

Perhaps the clearest evidence of the accessibility and affordability of higher education is the dramatic increase in enrollment in the last two years. Full-time equivalent (FTE) enrollment increased by 18.4% and headcount enrollment increased by 3.3% from FY 2007 to FY 2009. Each of the state's 16 community colleges experienced enrollment increases.

Although overall enrollment generally remains strong, non-credit enrollment has lagged significantly in both traditional and online courses. A significant contributing factor to the decline in non-credit enrollment is a decline in the number of employers who subsidize education and training for employees, whether indirectly through reimbursement or directly through contracts with colleges for training and other services. It is important to note, however, that those employers who do contract for training are very satisfied with the quality of that training.

One of the factors contributing to strong enrollment is that tuition remains affordable. Tuition rates grew by 1.7% last year, and have grown by 5.5% in the five years from FY 2006 to FY 2010. That is less than half the rate of inflation for the period. 10 of 16 community colleges have succeeded in controlling their tuition and fees, holding them below a benchmarked percentage of the average tuition and fees at Maryland four-year institutions. This effort is particularly remarkable given that tuition at four-year institutions was frozen for most of this reporting period.

Community colleges awarded \$214.7 million in financial aid to students during FY 2009. Since FY 2007, financial aid award dollars increased by 39.4% while the number of aid recipients increased by 18.2%. The lion's share of additional aid dollars came from federal sources, which increased by 49%, and the community colleges themselves, which increased institutional aid by 24%. State aid increased in FY 2008 but declined in FY 2009 for a net gain of 5% over the period, and private aid was flat.

Community colleges serve an increasingly diverse minority student population. In the last two years the minority student population grew even more rapidly than the student population as a whole. All but three community colleges reached benchmarks for minority student population relative to the minority population of the surrounding service community. Maryland's community colleges affirm the virtue of having a diverse faculty and staff, and every institution offers programs designed to increase awareness about diversity, support faculty and staff of all kinds, and recruit underrepresented populations. Despite this, few institutions are on track to reach benchmarks for minority representation among faculty and staff. The recession has had a significant effect by reducing faculty attrition and faculty hiring.

Nearly every community college employs programs designed to improve student persistence and retention, including first-year experience programs that help students adjust to the demands of college-level study. Many campuses offer intrusive advising systems that reach out to students in difficulty to help them develop skills and access resources. Colleges also support community efforts to prepare residents for college study, including many partnerships between community colleges and school districts.

Community colleges support economic growth in a number of ways. Chief among these is workforce development, and community colleges have partnered with private and public firms and organizations to address workforce needs. Community colleges are also operating and expanding non-credit and non-degree programs in vocational training, small business development, and public services training.

Four-Year Public Colleges and Universities

Maryland's four-year colleges and universities include some of the most distinguished in the nation. General and specialty organizations regularly recognize Maryland institutions among national leaders. Students who attend four-year institutions study with distinguished faculty who have been recognized as effective teachers and researchers.

The accessibility of higher education is demonstrated by substantial growth in enrollment. Full-time equivalent (FTE) enrollment increased by 5.8% from FY 2008 to FY 2010. Headcount enrollment grew by 7.8% from Fall 2007 to Fall 2009. Increased online enrollment is a significant part of ensuring access.

Higher education has remained affordable to Marylanders due to the Governor's freeze on in-state tuition. In addition, financial aid increased even more dramatically at four-year colleges and universities than at community colleges. Aid dollars grew from \$655.2 million in FY 2007 to \$820.5 million in FY 2009, an increase of 25.2%. In the two-year period, federal grants, loans, and work-study financial aid funds increased by \$124.3 million, or 32.8%. The colleges increased their direct institutional aid by 14.4% and state aid increased by 4.5%. Private financial aid funds, which held steady at community colleges, grew by 22.0% at four-year institutions.

Colleges and universities have increased their enrollment of diverse students. Unfortunately, consistent success in improving persistence and completion remains elusive. Campuses are beginning to design and take action steps as part of the University System of Maryland's "Closing the Achievement Gap" initiative.

Retention rates at four-year institutions rebounded strongly after a sharp drop in Fall 2008. Retention rates had been declining slightly since peaking in Fall 2002, then dropped substantially in Fall 2008 to a low of 72.8%. In Fall 2009 retention rose to 80.8%, a rate not seen since Fall 2005. At some campuses, however, retention did decline, and many of these institutions pointed to economic hardship as a major contributing factor. Student graduation rates are at their highest point since at least 1989.

Maryland's colleges and universities play a key role in creating a highly skilled and qualified workforce. 32,083 bachelor's, master's, and doctoral degrees were earned in Maryland in FY 2010, an increase of 8.2% over FY 2008. Despite this increase in the supply of qualified employees, the recession has inhibited demand for employees by reducing hiring.

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

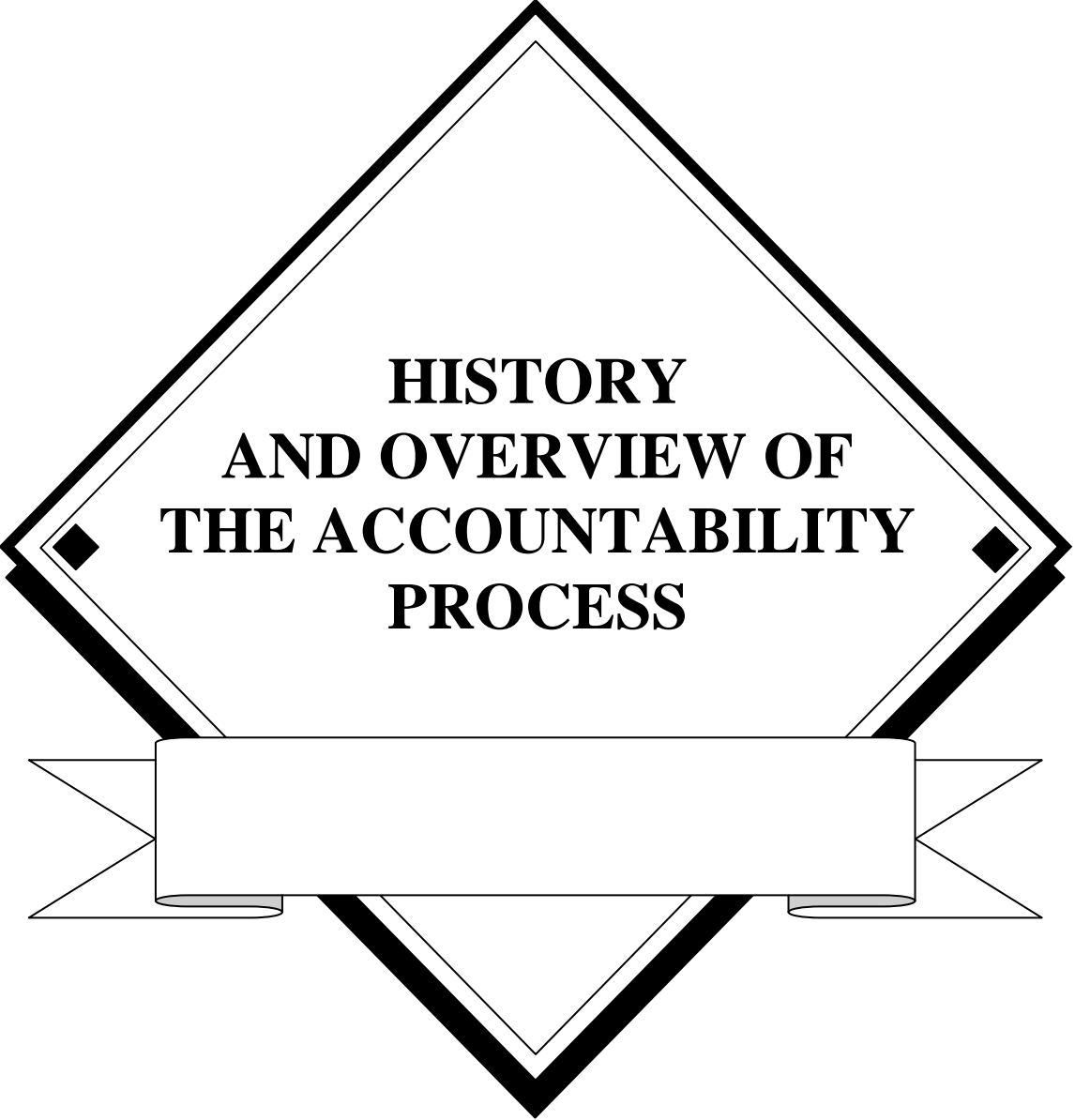
Cost Containment – All Public Colleges and Universities

Reporting on cost containment activities was comprehensive and detailed at all of the community colleges and public four-year universities.

Each institution provided a detailed description of its cost containment efforts, which included specific dollar amounts related to how it had reduced waste, improved the overall efficiencies of its operations, avoided costs, and achieved cost savings. A majority of the cost containment initiatives were related to staffing, reductions in overhead, greater reliance on technology and transferring expenses. The Cost Containment sections are included in Volume 2 as a component of the institutional profiles.

The largest category of savings comes from personnel-related reductions, including delaying and foregoing hires of faculty and staff positions, furloughs, and compensation reductions. However, institutions have realized significant savings from renegotiated contracts, conservation efforts, increased deployment of technology (especially replacing printed communications with emails and websites), partnerships with other educational institutions, targeted reductions in operational expenditures, and replacement of contracted services with in-house services, both one-time and ongoing operations. Several four-year institutions also increased revenues by negotiating guaranteed revenues from contractors such as food service companies or by entering partnerships with private corporations.

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



**HISTORY
AND OVERVIEW OF
THE ACCOUNTABILITY
PROCESS**

HISTORY AND OVERVIEW OF THE ACCOUNTABILITY PROCESS

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

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

Community Colleges

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

The core of the community college accountability reports is a set of 32 performance measures that the institutions describe as "mission/mandate"-driven. These indicators were developed by a community college workgroup and were refined as a result of discussions with staff from the Commission, the Department of Budget and Management (DBM), and the Department of Legislative Services (DLS). These indicators are standard across all campuses. Community colleges may also choose to include additional campus-specific measures. The standard performance indicators are organized on the basis of seven categories which are also aligned with the *State Plan for Postsecondary Education*:

- Student characteristics (descriptive only)
- Accessibility and affordability
- Quality and effectiveness: student satisfaction, progress and achievement
- Diversity
- Economic growth, vitality and workforce development
- Community outreach and impact
- Effective use of public funding

A key feature of the community college accountability process is the “degree progress analysis” measure which examines the four year “successful persister” and graduation/transfer rates of students on the basis of their “college-readiness” levels at time of entry. The successful persister measure, which includes students who have attempted at least 18 credits, are still enrolled, or graduated or transferred, is intended to provide a more comprehensive measure of success by accounting for students who may still be working toward a degree or certificate as well as those whose goals did not include earning a credential or transferring to a four-year institution.

Public Four-Year Colleges and Universities

In the 2000 General Assembly session, the budget committees adopted “narrative” that asked the Commission to create a single document that incorporated the elements of both its performance accountability report and DBM’s Managing for Results program. This task was undertaken in conjunction with DBM, DLS, and representatives from the public four-year institutions and their governing boards.

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

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

The Commission’s Consolidated Accountability Report

This document represents the 15th accountability report submitted to the Commission since the adoption of the system using benchmarked indicators and objectives. Volume 1 includes an overview of the accountability process, the Commission’s assessment of the institutions’ reports, the Commission’s observations about institutional performance on selected indicators/objectives, the colleges and universities’ responses to the Commission’s questions, and one-page profiles containing data and benchmarks on key indicators.

Volume 2 of the report is a series of appendices which include the full, minimally-edited accountability reports for all of the two- and four-year institutions in Maryland. The community

college reports contain an update regarding their performance on the indicators in each “mission/mandate” area, their progress toward meeting the goals applicable to the community colleges in the *State Plan*, a discussion of how well the campuses are serving their communities, a complete set of trend data, benchmarks for each indicator, and the colleges’ cost containment efforts. The reports for the public four-year institutions include a listing of their goals, an update regarding their progress toward meeting their goals, objectives and performance measures, a complete set of trend data for each measure, the *State Plan* goals applicable to four-year colleges and universities, and the institutions’ cost containment activities. Volume 2 also includes all of the operational definitions, sources of performance measures, guidelines for benchmarking the indicators, and the formats for the institutional performance accountability reports.



**ASSESSMENT
AND
RECOMMENDATIONS**

ASSESSMENT BY THE MARYLAND HIGHER EDUCATION COMMISSION

This year's Performance Accountability Report uses the same indicator system and benchmark timelines that were employed last year. The community colleges are in their fifth year of reporting on a consistent set of mission/mandate driven measures. The University System of Maryland (USM) is in the first year of its newest reporting cycle. USM's current indicators account for changes made to their Managing for Results objectives in order to meet DBM's requirements and to account for goals established as a result of their campuses' strategic planning processes. Morgan State University advances its benchmark year with each report, following the model required of state agencies by DBM. St. Mary's College of Maryland is in the final year of its current five-year reporting cycle.

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

The assessment included in this report continues the approach adopted in 2006 which focuses on the accountability issues and indicators that are closely aligned with the goals in the *Maryland State Plan for Postsecondary Education*. Steps that campuses have taken to move toward achieving the goals outlined in the *State Plan* are also described.

The accountability process is essential to ensuring that the public receives a strong return on its investment in higher education. The commitment of Maryland's public colleges and universities to this process is demonstrated by the high quality of the reports they have submitted and the diligence and effort with which these reports were prepared.

A special focus of the Commission's analysis this year is the impact of prevailing economic conditions. The national and global recession that began in FY 2008 has had a significant impact on Maryland and Marylanders, and the state's public higher education institutions have felt the effects keenly. Every individual institution reports that the economy has affected one or more key areas, including enrollment, hiring, revenues, operations, partnerships, and workforce development. While each institution has responded differently, it is also possible to discern four significant statewide trends.

- Overall enrollment growth
- Surging demand for financial aid, rising faster than the growth in enrollment
- Greater reliance on revenues from tuition
- Difficulty in placing graduates in jobs because of reduced hiring by employers

These larger patterns affect both the community college and four-year college and university sectors, albeit in slightly different ways. As is customary, the Commission's analysis of the Performance Accountability Report considers the community college and four-year college and

university sectors separately. Each sector analysis will begin with a discussion of these larger trends, followed by discussion of the ways that institutions have affected the five goals in the *State Plan for Postsecondary Education*. The *State Plan* goals are quality and effectiveness, access and affordability, diversity, student-centered learning, and economic growth and vitality.

Maryland's higher education institutions have responded well to the challenges during this recession, making gains in student persistence and completion. They have increased the number and percentage of enrolled students from underrepresented groups. They have found additional ways to contain costs. They maintain and develop programs and partnerships designed to enhance workforce development, community development, and economic development. The institutions are working effectively to foster the goals established in the *State Plan*.

Community Colleges

The Performance Accountability Reports demonstrate diligence, thoroughness, and thoughtfulness. The people who prepared these reports on behalf of the community colleges are clearly serious about the accountability process and what it means for Maryland's students, employees, employers, residents, and taxpayers.

The institutional assessment section, in which campuses discuss four-year trends for each performance indicator as well as their progress toward meeting their benchmarks and fulfilling the goals outlined in the State Plan for Postsecondary Education, continues to be a key component of the accountability reports. All of the institutions provided extensive analyses of their progress in the "mission/mandate"-driven categories and discussed actions they have taken to improve their performance in these areas. Most colleges included information about academic and financial trends at their institutions and discussed how the campus contributed to the implementation of the State Plan. All of the colleges also responded to questions raised by the Commission staff regarding their progress on selected indicators. Finally, the two-year institutions provided detailed explanations of how they support their local workforce and serve their communities.

The performance of the community colleges on indicators in certain areas is directly related to goals and action recommendations in the State Plan for Postsecondary Education. These include facilitating access through increased enrollments, enhancing distance education, promoting student degree progress (especially among students who are under-prepared), and supporting economic and workforce development.

Major Recession-Related Trends

As noted above, the current economic recession is manifested in four major trends affecting higher education. Here is a brief discussion of those trends and their effects on the community college sector. Except where noted, the data cited below are found in the 2009 and 2011 editions of the Data Book.

- Overall enrollment growth

Overall enrollment grew substantially, despite a lag in non-credit enrollment. Full-time equivalent (FTE) enrollment increased by 18.4% from FY 2007 to FY 2009. Each of the state's 16 community colleges experienced enrollment increases. However, enrollment in non-credit courses stagnated or declined across the sector. Community colleges reported a decline in the number of employers who subsidize education and training for employees.

- Surging demand for financial aid, rising faster than the growth in enrollment

Community colleges awarded \$214.7 million in financial aid to students during FY 2009. From FY 2007 to FY 2009, financial aid award dollars increased 39.4% while the number of aid recipients increased 18.2%. Most of these additional financial aid funds have come from federal and institutional sources rather than state and local ones.

- Greater reliance on revenues from tuition

Tuition and fee revenues make up a growing share of the incomes of community colleges. At least part of the effect can be attributed to the growth in enrollment. Nevertheless, 40.3% of revenues in FY 2010 came from tuition and fees, up from 35.9% in FY 2008.

At community colleges, funding from state and local sources has not kept pace with enrollment growth. On a per-FTE basis, funding from state and local sources declined by 6% from FY 2008 to FY 2010. Increases in tuition and fees have not made up the difference; community colleges received fewer dollars per FTE in FY 2010 than they did in FY 2008.

- Difficulty in placing graduates in jobs because of reduced hiring by employers

Eight of the 16 community colleges achieved their goals for having graduates employed in related fields. However, seven colleges reported declines in the rate of graduates employed in fields related to their studies from the 2005 Alumni Survey to the 2008 Alumni Survey. Five colleges had reached their benchmarks on the 2005 Alumni Survey, but the decline caused them to fall below the benchmark in the 2008 survey.

Quality and Effectiveness

The state's community colleges provide Marylanders with high-quality education that allows them to graduate or transfer and pursue degrees and careers. Fifteen of the 16 community colleges have achieved their benchmark for graduates' satisfaction with their ability to achieve the educational goal that they hope to realize at that campus, and the sixteenth is on track to achieve it in FY 2011. Community colleges achieve this level of quality while effectively using taxpayer resources and reducing expenditures. It should be noted that slowdowns and freezes in hiring, especially of faculty, have inhibited the ability of community colleges to reach benchmarks for the percentage of expenditures devoted to instruction and academic support.

Community colleges are also succeeding in preparing students to transfer to four-year institutions. The two-year campuses have two benchmarks for the performance of transfer-out students after their first year at a four-year institution – the mean cumulative GPA, and the

percentage of students achieving at least a 2.0 cumulative GPA – and eight community colleges have reached both benchmarks, while two more are on track to reach both by next year.

Many community colleges offer partnerships with four-year institutions to facilitate transfer and baccalaureate degree completion. Allegany College of Maryland and Frostburg State University have collaborated on a dual-admission program which allows students to complete both an associate's and a bachelor's degree while using the resources of both institutions. The colleges also partner on an RN-to-BSN completion program.

Access and Affordability

The *State Plan* expresses the principles that all Marylanders who can benefit from higher education should have a place to enroll and the ability to afford to attend, and that support structures should exist to create the desire for education and the means to achieve it. Community colleges play a critical role in realizing these goals.

Perhaps the clearest evidence of the accessibility and affordability of higher education is the dramatic increase in enrollment in the last two years. Full-time equivalent (FTE) enrollment increased by 18.4% from FY 2007 to FY 2009. Headcount enrollment increased by 3.3% during the same period, which suggests that a larger proportion of enrolled students were enrolling in more credit hours. Each of the state's 16 community colleges saw enrollments increase. Twelve of the 16 two-year colleges reached benchmarks for headcount credit enrollment. The Community College of Baltimore County saw the largest absolute increase in headcount credit enrollment over the two years, an increase of 2,303 students, while Frederick Community College saw the largest percentage increase, 21.8%.

Although overall enrollment generally remains strong, non-credit enrollment has lagged significantly in both traditional and online courses. A significant contributing factor to the decline in non-credit enrollment is a decline in the number of employers who subsidize education and training for employees, whether indirectly through reimbursement or directly through contracts with colleges for training and other services. It is important to note, however, that those employers who do contract for training are very satisfied with the quality of that training.

Non-credit enrollment is a significant part of the mission of community colleges, and many campuses enroll more students who do not seek credit than students who do. If this reduction continues it will be difficult for most community colleges to reach benchmarks in non-credit enrollment by FY 2010. Colleges showed more progress toward benchmarks in enrollment in basic skills courses than in community service and lifelong learning courses.

One of the factors contributing to strong enrollment is that tuition remains affordable. Tuition rates grew by 1.7% last year, and have grown by 5.5% in the five years from FY 2006 to FY 2010. That is less than half the rate of inflation for the period. Ten of 16 community colleges have succeeded in controlling their tuition and fees, holding them below a benchmarked percentage of the average tuition and fees at Maryland four-year institutions. This effort is particularly remarkable given that tuition at four-year institutions was frozen for most of this reporting period.

Community colleges awarded \$214.7 million in financial aid to students during FY 2009. Financial aid award dollars increased by 39.4% above FY 2007 levels while the number of aid recipients increased by 18.2%. Community colleges drew these additional funds unevenly from different sources. The lion's share of additional aid dollars came from federal sources, which increased by 49%, and the community colleges themselves, which increased institutional aid by 24%. State aid increased in FY 2008 but declined in FY 2009 for a net gain of 5% over the period, and private aid was flat.

Another way to evaluate the access and affordability of community colleges, as well as their service to their communities, is to measure the colleges' ability to enroll a certain share of the community's college-going population. Community colleges measure three such market-share indicators. Thirteen of 16 colleges have achieved at least one of the three benchmarks. Allegany College of Maryland and Frederick Community College are on track to meet all three, and Community College of Baltimore County and Wor-Wic Community College have achieved all three.

Many community colleges improve access by providing alternate pathways to learning. For example, Anne Arundel Community College offers Virtual Campus, a program allowing learners to complete degrees, certificates, and noncredit programs entirely through weekend and distance learning. A related program is **WEEKENDYOU**, which allows learners to combine online learning with face-to-face classes on the weekends. Enrollment in both programs has grown dramatically in recent years. The College of Southern Maryland provides a number of courses that combine online and face-to-face learning, which allows students to combine the advantages of each. CSM also partners with local senior centers to bring health education classes to seniors in response to an increased interest in health and healing.

Diversity

The *State Plan* articulates two rationales for addressing diversity: the desire to increase enrollment and completion for historically underrepresented populations, and the need for all Marylanders to accommodate changing demographic realities. Community colleges play an important role in helping students prepare for the workforce and for transfer to four-year colleges.

In the last two years the minority student population at community colleges grew even more rapidly than the student population as a whole. All but three community colleges reached benchmarks for minority student population relative to the minority population of the surrounding service community.

Enrollment is an important step, but only one step, along the path to degree and certificate completion. Community colleges also measure their success in supporting students who persist to completion or transfer. While this record is strong, colleges were also charged with increasing the percentage of minority students who persist. Several institutions have achieved goals for minority student persistence, but several others have not. All institutions offer courses and programs designed to increase persistence.

Maryland's community colleges affirm the virtue of having a diverse faculty and staff, and every institution offers programs designed to increase awareness about diversity, support faculty and staff of all kinds, and recruit underrepresented populations. Despite this, few institutions are on track to reach benchmarks for minority representation among faculty and staff. To be sure, it is more difficult to make gains in the short term with faculty than with students, because faculty are less numerous than students and the typical faculty career lasts much longer than the typical student career. But the recession has also had an effect by reducing faculty attrition and faculty hiring. Four institutions have achieved their benchmarks for minority faculty and one is on track to do so, and two of those are among the largest community colleges in the state (Anne Arundel Community College and Community College of Baltimore County). However, Carroll Community College, Frederick Community College, and Harford Community College demonstrate that faculty diversification can improve even without the advantage of size.

Student-Centered Learning

The *State Plan* describes the need for institutions and faculty to expand the capacity to suit learning experiences to the needs of students in order to increase student persistence and completion. Nearly every community college employs programs designed to improve student persistence and retention, including first-year experience programs that help students adjust to the demands of college-level study. Many campuses offer intrusive advising systems that reach out to students in difficulty to help them develop skills and access resources. One such program is the Performance Alert Intervention System (PAIS) at Baltimore City Community College. Faculty use a web-based referral system to report risky behavior such as tardiness, absenteeism, missed assignments, and poor grades. Referred students receive additional advising, and 63% of referred students persisted for a second semester. The Step UP program at Howard Community College encourages more active involvement by at-risk students by partnering them with faculty and staff coaches who help them identify and use needed services. Program participants had a fall-to-spring persistence rate 15 percentage points higher than nonparticipants.

Colleges also support community efforts to prepare residents for college study. For instance, Frederick Community College (FCC) has partnered with Frederick County Public Schools (FCPS) to identify high school courses and schedules that correlate with college readiness. FCC and FCPS collect data on courses, grades, placement tests, and related matters and use them to identify readiness. Faculty and staff from FCC and FCPS also meet to discuss aligning systems and expectations to foster increased learning and college readiness. Montgomery College's Gateway to College program, a partnership with Montgomery County Public Schools, helps college-age individuals who have dropped out of high school to complete their high school diplomas and make the transition to college learning.

Economic Growth and Vitality

The *State Plan* calls on campuses to support economic growth by conducting research and developing a highly skilled workforce. Maryland's community colleges support economic growth in several ways. One is through workforce development. Through the accountability process, community colleges have been charged with growing the number of students

completing associate degrees and certificates in six occupational program areas. Fourteen of the 16 colleges have met at least one of the six occupational benchmarks; Howard Community College has met five of these benchmarks and is on track to meet the sixth, in engineering technology, as it adds two new programs in engineering.

Community colleges also evaluate the passing rate for graduates on licensure and certification examinations in a number of fields, mostly in health sciences. Because there are so many different examinations, and because institutions offer different programs, it is difficult to draw generalized conclusions. Nevertheless, there is evidence of strong progress in preparing graduates for professional certification as well as innovative ways to increase completion. Chesapeake College has instituted a ladder of progression to encourage students to successfully complete a Letter of Recognition, Basic Certificate, Advanced Certificate and Associate of Arts degree. This alignment should facilitate completion of certificate programs as well as further study. Wor-Wic Community College has added improvements in clinical training, test realignment and test-taking skill development, and additional program capacity to help more students persist in programs and pass licensure and certification exams.

Maryland's community colleges have received numerous grants designed to enhance workforce development to meet the state's needs. One prominent example is the grants provided by *Who Will Care?*, an organization formed by the Maryland Hospital Association to address the shortage of qualified nurses in the state. *Who Will Care?* made grants to 14 of the 16 community colleges for initiatives that will improve nursing education programs and increase the number of qualified nurses.

Other partnerships increase training and workforce development and contribute to economic vitality in other ways. Here is a sampling of these partnerships.

- Carroll, Frederick, and Howard Community Colleges are working to establish the Mid-Maryland Community College Allied Healthcare Education Center. A site was identified in Mt. Airy and federal funding was awarded to help launch the center. The Center will train up to 500 students annually for in-demand jobs, helping to alleviate the regional shortage of health care workers. The Center will also partner with Carroll Hospital Center, Frederick Memorial Hospital, Howard County General Hospital, and the town of Mt. Airy. The residents of the three counties can attend training courses at the center paying the in-county tuition rate.
- The College of Southern Maryland has partnered with the Naval Air Warfare Center Aircraft Division (NAWCAD) on a program to develop a pipeline for students to advance from academic studies to employment within national security industries in Southern Maryland. The partnership develops the framework for interaction between CSM students and faculty, area elementary, middle and high school students and teachers, and NAWCAD scientists and mentors.
- In August 2010, Garrett College officially opened its new Career Technology and Training Center (CTTC). Operated by the College, the CTTC is an initiative funded by Garrett County government to provide vocational training to the residents of Garrett County and the surrounding region.

- Cecil College has developed non-credit certificates that incorporate a series of classes aimed at making students more competitive when applying for positions; students working towards these certificates are more likely to be able to secure financial assistance. Completers in career track programs that are funded through occupational training funds consistently secure jobs in their newly acquired profession while participants in licensure/certification courses continue to perform strongly in required examinations.
- In June 2010, the National Security Agency (NSA) designated Hagerstown Community College as a National Center of Academic Excellence in Information Assurance Two-Year Education (CAE-2Y), one of only six two-year colleges to receive this honor. This distinction enables students to transfer seamlessly from Hagerstown to a four-year college in order to complete their degrees.
- Hagerstown Community College collaborated with Washington County to design a combined training center for law enforcement, fire, and emergency medical services personnel, which would be constructed on the Hagerstown campus.
- The Small Business Development Center at Harford Community College offered training to small business owners. The training sessions, which addressed a variety of small business needs, enrolled over 1,100 individuals.

Four-Year Colleges and Universities

All campus reports included the required components: a mission statement; goals and/or objectives in all of the general accountability areas; an institutional assessment; four years of trend data for each performance measure; and cost containment information. The institutions used the *State Plan* as the framework within which they discussed their progress toward meeting their benchmarks. Finally, all of the campuses responded to questions posed by Commission staff regarding their lack of progress toward meeting their accountability (MFR) objectives.

This year, the public four-year colleges and universities focused on several key issues that are of great importance to students and their families, as well as the Governor, legislators, university leaders, and members of the public at-large. Their reports emphasized the need to improve retention and graduation rates, keep Maryland's colleges and universities affordable, narrow achievement gaps that separate some groups of students from others, expand distance learning and other educational delivery approaches, and contribute to the economic development and prosperity of the State.

In contrast to the community college accountability reports which are based upon standardized accountability indicators, the four-year institutions have a greater degree of flexibility and can set individualized goals, objectives and performance measures that are aligned with their institutional missions. It is therefore more challenging to make generalizations across all of the public four-year institutions. Nonetheless, the assessment sections of their accountability reports touched upon similar themes, many of which were closely aligned with the *State Plan*.

Taken together, the reports from the four-year campuses reflect an impressive array of accomplishments and contributions to the health of the State. The quality and scope of the reports also demonstrate the commitment of the campuses to the accountability process.

Major Recession-Related Trends

As noted above, the effects of the current economic recession are manifested in four major trends affecting higher education. Here is a brief discussion of those trends and their effects on the four-year college and university sector.

- Overall enrollment growth

Full-time equivalent enrollment at colleges and universities grew by 5.8% from FY 2008 to FY 2010. Headcount enrollment grew by 7.8% from Fall 2007 to Fall 2009.

- Surging demand for financial aid, rising faster than the growth in enrollment

Financial aid increased even more dramatically at four-year colleges and universities than at community colleges. Aid dollars grew from \$655.2 million in FY 2007 to \$820.5 million in FY 2009, an increase of 25.2%. This far outpaced the increases in both full-time enrollment (5.8%) and the number of financial aid recipients (12.5%) for the same period.

In the two-year period, federal grants, loans, and work-study financial aid funds increased by \$124.3 million, or 32.8%. The colleges increased their direct institutional aid by 14.4% and state aid increased by 4.5%. Private financial aid funds, which held steady at community colleges, grew by 22.0% at four-year institutions.

- Greater reliance on revenues from tuition

Despite the freeze on in-state tuition, tuition and fee revenues made up a larger share of the incomes of four-year colleges and universities. Forty-eight percent of revenues in FY 2010 came from tuition and fees, up from 44.8% in FY 2008. The greater reliance on tuition and fees as a proportion of institutional revenues can be attributed, at least in part, to enrollment growth and to the increase in tuition and fees assessed to out-of-state residents.

Funding from state sources has kept pace with enrollment growth at four-year colleges and universities, but federal funds and tuition and fee revenues both grew more rapidly. Full-time equivalent enrollment grew by 5.8%, while state funding increased 7.2%, federal funding increased 12.2%, and tuition and fees revenue increased 14.3%. Funding from other sources, including grants and contracts, gifts, and endowment income, decreased by 29.9%.

- Difficulty in placing graduates in jobs because of reduced hiring by employers

In some fields, baccalaureate degree recipients have had difficulty finding work. This is perhaps most evident in education. Many school districts have been unable or unwilling to hire new graduates for full-time positions because of a combination of reduced resources, a drop in

teacher attrition rates, and a continuing decline in student enrollment. Similar problems affect other fields as well.

Quality and Effectiveness

The *State Plan* notes that there are many different characteristics that identify quality and effectiveness in higher education, including student graduation rates and contributions to the economy and life of the state, external recognition and awards, student skills and outcomes, and the quality of the faculty. By several such measures, Maryland's four-year colleges and universities include some of the most distinguished in the nation. Student graduation rates are at their highest point since at least 1989. The six-year graduation rate for students beginning as full-time first-time undergraduates at any public four-year institution in Maryland in 2003 is 64.7%. General and specialty organizations regularly recognize Maryland institutions among national leaders.

Maryland faculty are distinguished as well. In 2009-10, at the University of Maryland, College Park, six faculty members were elected to National Academies; four received Fulbright awards; one received a Sloan Foundation Fellowship; three were elected fellows of the American Association for the Advancement of Science; and six won the distinguished CAREER award from the National Science Foundation (NSF). The University of Maryland, Baltimore County ranks 76th in the nation for prestigious faculty awards, including a total of 13 NSF CAREER awards since 2000 and one of only two Howard Hughes Medical Institute Investigators at a public university in Maryland.

Grants and contracts provide another way to highlight faculty and institutional quality, and grants have been increasing across the state. Here are a few examples.

- University of Maryland, Baltimore County faculty have been awarded over \$135,000 per faculty member in research grants, far exceeding the university's 2009 target of \$100,000 per full-time faculty member. Federal R&D expenditures at UMBC grew an average of 9.6% over the past five years, and the university's rank among its peers on this measure rose to 2nd.
- University of Maryland, College Park faculty received \$545 million in research awards in FY10, a 5% increase over the previous year and a 36% increase over FY08 awards.
- Grants and contracts at the University of Maryland Eastern Shore have increased substantially from \$9.8 million in FY 2001 to \$19.7 million in FY 2009, giving UMES the second highest total dollar grant amount and the highest grant amount per FTE faculty among comprehensive universities.

Access and Affordability

The *State Plan* underscores the need to provide affordable higher education options for Marylanders. The Governor's freeze on tuition at four-year colleges and universities for Marylanders has been instrumental in keeping colleges affordable. Students have responded by enrolling in greater numbers.

Accessibility has also increased through expanded enrollment in online education. The University of Maryland University College has been recognized as a national and international leader in online education. The Instructional Technology Council (ITC) recognized UMUC's online MBA program as the Outstanding eLearning Program of 2010. ITC also gave UMUC's Center for Support of Instruction its award for Outstanding Technical Support and Service. The European Foundation for Management Development (EFMD) granted CEL accreditation, the highest international standard of technology-enhanced learning programs in the field of management education, to UMUC's Master of Distance Education (MDE) program.

Morgan State University offered its first online courses in Fall 2008 and will offer its first online program, the Community College Leadership doctoral program, in Fall 2010. In addition, Morgan will be offering distance education courses at the Higher Education and Applied Technology Center in Harford County in order to provide higher educational access to the new civilian and military personnel who are locating to Aberdeen Proving Ground.

Other four-year institutions have also seen dramatic gains in online education. Statewide, enrollment in undergraduate online courses offered by four-year institutions grew 49% from 2006 to 2008, and in their current PAR submissions several colleges reported continued growth since 2008.

Financial aid is instrumental in enabling students to attend and continue their studies. Financial aid increased even more dramatically at four-year colleges and universities than at community colleges. Aid dollars grew from \$655.2 million in FY 2007 to \$820.5 million in FY 2009, an increase of 25.2%. This far outpaced the increases in both full-time enrollment (5.8%) and the number of financial aid recipients (12.5%) for the same period.

From FY 2007 to FY 2009, federal grants, loans, and work-study financial aid funds increased by \$124.3 million, or 32.8%. The colleges increased their direct institutional aid by 14.4% and state aid increased by 4.5%. Private financial aid funds, which held steady at community colleges, grew by 22.0% for four-year institutions.

Despite the freeze on in-state tuition, tuition and fee revenues made up a larger share of the incomes of four-year colleges and universities. Forty-eight percent of revenues in FY 2010 came from tuition and fees, up from 44.8% in FY 2008. The greater reliance on tuition and fees as a proportion of institutional revenues can be attributed, at least in part, to enrollment growth, to a decline in outside revenues, and to the increase in tuition and fees assessed to out-of-state residents.

Funding from state sources has kept up with enrollment growth at four-year colleges and universities, but federal funds and tuition and fee revenues both grew more rapidly. Full-time equivalent enrollment grew by 5.8%, while state funding increased 7.2%, federal funding increased 12.2%, and tuition and fees revenue increased 14.3%. Funding from other sources, including grants and contracts, gifts, and endowment income, decreased by 29.9%.

Many financial aid initiatives are offered at different institutions. For example, St. Mary's College of Maryland, similarly, raised \$100,000 for students and families in distress. The

University of Maryland, College Park continued its successful “Keep Me Maryland” campaign, which has raised over \$400,000 for student financial aid. Students themselves contributed over \$22,000 through a program that allowed them to donate funds in dining halls. UMCP also offers programs to support low-income students and entrepreneurially-minded transfer students. To reduce students’ debt burden, the University’s Pathways Program awarded \$5.1 million in need-based aid to over 950 students.

Diversity

The *State Plan* cites Maryland’s changing demographics and the need to increase enrollment and completion rates for historically underrepresented populations. Maryland’s Historically Black Institutions play a pivotal role in meeting these objectives, but all campuses engage in the efforts to achieve these ends.

Most colleges and universities have been very successful in enrolling students from diverse racial and ethnic groups. Unfortunately, consistent success in improving persistence and completion remains elusive. University System of Maryland campuses are beginning to design and implement strategies to address this issue as part of USM’s “Closing the Achievement Gap” initiative. Towson University has already erased its achievement gap. Towson was named a Top Gainer in minority graduation rates by the Education Trust.

The enrollment, retention, and graduation rates of African-American students have fluctuated unpredictably. African-American student headcount enrollment grew to 41,852 students in Fall 2009, an increase of 12.8% over 2008 and 18.7% over 2007. After a sharp statewide increase in the retention of African-American first-year students from a low of 69.7% in Fall 2007 to a high of 81.0% in Fall 2008, retention in Fall 2009 decreased to 72.8%; that level is low compared to the dramatic increase of the previous year but represents continued recovery after three years of decline. The six-year graduation rate for this group increased modestly, from 43.0% to 43.2%.

Due to an increase in the number of doctoral degree programs offered by Morgan State University, it is now on par with the University of Maryland, College Park in the number of doctoral degrees awarded to African-Americans. UMCP was first among all Association of American University member institutions in the number of doctoral degrees awarded to African-Americans. On the undergraduate level, the Education Trust noted that UMCP had the fourth highest graduation rate for minority students among all public research universities, and *Diverse Issues in Higher Education* ranked UMCP 22nd nationally for undergraduate degrees awarded to African-Americans.

Student-Centered Learning

The *State Plan* connects student persistence and degree completion to the creation of learning environments and experiences suited to the needs and styles of students. Four-year colleges and universities are meeting these goals in several ways. Student retention at four-year institutions rebounded strongly after a sharp drop in Fall 2008. Retention rates had been declining slightly since peaking in Fall 2002, then dropped substantially in Fall 2008 to a low of 72.8%. In Fall 2009 retention rose to 80.8%, a rate not seen since Fall 2005.

Many institutions commit substantial resources to programs designed to foster retention and persistence. For example, Coppin State University has restructured its Summer Academic Success Academy to give many more of its students the opportunity to complete developmental course work during the summer. Coppin has also been selected to join the national Foundations of Excellence program, which aligns educational objectives, administrative structures, institutional goals, and campus practices to focus on retention and persistence.

At some campuses, however, retention did decline, and many of these institutions pointed to economic hardship faced by students as a major contributing factor. Salisbury University analyzed enrollment data and discovered that students who transferred from SU to another USM or Maryland institution were retained by those institutions at lower rates than in previous years, and non-Maryland residents were retained at lower rates. Institutional data showed that those students who did not return were likely to have substantially more loan aid than students who persisted. Salisbury concludes that the recession affected retention.

Economic Growth and Vitality

The *State Plan* says that campuses support economic growth by conducting research and developing a highly skilled workforce. Four-year colleges and universities achieve these ends, and foster economic vitality in other ways as well.

Although Maryland's research universities enhance economic growth in many ways, their research activities alone promote substantial innovation and economic expansion.

- The Technology Center and Research Park at the University of Maryland, Baltimore County has created 1200 jobs in FY 2010. The university graduated three companies from its incubator programs. In April, an exclusive license agreement made between UMBC and the Path Forward Center for Innovation and Entrepreneurship, a non-profit organization for the ACTiVATE program, will allow the Center to expand the program internationally. ACTiVATE is an award-winning entrepreneurship program and community for mid-career women to start and grow technology-based companies.
- M Square, the research park at the University of Maryland, College Park, is a successful collaboration of the University, state, federal government and private sector. It currently occupies more than 1.2 million square feet within a transit district development zone and houses public and private tenants.
- For FY 2010, the University of Maryland, College Park executed six license agreements with Maryland companies. The licensed technologies span the spectrum from alternative use of tobacco plants to an improved RF power harvester. Two of the companies are start-up companies, and one, VisiSonics Corporation, is well on its way to commercialization with both sales and orders in the pipeline.
- Grant and contract funding at the University of Maryland, Baltimore reached record levels for fiscal years 2007 and 2008 and exceeded \$500 million for the first time in FY 2009, propelling the UMB School of Medicine to 6th place among public medical schools and 18th overall in terms of grants and contracts expenditures according to data compiled by the Association of American Medical Colleges. Grant and contract funding growth continued into fiscal year 2010, reaching nearly \$566 million. For fiscal year 2009 the

UMB Dental School received nearly \$9.4 million of NIH funding, placing it 7th among all dental schools and 4th among publics.

Maryland's colleges and universities play a key role in creating a highly skilled and qualified workforce. In FY 2010, students earned 32,083 bachelor's, master's, and doctoral degrees, an increase of 8.2% over FY 2008. Maryland continues to have one of the most college-educated populations in the nation.

In some fields, however, baccalaureate degree recipients have had difficulty finding work. This is perhaps most evident in education. Many school districts have been unable or unwilling to hire new graduates for full-time positions because of a combination of reduced resources, a drop in teacher attrition rates, and a continuing decline in student enrollment. (See "Maryland Teacher Staffing Report, 2010-2012," published by the Maryland State Department of Education.) Similar problems affect other fields as well.

However, Maryland colleges and universities go beyond workforce development to contribute to economic and community development in several ways.

- UMUC is the premier provider of higher education to the US military around the world. Last year, UMUC's Asia Division won the re-bid for the U.S. Department of Defense contract to provide undergraduate programs to the American military personnel and dependents stationed in countries under the Pacific Command. UMUC's Europe Division won the first contract awarded by the Department of Defense to provide higher education opportunities to countries under the Central Command – including Iraq and Afghanistan.
- Morgan State University partners with companies in industries including fashion merchandising, retail, finance and technology. For FY 2010, the University had 291 different partnerships with business and industry. Morgan also participated in 117 partnerships with local schools.
- Towson University has received a number of grants designed to support initiatives in training teachers in STEM fields.
 - An award of \$1,000,000 from the National Aeronautics and Space Administration (NASA) for The BEST (Baltimore Elementary Science Teacher) Project, in cooperation with Coppin State University, which will help ensure a pipeline of well-prepared STEM teachers and to provide professional development for current STEM teachers.
 - An award of \$288,092 to establish a PhysTEC (Physics Teacher Education Consortium) site, which aims to increase the number and quality of secondary-level physics teachers graduating from TU, as well as to improve the teaching of undergraduate physics.
 - An award of \$900,000 from the National Science Foundation for the Robert Noyce Teacher Scholarship Program, which will support the education of approximately 35 new STEM teachers over 5 years with significant scholarships. Teachers are obligated to teach in high-needs schools for two years for each year of scholarship support received.

- Frostburg State University has helped to revitalize downtown Frostburg’s historic Main Street by tying its academic and community service mission to the local community. FSU has played prominent roles in supporting community efforts to sustain Appalachian art and culture, creative writing, and historic preservation.
- St. Mary’s College of Maryland is a leader in stewardship of the natural environment. St. Mary’s College is one of five organizations, and the only college, to receive the Leadership Award of the Maryland Green Registry, an award that recognizes organizations that show a strong commitment to sustainable practices, that continue to improve environmental performance, and that demonstrate measurable results. For the second year in a row, St. Mary’s College received recognition from the Environmental Protection Agency in its Green Power competition. The efforts by students, faculty, and staff have helped the College achieve 100 percent carbon neutrality for electricity through the purchase of Renewable Energy Credits. A year-old plan to stop using trays in the dining hall has reduced waste, food costs, and water consumption.

Cost Containment – All Public Colleges and Universities

Controlling costs is essential to improving effectiveness and ensuring accessibility and affordability. All public colleges and universities have worked to control costs, and all reported cost containment efforts in their Performance Accountability Report submissions.

The largest single category of savings came from personnel-related reductions. When vacant faculty and staff positions arise, institutions delay or forgo new hires. Furloughs and compensation cuts also produce substantial cost reductions.

Institutions have also realized significant savings from negotiated contract reductions and discounts; increased deployment of technology (especially replacing printed communications with emails and websites); targeted reductions in operational expenditures; delays in replacing and upgrading equipment and facilities; use of consortial benefits; partnerships with other educational institutions; conservation efforts, especially energy conservation and waste reduction; automation and other changes to business processes; and replacement of contracted services with in-house services, both one-time and ongoing operations.

Some institutions, mostly in the four-year sector, increased revenues by negotiating guaranteed revenues from contractors such as food service companies or by entering partnerships with private corporations. Four-year institutions also implemented other cost-saving strategies that might be transferrable to other campuses. A few examples illustrate the range of choices. Bowie State University enabled the release of financial aid funds directly to students’ BowieCards (campus-based debit card), which improved student access to funds and reduced handling costs. The University of Baltimore leased facilities when not in use for educational operations. St. Mary’s College of Maryland sold its excess sewage reserve capacity. Towson University outsourced its email operations. Morgan State University implemented a grant billing system within its administrative computing system to improve the frequency and accuracy of grant and contract drawdowns.

More details can be found in the individual institutional submissions contained in Volume II of this report.



**TARGETED INDICATORS
AND
CAMPUS RESPONSES**

COMMUNITY COLLEGES

ALLEGANY COLLEGE OF MARYLAND

Developmental Completers after Four Years

Commission Assessment: The college's rate of developmental completers after four years has decreased consistently for the past four years. The rate for the fall 2001 cohort was 31.3% and the rate for the fall 2004 cohort was only 20%. The college is now considerably below its benchmark of 32% for this measure. Explain the steps that the college has taken to reverse this downward trend, and to ensure that more students successfully complete their developmental coursework.

Campus Response: Commission staff asked the college to respond to the downward trend in the rate of developmental completers after four years. Upon recalculating the rate of developmental completers after four years an error in previous calculations was found. As evidenced in the current report the trend for developmental completers after four years is now a positive one (from 22.3% for the Fall 2002 Cohort to 34.4% for the Fall 2005 Cohort) and the 32% benchmark has been exceeded.

Occupational Program Associate Degrees and Credit Certificates Awarded in Data Processing

Commission Assessment: In FY 2008, the college granted 22 awards in data processing. This figure represents a considerable decrease from the 69 awards that were made in FY 2007, and also marks the lowest number of awards granted in this field in the last four years. As a result of this precipitous decrease, the college is 37 percentage points away from its FY 2010 benchmark of 59 data processing awards.

Campus Response: Commission staff also asked the college to respond to the significant reduction in data processing awards in FY 2008 (item 19b). The FY 2010 benchmark is set at 59 awards for data processing and the concern is that benchmark would not be reached. In FY 2009 45 awards were granted for data processing bringing the possibility of meeting benchmark for FY 2010.

ANNE ARUNDEL COMMUNITY COLLEGE

Successful-Persistor Rate after Four Years for African Americans

Commission Assessment: The successful-persistor rate after four years for African American students decreased from 71.7% for the fall 2003 cohort to 55.7% for the fall 2005 cohort. The current rate marks the lowest successful-persistor rate for African American students in the last four years, and is more than 20 percentage points below the college's FY 2010 benchmark of 77%. Explain the precipitous drop in the persistor rate for this group of students, and the specific actions that AACC has taken to improve the success rate of African American students.

Graduation-Transfer Rate after Four Years for African American Students

Commission Assessment: The graduation-transfer rate after four years for African American students in the fall 2003 cohort was 49.2%, and the rate for the fall 2004 cohort dropped considerably to 35.2%, the lowest point in four years. The current rate is also below the college's benchmark for the fall 2006 cohort of 42.9%.

Graduation-Transfer Rate after Four Years for Hispanic Students

Commission Assessment: The graduation-transfer rate after four years for Hispanic students in the fall 2004 cohort was 42.9%. This was the lowest graduation-transfer rate for Hispanic students in the last four years, and is well below the college's benchmark of 51%.

Combined Campus Response: The successful-persistor rate after four years for African-American students decreased from 70.2% for the fall 2003 cohort to 55.7% for the 2004 cohort and again to 54.4% for the 2005 cohort. The current rate marks the lowest successful-persistor rate for African-American students in the last five years and is substantially below the college's fall 2006 cohort benchmark of 77%. The graduation-transfer rate after four years for the fall 2003 African-American cohort was 49.2%, and the rate for the fall 2004 cohort dropped considerably to 35.2%, the lowest point in four years. However, the most recent rate, for the fall 2005 cohort, rebounded to 42.2%, above the college's benchmark for the fall 2006 cohort of 41.0%. The graduation-transfer rate after four years for Hispanic students in the fall 2004 cohort was 42.9%, the lowest rate in the four years; however, this rate also rose for the fall 2005 cohort to 57.1% and is currently above the fall 2006 cohort benchmark of 51%.

Graduation-transfer rates for all student groups are at or above benchmark levels, but successful-persistor rates are generally falling short of their targets. These shortcomings are especially prominent in students with developmental education needs. Because students of color, particularly African-Americans, have exceptionally high developmental need rates, they are disproportionately affected. Eighty-six percent of fall 2005 African-American freshmen had a developmental education requirement (above the 70% for all students) and 36% percent of the cohort had developmental needs in multiple disciplines (well above the college average of 17%). These patterns are unchanged for the fall 2009 cohort despite an 83% growth in the cohort size.

Research has clearly shown students with multiple developmental deficiencies have the lowest achievement rates of any group.

Anne Arundel Community College acknowledges that its efforts to date to maximize the achievements of students with developmental education needs have not been as successful as desired. However, the college feels that its Student Success 2020 initiatives will contribute to helping more students be more successful. A key component of the Student Success 2020 initiative is to identify and address points of vulnerability in students' journeys to goal completion and implement changes necessary to increase student success. As such, the college will be engaging in two programs that have proven to enhance student success at other institutions: Achieving the Dream and the First Year Experience. AACC has joined Achieving the Dream: Community Colleges Count (AtD), a national commitment to student success and institutional improvement, aimed at identifying new strategies to advance student success, closing achievement gaps, and increasing retention, persistence and completion rates. AtD focuses on creating a "culture of evidence" in which data collection and analysis drive efforts to identify problems that prevent students from succeeding – particularly low-income students and students of color – and develop programs to help them stay in school and receive a certificate or diploma. Achieving the Dream will bring more attention to, and community support for, the college's student success efforts through its connection to a high-profile, nationally recognized organization. The AtD organization will expose the college to a range of strategies being employed by other AtD colleges and give it a stable, nationally recognized set of benchmarks to work toward.

In fall 2010, AACC will be piloting the First Year Experience (FYE) program. The objective of the FYE program, designed for entering students who have two or more developmental course requirements, is to increase student success as evidenced by retention, graduation and transfer rates. The components of the program include mandatory enrollment in the Student Success course, attendance at college and FYE orientation sessions, and participation in cultural and educational trips. Students also will be exposed to both intrusive and developmental advising. One aspect of the program will incorporate common readings along with the discussions that ensue from them. Language strategies employed during these discussions will be designed to enhance communication skills, which, when lacking, often can lead to misunderstanding and tension between minority or under-prepared students and non-minority teachers. Other colleges' FYE programs have shown the benefits to students to include: developing strong connections and communications with students in the cohort, peer mentors, faculty, and advisers; receiving structured support for college success; and getting assistance to identify and overcome barriers to success.

AACC is highly optimistic that these three new initiatives will yield the desired outcome of helping more students meet their educational goals. However, because 2010 is the first year for these programs, the results will likely not be manifested in the four-year degree progress metrics until 2014 at the earliest. However, the college expects that its intensive focus on data will elicit specific strategies that can be implemented immediately through annual updates in the strategic planning process.

Licensure/Certification Exam Pass Rates for EMT Intermediate Candidates and EMT Paramedic Candidates

Commission Assessment: For FY 2008, the licensure exam pass rates for EMT Intermediate candidates (44.4%) and EMT Paramedic candidates (41.7%) reached their lowest points in at least the last four years and fell well below their FY 2010 benchmarks of 85%.

Campus Response: The licensure/certification exam pass rates clearly show that graduates are well prepared to work in their fields of choice and indicate that AACC will likely reach the established benchmarks for most of these measures (Indicator #23). The most recent pass rate exceeded 90% in five of the eight exams that had at least 15 candidates, and 91% of all candidates passed their respective exams on the first attempt. Nonetheless, the MHEC 2009 Performance Accountability Report critique cited two Emergency Medical Technician programs – EMT-Intermediate and EMT-Paramedic – that had pass rates below the established benchmarks. For FY2008, the licensure exam pass rates for EMT-Intermediate candidates (44.4%) and EMT-Paramedic candidates (41.7%) reached their lowest points in the last four years and fell well below their FY2010 benchmarks of 85%. However, with the implementation of interactive, scenario-based college laboratories, computerized testing and academic advising, the first-time pass rate for the students who took the EMT-Intermediate exam rose to 69.0% in academic year 2009-10. Similarly the pass rate of EMT-Paramedic students increased to 78.0%. While neither measure has achieved the desired level of 85%, these gains are viewed as positive outcomes of the persistent efforts directed toward optimizing student success in these programs. Enrollment in the EMT-Intermediate program has declined since 2008. This is a direct consequence of the Anne Arundel County Fire Department discontinuing the use of EMT-Intermediate providers. The Fire Department was the primary provider of Intermediate students. As the EMT Department continues its efforts to increase the national pass rate, a written examination review course is being developed. This review course will address the six areas tested by the National Registry of Emergency Medical Technicians. Analysis of the class's predictive examination deficiencies will be addressed in this course. It is hypothesized that with the implementation of the review course, that first-time pass rates will continue their upward trend.

BALTIMORE CITY COMMUNITY COLLEGE

Annual Unduplicated Headcount

Commission Assessment: In FY 2008, BCCC enrolled 10,312 credit students. This represents the lowest number of credit students enrolled at the college in at least the last four years, and is far below the college's FY 2010 benchmark of 12,100 students. Explain the reason for the consistent decline in the number of credit students enrolled, and provide a summary of institutional plans to reverse this downward trend.

Campus Response: BCCC's unduplicated credit headcount increased slightly in FY 2009 to 10,546 and increased more in FY 2010 to 11,189. However, BCCC did not experience the enrollment growth of other community colleges in the state in 2009, which was expected due to the economic downturn that typically contributes to enrollment growth. A few one-time factors are believed to have been responsible for BCCC's modest growth. First, closing the Harbor Campus Bard Building in phases resulted in enrollment losses that were not immediately or entirely replaced by the opening of the MCCT or the LSI at BioPark. Second, the poor economy forced the Baltimore City Police Department to cancel a contract with BCCC. Third, the Baltimore City Fire Department's budget cuts included reducing the number of candidates admitted to the program and, therefore, the number of BCCC courses. Going forward, BCCC anticipates increases in credit enrollment. This will be a result of strengthened and strategic collaboration among the Marketing and Enrollment divisions as well as increased marketing efforts aimed at creating a credit enrollment pipeline from among non-credit program students. The "I Did It, You Can Too" campaign will be enhanced, focusing on real-life student success and employment stories. Finally, an environmental scan, to be conducted in the coming year, will better inform strategic planning and marketing strategies based on BCCC's market positioning. Marketing resources will also support and advance the continued growth of online courses and enrollment to add to our credit headcount. Additionally, retention should increase due to implementation of the PAIS system (discussed earlier) to identify and help students having difficulty early in the semester. The Student Affairs and Academic Affairs Divisions are collaborating, with representatives from across the College, in the Strategic Enrollment Management and Retention Committee to manage student enrollment and retention and improve student and institutional outcomes.

Developmental Completers after Four Years

Commission Assessment: For the fall 2002 and 2003 cohorts the rate of developmental completers after four years increased to 34% from 30% for the fall 2001 cohort. However, the rate for the fall 2004 cohort dropped and again returned to 30%. What is the explanation for the drop in this rate, and what new plans or initiatives has the campus introduced to ensure that more students successfully complete their developmental course requirements?

Campus Response: In fall 2004, some changes to developmental education courses were introduced, resulting in more rigorous standards for course completion. Although these changes

increased successful-persistence rates for the fall 2004 cohort of developmental completers, the developmental completion rate fell. Subsequently, a second developmental reading course was introduced, placement test review sessions were provided, the “Second Chance” program was implemented for developmental math, and more developmental sections were offered through the new twelve-week cycle. Additionally, the Center for Academic Achievement provides tutoring in English, math, and reading free of charge on an individual or small group basis. However, these changes have yet to yield consistent improvements among the eight developmental courses, thereby preventing BCCC from meeting its developmental completion targets.

The President convened the Developmental Education Task Force to research best practices in developmental education and recommend initiatives that would ensure improved developmental completion rates for future cohorts. The Task Force conducted extensive research in literature, the field, and visits to other institutions. The Task Force has developed into a standing committee that works with the academic departments, the Student Affairs division, and BCED concerning the implementation of ongoing institutional, program, course, and classroom strategies to improve student success in developmental courses.

In order to raise the developmental completion rate, the Developmental Education Committee has established the following charges for fall 2010:

1. Reduce the number of semester hours in developmental English, reading, and math for fall 2011 registration.
2. Align all developmental English, reading, and math curriculum “up and down” for fall 2011 registration.
3. Identify the lowest Accuplacer placement score ranges for ENG 80, RDG 80, and MAT 80; develop placement and implement instructional approaches for the students for scheduling for the fall 2011 registration.
4. Identify and implement standardized diagnostic tests for developmental English, reading, and math courses to determine students’ learning gaps and the extent of those gaps, and develop modules to address the learning gaps.

The committee will form workgroups to align the curriculum. The final report from the committee will be completed in December 2010. In January 2011 the revised courses will be submitted to the College’s Curriculum Instruction Committee for review and approval. In the spring of 2011, the developmental courses will be updated for fall 2011 scheduling and registration.

Graduation-Transfer Rate after Four Years for African American Students

Commission Assessment: The graduation-transfer rate after four years for African American students in the fall 2004 cohort was 23%, and this rate has ranged between 22%-25% for the last four years. The rate continues to fall well below the college’s benchmark of 30% for the fall 2006 cohort.

Campus Response: In the nursing and allied health programs, most students do not immediately transfer to a senior institution. The degree/certificate enables them to obtain employment immediately or right after they complete their registration, licensure, or certification exam. There were 94 graduates in 2007, 95 in 2008, 85 in 2009, and over 100 in 2010.

The following four key factors need to be noted and addressed in order to improve graduation-transfer outcomes for African-American students. First, most entering students require developmental education (Characteristic B.). Therefore, BCCC students are more likely to take longer to complete graduation requirements. In a four-year period, the successful-persistence rate is consistently higher than the graduation-transfer rate since so many students begin college with a required load of zero-credit developmental courses. Second, BCCC has not yet been able to enhance its developmental education courses sufficiently to raise the number of students successfully completing the courses (Indicator 9). Third, when BCCC does enhance its developmental education courses, the successful-persistence and graduation-transfer rates will both rise (compare Indicators 10b and 11b with 10c and 11c). Fourth, successful-persistence and graduation-transfer rates for BCCC as a whole reflect mostly those for African American students, given the high proportion of African Americans in the student body (Indicator 14a). Consequently, the initiatives undertaken in response to the need for raising the developmental completion rate (previous question) shall also result in raising the successful persistence and graduation-transfer rates for African Americans at BCCC. Furthermore, BCCC has enhanced its two advising/support programs specifically targeted toward African American students in order to enhance the likelihood for their academic success: “Quest” for men and “Women with Extraordinary Determination for Success” for women.

Occupational Program Associate Degrees and Credit Certificates Awarded in Data Processing

Commission Assessment: The number of certificates and degrees awarded in data processing decreased from 34 in FY 2007 to 16 in FY 2008. The current figure marks the lowest number of awards in this area in at least the last four years, and is well below the college’s benchmark of 62 awards.

Campus Response: Several factors may have contributed to the low enrollments and graduation rates in the Computer Information Systems (CIS) and related programs; most of the factors have been addressed. CIS programs require constant retooling to keep up with the dynamic nature of the field. A new program coordinator is aggressively revising the programs with recommendations from the enhanced Program Advisory Committee which consists of members from the private and public sectors. Revisions include modifying the course contents, implementing adaptive course scheduling, and textbook changes with hands-on instructional delivery. More students have enrolled in the programs and the downward trend in awards is beginning to reverse upward (the number of graduates increased from 8 in 2009 to 11 in 2010). New certificates are also being developed to attract a new group of students including Computer Gaming and Simulations, Cyber Security, and Computer Graphics. Aggressive efforts are underway to retrain returning students and to add more articulation agreements with high schools and four-year institutions.

Occupational Program Associate Degrees and Credit Certificates Awarded in Public Service

Commission Assessment: The number of certificates and degrees awarded in the field of public service has decreased from 162 in FY 2005 to 133 in FY 2008. The current number of awards marks the lowest number of certificates and/or degrees in this area in at least the last four years, and is well below the college's FY 2010 benchmark of 213 awards.

Campus Response: In the public service area, the loss of several full-time instructors, a move from the Harbor to Liberty campus, enrollment declines, and the end of long-term contractual partnerships have all contributed to the decline in the number of degrees and certificates awarded. In the Allied Human Services program, two full-time faculty retired. With only two full-time faculty left, many courses could not be offered. BCCC will reverse the trend by hiring two full-time faculty and establishing a program coordinator to oversee the fieldwork. The Special Education Certificate is being rewritten to reflect the current needs of education professionals. The Early Childhood Education Degree program maintained its enrollment while the MSCCA Training Certificate's declined. BCCC is working to rebuild the connection with BCPSS which will increase enrollment and awards. In 2008, the Police Academy ended its relationship with BCCC due to budget constraints, resulting in enrollment declines in the Correctional Administration and Law Enforcement programs. The Police Cadet program also ended in 2009 and the coordinator left BCCC. With these losses, the Criminal Justice Program suffered. However, a new program coordinator has been appointed who has been working to rebuild the program. The Legal Studies program lost two full-time faculty in 2008, one of whom was the program coordinator. The move from the Harbor to Liberty Campus affected enrollment, too. A new program coordinator, hired in 2009, has been rebuilding enrollment by recruiting students from local law offices and holding summer courses in legal studies for the first time.

CARROLL COMMUNITY COLLEGE

Graduation-Transfer Rate after Four Years

Commission Assessment: The graduation-transfer rate for all students has declined consistently for the last four years. The rate for the fall 2001 cohort was 60.6% and the rate for the fall 2004 cohort was 55.9%. Explain the consistent decline in this rate, and the college's efforts to reverse the downward trend.

Campus Response: The graduation-transfer rate for the 2001 entering student cohort was 60.6 percent, just exceeding the institutional benchmark of 60.0 percent. The rate declined to 58.1 percent for the 2002 cohort and increased to 59.9 percent for the 2003 cohort. The 2004 entering student cohort achieved a four-year graduation-transfer rate of 55.9%.

The most recent results from the Degree Progress Analysis revealed that the graduation-transfer rate for the 2005 entering student cohort increased to 58.6%. This was above the statewide average of 50.1 percent. The institution met or exceeded the benchmark for two of the component groups, college-ready students and developmental non-completers. The rate achieved by developmental completers declined from a high of 69.2 percent for the 2002 cohort to 64.3 percent for the 2004 cohort. The graduation-transfer rate for the 2005 cohort of developmental completers rose to 66.4 percent, still not meeting the institutional benchmark of 70.0 percent for this group. The graduation-transfer rate for developmental non-completers exceeded the institutional benchmark (20.0 percent) for four of the five cohorts, and the rate for college-ready students exceeded the benchmark (70.0 percent) by over ten percentage points in the last two study cohorts.

The students included in the entering student cohort may attend full-time, part-time, or a combination; additionally, cohort members may elect to stop out for one or more semesters, interrupting their academic careers and extending their time to graduation and/or transfer. Carroll extended the Degree Progress Analysis from four years to six years for the 2001 and 2002 cohorts, and documented that it takes some students longer than four years to achieve the milestones of graduation or transfer. The graduation-transfer rate for the 2001 entering student cohort increased from 60.6 percent at four years to 66.4 percent after six years. The 2002 cohort had a similar increase from 58.1 percent to 66.8 percent.

The college has instituted a multi-pronged approach to promote student learning and achievement by instituting strategies to provide a supportive learning environment, data-based enrollment management strategies, and activities to encourage student engagement and responsibility. The college has recently implemented and deployed to faculty and advisors "Retention Alert" as a component to its student information system. With this new tool, the institution can respond with a holistic approach to address barriers to student success, with the end goal of increasing student success at Carroll Community College. A new position was established within Student Affairs to coordinate intervention with at-risk students.

The Student Persistence and Achievement Committee has been restructured and has been charged with the responsibility to develop recommendations for strategies and activities, to be included in the Academic and Student Affairs Plan, to improve student retention and success. The committee will address a variety of issues that may serve as barriers to graduation and/or transfer, such as unmet financial need and failure to complete prescribed developmental course work. In the charge to the committee, the college's executive team has reaffirmed its commitment to the 60% benchmark for the graduation-transfer rate.

Carroll Community College has administered the Community College Survey of Student Engagement (CCSSE) four times over the past eight years. The last administration of CCSSE suggested that students perceive that the college could improve in its financial support of students. A workgroup has been established and its first task is to elicit directly from students, through focus groups or additional surveys, their perceptions of institutional support for learners and how the college might improve. The workgroup will share its findings with appropriate campus entities, including the Student Persistence and Achievement Committee.

Several new direct student support programs have been initiated. The Great Start Program pairs new students with second-year students in a peer mentoring program. First-year Interest Groups consist of cohorts of students taking three designated class sections where faculty have integrated the curriculum with in-class and extra-curricular activities to foster student relationships and engagement in learning. Life Lift Coaching pairs students with volunteer faculty and staff. The coaching relationship continues as long as the student desires and provides a non-judgmental environment where the student addresses concerns impacting academic progress. Coaches are prepared to make appropriate referrals to on- and off-campus resources, as this is not intended to be a counseling relationship.

Minority Student Enrollment Compared to Service Area Population

Commission Assessment: The percentage of non-white students enrolled at the college has consistently declined from fall 2005 (7.3%) to fall 2008 (5.9%). The fall 2008 rate is well below the college's fall 2010 benchmark of 10%. Explain the reason for the decline over time, and actions that the college has taken, including specific recruitment and retention efforts, to increase the proportion of non-white students enrolled.

Campus Response: Carroll Community College serves a predominantly white, non-Hispanic service area. The Maryland Department of Planning (June 2010) estimates that within the County population age 18 and older of 128,526, the minority population constitutes 7.9 percent. The percent of minority credit students was 6.7 percent in fall of 2006 and declined in each of the succeeding two years to a low of 5.9 percent in 2008. Although the percentage of minority students increased in the fall of 2009 to 6.8 percent, it is still short of the college's benchmark of 10 percent and less than the county minority proportion. In fiscal years 2009 and 2010 minority students 18 and older accounted for 11.2 and 11.1 percent respectively of the college's non-credit enrollment in Continuing Education and Training courses, thus exceeding the share of minorities in the general county population 18 and older. Continuing Education and Training accounted for over three-fifths of the college's annual unduplicated headcount in FY2010.

Diversity, globalization, and social and cultural awareness have been important concerns at Carroll for many years, with various committees and campus organizations taking roles in trying to ensure that the importance of these issues became instilled in our students as well as our faculty and staff. The Diversity/World View Strategic Improvement Plan is currently being implemented and is a guide for carrying out college-wide diversity activities in learning, classroom practice, student competencies, and employee development and competencies. The goal is to insure that the college's student body and staffing represent the racial and cultural diversity of the community the college serves, and to prepare students to work and succeed in an increasingly global economy. The committee charged with plan implementation has worked throughout this past year to insure that general education requirements included competencies for global awareness and social responsibility.

The college is expanding public awareness of its commitment, as expressed in the Diversity/World View Strategic Improvement Plan, that "we embrace an increasingly diverse and changing world, encouraging students, faculty, and staff to value diversity, cultivate global awareness, promote social justice, and welcome new ways of working with and learning from the unique contributions of all people."

The college's admissions staff conducts multiple visits throughout the year to each county high school and participates in the annual college fair presented by Carroll County Public Schools. Open houses are scheduled several times per year and are widely promoted through print media and direct-mail invitations sent to county households. Financial aid workshops are held on-campus at least twice per year and are provided at some county high schools to assist those for whom tuition costs might be a barrier to college attendance.

The college has stepped up its retention efforts with the re-establishment of the Student Persistence and Achievement Committee. Retention indicators and benchmarks have been established for this committee to gauge the success of our efforts. The committee charged with implementing the Diversity/World View Strategic Improvement Plan will also monitor retention with benchmarked indicators for groups based on demographic characteristics.

Occupational Program Associate Degrees and Credit Certificates Awarded in Public Service

Commission Assessment: For the past two years, FY 2007 and FY 2008, the college awarded four certificates and/or degrees in the field of public service, a considerable decrease from the number of awards granted in this area in FY 2005 and FY 2006 (35 and 47, respectively). The current number of awards granted in this area is also considerably below the college's FY 2010 benchmark of 45 awards.

Campus Response: In fiscal year 2006, the college awarded 47 occupational awards in public service, 41 of which were certificates in law enforcement. This was the last year that Carroll awarded this certificate and the college has now discontinued this academic program. Previously, commissioned officers completing the Maryland Police and Correctional Training Commissions' Police Academy were able to articulate credits toward the certificate in law enforcement.

Completers of the Academy may now enroll and begin credit classes toward an associate's degree in criminal justice, and articulated credits will be applied toward that degree.

CECIL COLLEGE

Annual Unduplicated Headcount

Commission Assessment: The total number of unduplicated students decreased from 7,809 in FY 2007 to 7,443 in FY 2008. The current figure represents the smallest number of students enrolled in at least the last four years, and is well below the College's FY 2010 benchmark of enrolling 10,500 students. Explain the recent decline in the number of students enrolled, and describe any new initiatives or strategies that have been implemented to reverse this downward trend.

Campus Response: Credit enrollment at the College continues its steady pattern of growth since FY 2000. The annual unduplicated headcount for credit students enrolled at the College grew from 2,669 in FY 2006 to 3,110 in FY 2009 (indicator #1b). This number is above FY 2010 benchmark and it represents a 16.5 percent increase in the number of unduplicated headcount credit student enrollment. Between FY 2006 and FY 2009, the annual unduplicated non-credit student enrollment declined from 5,371 to 4,687, a decrease of 14.6 percent (indicator #1c). The overall student population fell from 7,843 in FY 2006 to 7,540 in FY 2009 because of the declining non-credit student enrollment (indicator #1a). During the years in question, the economic downturns in our county significantly impacted the number of students in workforce training most dramatically. At our college, financial assistance for non-credit courses has not been available to any level that could offset the impact of the state of the economy. Within the workforce training decline, a significant decline in the number of contract training courses offered, hence students served, was the single biggest contributor. On the positive side, some of the contract training non-credit programs were replaced with credit contract training classes which in fact helped to fuel enrollment growth in credit. When employees are enrolled in credit courses, companies were able to use tuition reimbursement funds that remained in place; this strategy helped local businesses to continue building the competencies of their workforce despite the loss of traditional training budgets. Since FY2007, a concentrated strategy has been in place to redefine non-credit offerings in order to respond to this changing environment. One major change has been the development of non-credit certificates that incorporate a series of classes aimed at making students more competitive when applying for positions; students working towards these certificates are more likely to be able to secure financial assistance. Therefore, work with our local Workforce Investment Board, successful bids for workforce training related grants, and input from local businesses have resulted in new channels for growth that have yielded modest growth even though our county has yet to experience any significant economic recovery.

Enrollment in Non-Credit Online Courses

Commission Assessment: Enrollment in non-credit online courses has decreased consistently since FY 2005 when 276 students enrolled, until FY 2008 when only 121 students enrolled. The current enrollment figure is far below the FY 2010 benchmark of enrolling 350 students in non-credit online courses.

Campus Response: The College has experienced significant growth in the number of credit online courses. Over the past four years, the number of online credit courses has grown from 76 in FY'06 to 171 courses in FY'09, an increase of 125 percent. Student enrollment in online credit classes has increased from 636 in FY'06 to 1,730 in FY'09, an increase of 272 percent (indicator #5a). Enrollment in non-credit online courses (indicator #5b) continues to be significantly lower than in FY2006; however, it did experience a 38.8 percent increase in FY2009 as compared to FY 2008. The decline in enrollment in non-credit online courses has its explanation in the fact that for a number of years, online courses were the focus of the non-credit leadership team as a means to add new programming options in the area of workforce training. At that time, the enrollment numbers were at the highest; however, our students were not achieving the level of success with these courses that aligned with our goal of helping students to improve their skills to either secure new employment or advance in their current positions. Therefore, while the non-credit division has continued to offer online courses; we have refocused workforce development program growth in more traditional formats that seem better suited to our students. This strategy change did result in a decline in online students on the career education side of our division; however, an offsetting strategy of marketing online classes to youth and seniors has worked to drive enrollment up on the community education side of this equation. In addition, leadership is continuing to find ways to incorporate online learning when appropriate in to non-credit certificates. Additionally, a new workforce oriented online provider was selected to try to supplement traditional offerings in areas where enrollment numbers would not be large enough to allow those courses to be offered. While the completion of these courses falls more in line with our standards in terms of completion and successful student outcomes, the cost of these courses are significantly above the norm for potential students in our county. As a result, enrollment in these classes has been low. As we move forward, leadership will continue to explore other avenues for providing online courses that meet the needs of our students.

Successful-Persistor Rate after Four Years

Commission Assessment: The successful-persistor rate for all students declined considerably from 67% for the fall 2003 cohort to 59% for the fall 2004. The fall 2004 persistor rate marks the lowest rate for this indicator in at least the last four years, and is considerably below the benchmark for the fall 2006 cohort of 75%.

Campus Response: The successful-persistor rate after four years for all Cecil College students grew from 59 percent for the fall 2004 cohort to 64 percent for the fall 2005 cohort. Successful-persistor rates (indicator #10) are described as first-time fall cohort students who attempted 18 or more credit hours during their first two years and either graduated, or transferred, or earned at least 30 credit hours with a cumulative grade point average of 2.0 or above, or still enrolled at the College four years after the initial entry. These rates showed notable decline between the fall 2003-2004 cohorts from 67% to 59%. Since the decline occurred across all categories of students (college-ready, developmental completers, and developmental non-completers), the college reviewed retention practices to develop and/or expand strategies that would improve persistence rates. Based on this review it was determined that stronger, in-person, interventions were required when students were identified as having attendance problems within the 1st three

weeks of the semester. Efforts were made to strengthen retention strategies to assist students (i.e. increase attendance at study skills workshops, require students with attendance problems to meet with advisors, and increase faculty participation in the academic monitoring system that identifies students with attendance problems). The fall 2005 cohort persistor rate increased to 64%, in part, based on these efforts. Continued emphasis is being placed on expanding the retention effort and to examine developmental course content and sequencing to further improve persistor rates.

CHESAPEAKE COLLEGE

Market Share of Part-Time Undergraduates

Commission Assessment: In fall 2005 Chesapeake College enrolled 77% of its market share of part-time undergraduates, but by fall 2008 that figure had decreased to 73%, the lowest point in at least the last four years. Explain the reason for this decline, and describe any new initiatives or strategies that the College has employed to reverse this downward trend.

Campus Response: Headcount of part-time undergraduates has remained relatively flat from fall 2005 to fall 2009; growing only by 4% while the service region's population grew by 10%. The most challenging counties of our five-county service region for part-time undergraduates are Kent (67% - county market share of part-time undergraduates) and Queen Anne's (62% - county market share of part-time undergraduates) counties, from which the college loses some of its market share to Anne Arundel Community College's diverse program offerings. Another factor may be limited access since the college only offers two completely online programs, yet serves a five-county service region.

The college is closely monitoring this student population and has several initiatives in place to reverse declining performance. The college is currently increasing visibility through Facebook and Twitter, upgrading the website and enhancing online services (e.g. online credit registration and admissions chat sessions). The master academic plan is annually updated to the service region's critical workforce needs to ensure responsive program offerings. Further, a systematic communication system has been implemented to ensure all prospective students and current students have immediate access to information and services about the college and that each inquiry is followed up and addressed.

Occupational Program Associate Degrees and Credit Certificates Awarded in Data Processing

Commission Assessment: In FY 2008 the College awarded 2 degrees or certificates in data processing, down from 26 in FY 2005. The current figure marks the lowest number of credentials awarded in this area in at least the last four years, and is considerably below the College's FY 2010 benchmark of awarding 30 credentials in this program area.

Campus Response: Data Processing at Chesapeake College addresses career degrees and certificates in Network Management (AAS, CT- Advance and Basic), PC Systems Specialist (AAS, CT – Advance and Basic), Interactive Media/Web Design (AAS, CT - Advance and Basic, LOR), Computer Information Security (AAS), Microsoft Application Specialist (AAS, CT - Advance and Basic, LOR) and Educational Technology (CT) . While a slight increase occurred in FY 2009, FY 2010 degree completion numbers continue to increase with unduplicated headcount increasing by 43% from the previous year to 175 students enrolled in Computer Information programs. In 2006, the college started a new program for Technical Professional Studies offering an associate's degree and the start of this Business program

negatively correlates with the start of the negative trend for degree completion in Data Processing.

To increase completion, the college has instituted a ladder of progression to encourage students to successfully complete a Letter of Recognition, Basic Certificate, Advanced Certificate and Associate of Arts degree. Faculty is conducting outreach to increase student contact, provide assistance and encourage progress in their respective programs. The college has increased marketing efforts and through increased communication with the local business community and schools, is working to develop a Regional CISCO Academy. Continued evaluation efforts of student learning have been increased at the course and program level to ensure quality curricula. The college also continues to work on increasing articulation agreements in this area to promote seamless transition from high school to higher education in these fields. Continued improvement is anticipated.

COLLEGE OF SOUTHERN MARYLAND

Tuition and Fees as a Percent of Tuition and Fees at Maryland Public Four-Year Institutions

Commission Assessment: In FY 2009, tuition and fees at the College of Southern MD were 50.7% of the tuition and fees at public four-year institutions in the State. This ratio is up from 48% in FY 2008, and is currently higher than at any point in at least the last four years. Explain the reason for the increase in this ratio, and provide information on the strategies that the College has employed to ensure that it remains an affordable postsecondary option for students.

Campus Response: The reason for the increase is quite simple. The State of Maryland has chosen to hold tuition flat for students at the University of Maryland System colleges. This was not extended to the state's community college students. As a result, our tuition has increased by 3-5% each year. To compound the problem, the State of Maryland has chosen to not fund the Cade formula according to the bill passed by the State legislature several years ago. So, instead of the community colleges receiving 26.5% of what the State contributes per FTE to University of Maryland System schools, they received only 21.8%. These are the reasons for the decreasing gap between the public four-year sector and the College of Southern Maryland. As for ways to reduce the gap, it will take care of itself, as the University of Maryland System is now being forced to raise tuition and fees and that will reduce the ratio.

Enrollment in Non-Credit Workforce Development Courses

Commission Assessment: From FY 2007 to FY 2008 enrollment in non-credit workforce development courses decreased precipitously from 6,723 to 5,805. Current enrollments are the lowest that they have been in at least the last four years, and are considerably below the FY 2010 benchmark of 7,447 enrollments.

Campus Response: Workforce Development at CSM was reorganized during fiscal year 2009 as a result of declines in enrollment, which fell across the board by 5.7%. In addition, a major decrease in non-credit enrollments resulted during a reorganization of CSM's Allied Health and Nursing between its credit and non-credit divisions. Under the reorganization, a higher emphasis will be placed on short-term training designed to help participants get started in a career. Significant program development will occur in high-demand employment areas such as, business, construction/trades, healthcare, and hospitality. In fact, the college opened a Center for Trades and Energy Training in fiscal year 2010 to prepare the workforce for the boom in construction employment and green jobs projected through 2018.

THE COMMUNITY COLLEGE OF BALTIMORE COUNTY

Graduation-Transfer Rate after Four Years for Developmental Completers

Commission Assessment: The graduation-transfer rate after four years for developmental completers in the fall 2004 cohort was 49.5%, the lowest rate in at least the last four years. This rate is also considerably below the College's benchmark for the fall 2006 cohort of 55%. Explain the reason for the decline in this rate as well as any new initiatives or strategies that the campus has employed to ensure that more college-ready students are successful at CCBC.

Campus Response: The graduation-transfer rate after four years for developmental completers for the fall 2005 cohort showed a very slight increase over the fall 2004 cohort. The college has many initiatives underway aimed at increasing the success of all students. However, the most significant is the new CCBC strategic plan which contains a new direction, Student Success. The new plan will extend from fiscal years 2011 through 2013 and includes four strategic directions in all. Three directions existed in the previous plan (Teaching and Learning Excellence, Organizational Excellence, and Community Engagement) and a new fourth direction, Student Success, was added to formally acknowledge student success as an institutional imperative and to elevate the college's ongoing commitment to student achievement.

The ability of our students to achieve the educational goals for which they come to CCBC is a very important measure of the success of the College. By establishing Student Success as the first strategic direction, the college is clearly articulating how it will focus its resources and measure progress.

Successful-Persistor Rate after Four Years for African Americans

Commission Assessment: The successful-persistor rate after four years for African American students in the fall 2004 cohort was 59%, down from 63.1% for students in the fall 2003 cohort. The current figure also represents the lowest rate in at least the last four years, and is considerably below the College's benchmark of 70% for the fall 2006 cohort.

Campus Response: The successful-persistor rate after four years for African American students in the fall 2005 was 59.1% and is statically the same as the rate in 2004. However, with the new strategic direction (see response above) and new initiatives like Achieving the Dream, CCBC is focused on raising these rates.

In spring of 2009, CCBC was the first community college in Maryland invited to join Achieving the Dream. CCBC was selected because of its deep practice of using evidence to lead change and its progressive programs for at-risk learners, as was recognized through the MetLife Community College Excellence Award, its numerous awards in learning outcomes assessment, and its participation in national research projects such as the Learning Communities Demonstration Project led by MDRC.

CCBC's focus for Achieving the Dream is student success, including the passing of developmental and gatekeeper courses, the retention of students, and ultimately the awarding of certificates and degrees. The focal point of student success has been infused into all planning efforts, such as the creation of a new strategic plan and the process of reaccreditation with Middle States.

Analysis of CCBC outcomes data over the past several years has shown that although large numbers of students place into developmental courses, fewer than half ever complete developmental sequences, and even fewer enroll in and complete gatekeeper courses. African American students are disproportionately placed in developmental courses, and so they are at even greater risk of not completing a credential. The result for all CCBC students is that only about 15% ever earn a degree, despite the fact that about half list degree completion as a goal. Even more disconcerting is that only 7% of our African American students ever earn a degree. The college has identified four main strategies to use in improving student success—the requirement of a mandatory academic success course for all new students, a comprehensive advising system, accelerated courses and pathways for developmental students, and a campaign to close achievement gaps between African American and white students.

Licensure/Certification Exam Pass Rates for EMT Paramedic Candidates

Commission Assessment: The licensure/exam pass rate for EMT Paramedic candidates in FY 2008 was 71%, down considerably from the FY 2007 pass rate of 79%. The current figure is also nearly 30 percentage points from the College's FY 2010 benchmark of 100%.

The licensure pass rate for the most recent cohort (FY2009) is now at 87%. Although this is still not at the desired college FY2010 benchmark of 100%, it is at its highest level during the past five years and higher than the national pass rate. Some of the volatility in the licensure pass rate has been caused by the small number of test takers (14 in FY2008 and 15 in FY2009). Additionally, within this same time frame, the National Registry of EMT's, the national certify agency, changed over from a paper and pencil examination to computer adaptive testing. The department now provides more information about the examination process to students prior to their testing and believe that this has been helpful. But more importantly, increased efforts have been devoted to instruction that ensures more opportunity to students to apply didactic knowledge and more intensive interactive learning situations. With increased efforts the college is confident that our pass rates will remain significantly higher than the national average and closer to the desired 100% benchmark.

FREDERICK COMMUNITY COLLEGE

Percentage of Expenditures on Instruction and Selected Academic Support

Commission Assessment: The percentage of expenditures on instruction and selected academic support has dropped consistently from 58% in FY 2005 to 52% in FY 2008. Explain the steps that the College has taken to move toward its FY 2010 benchmark of 58%.

Campus Response: State funding for instruction and selected academic support continues to remain two years behind (state funding for FY 2010 is based on FTE's from FY 2008). Meanwhile, the College has experienced a 9% growth in FTEs during fall 2009 and spring 2010. The combination of the lag in funding based on FTE's in conjunction with the State reductions in overall funding affect have, and will continue to affect the College's ability to increase expenditures for instructional purposes. Essentially, the reduction in public funding is limiting the revenue available to fund current and future budgets at the College. Without sufficient funding it is difficult for the College to provide a quality educational experience for students. As a result, the College has had no choice but to raise tuition and furlough its employees in order to meet instructional cost demands. In-county tuition rate has been raised by \$7 a credit hour for FY 2011, almost twice the rate of any previous year. Faculty and staff have also been furloughed four days. FY 2010 and 2011 State of Maryland and Frederick County additional fiscal reductions in funding have put the College even further behind. Clearly, educational access to a segment of the County's student population is being threatened and educational excellence at the College is at risk.

GARRETT COLLEGE

Enrollment in Non-Credit Online Courses

Commission Assessment: Non-credit online course enrollments decreased considerably from 129 to 45 from FY 2007 for FY 2008. The FY 2008 enrollments are the lowest that they have been in at least the last four years, and are well below the College's 2010 benchmark of 130 enrollments. Explain the reason for the precipitous decline and share any new strategies that the college has implemented to increase enrollments in this area.

Campus Response: As was mentioned earlier, during FY2008-2009, the College engaged in a re-evaluation of its distance learning programs (both credit and noncredit) amid concerns about cost effectiveness and quality control, particularly with regard to online courses originating from outside entities. As a result, fewer online courses were offered and advertising for on-line courses was curtailed. In addition, competition has increased as many colleges are offering credit online courses at the same, or at lower, cost than Garrett's non-credit Ed2Go courses. As evidenced in the 2010-2013 Strategic Plan, the College has reaffirmed its commitment to distance learning to the point that increasing its distance learning capability and online course offerings has now become an institutional priority, and a separate Distance Learning Strategic Plan has been developed. For example, targeted marketing to local professionals and working adults who may benefit from online courses is one of the strategies that have been formulated for increasing enrollment in non-credit online courses.

Graduation-Transfer Rate after Four Years for Developmental Completers

Commission Assessment: The graduation-transfer rate after four years for developmental completers in the fall 2004 cohort was 46%, the lowest rate in at least the last four years. This rate is also well below the College's benchmark for the fall 2006 cohort of 57%.

Campus Response: There is no clear explanation for the lower rate for the fall 2004 cohort. A review of the data for the fall 2000- 2005 cohorts shows that beginning with fall 2002, the graduation-transfer rate for developmental completers has been on a downward trend, except for the fall 2003 cohort. As a case in point, the graduation transfer rate for developmental completers for the fall 2005 cohort is only slightly higher than the rate for the 2004 cohort (46.2%). Based on these data, the benchmark for the fall 2006 cohort may need to be re-evaluated. It is unclear as to why the rates for the fall 2000 and 2001 cohorts were so much higher (52.3% and 55.1%). It is possible that fewer students may be considering transfer to four-year institutions because of sharply escalating tuition costs. It is also important to point out that, because of Garrett College's relatively small student population, a small shift in numbers can often produce what appears to be a significant change in percentages, particularly when subpopulations are being considered; this may account for much of the variation seen here.

Percent Minorities of Full-Time Administrative and Professional Staff

Commission Assessment: The percent minorities of full-time administrative and professional staff decreased to 6.6% in fall 2008, the rate in at least the last four years. This rate is also considerably below the fall 2010 benchmark of 12%.

Campus Response: In fall 2008, the percentage of minorities among Garrett College's full-time administrative and professional staff increased to 8.80%. This figure, which is a four-year high, exceeds the College's FY2010 benchmark of 6.0%.

[Is it possible that Garrett's data were confused with those from another institution?]

Percentage of Expenditures on Instruction and Selected Academic Support

Commission Assessment: The percentage of expenditures on instruction and selected academic support has dropped considerably from 47.9% in FY 2005 to 40.1% in FY 2008. This figure is also well below the College's FY 2010 benchmark of 50%.

Campus Response: Reported percentages of expenditures on instruction and selected academic support previous to FY2006 (i.e., FY2005 and earlier) were higher, but expenditures for Academic Administration were not subtracted in the computation as per instructions from MHEC. In addition, fixed costs, utility, advertising, and other administrative costs, and costs associated with operation of the College's two residence halls have increased while the College's total budget has remained relatively flat. At the same time, during this time period many of the College's faculty members were at the top of the scale so their salaries increased only slightly. As a result, since FY2006, the percentage of the budget spent on instruction and on instruction and selected academic support has tended to remain at around 35% and 41% respectively. Considering this trend, the Colleges FY2010 benchmarks (40% and 50% respectively) are probably unrealistic and should be revised. Because of Garrett's small size, expenditures on instruction and academic support will almost always be disproportionate to the pattern typically seen at most institutions where expenditures on instruction and related academic support account for a majority of the budget.

HAGERSTOWN COMMUNITY COLLEGE

Successful-Persistor Rate after Four Years for College-Ready Students

Commission Assessment: The successful-persistor rate after four years for the fall 2004 cohort of college-ready students was 84.7%, the lowest rate in at least the last four years and considerably below the fall 2006 cohort's benchmark of 89%. Explain the decline in this rate as well as any new initiatives or strategies that the campus has employed to ensure that more college-ready students are successfully retained.

Campus Response: The persistor rate after four years for college-ready students increased from 84.7% in Fall 2004 to 88.6% in Fall 2005. The benchmark of 89% by Fall 2006 appears to be reasonable. There has been an emphasis in Student Affairs units since 2004 to encourage more college-ready students to enroll on a full-time because of the strong positive correlation between full-time enrollment and persistence, as well as program completion. Financial Aid developed a brochure encouraging students to enroll full-time and apply for loans. The publication demonstrates the financial benefits of paying off student loans with a higher salary. Academic Advisors also encourage students to enroll full-time and show students the length of time it will take to complete their academic programs on a full-time vs. part-time basis. Consequently, there has been a 31.6% increase in full-time students from Fall 2004 to Fall 2009 in comparison to the general enrollment increase of 26.2% during that time period.

Graduation-Transfer Rate after Four Years for Developmental Completers

Commission Assessment: The graduation-transfer rate after four years for developmental completers in the fall 2004 cohort was 63.8%, the lowest rate in at least the last four years. This rate is also well below the College's benchmark for the fall 2006 cohort of 70%.

Campus Response: It became evident in the Fall 2004 semester that enrollment had dropped in the developmental reading courses. After study, it was determined that there were no prerequisite courses for popular college-level courses and that new academic advisors lacked information regarding the importance of such courses when advising developmental students. Those students were at a disadvantage going forward without having developed reading skills taught in those courses.

The low enrollment in reading prompted a College-wide review of the developmental curriculum and the institutional structure supporting the program in FY05 and 06. In Fall 2006, students benefited from a curriculum that integrated reading and English skills and faculty who were dedicated solely to the developmental program. The expectation is that the transformation of the developmental education program will yield better outcomes among developmental completers.

Percent Minorities of Full-Time Administrative and Professional Staff

Commission Assessment: The percent minorities of full-time administrative and professional staff decreased to 6.6% in fall 2008, the lowest rate in at least the last four years. This rate is also considerably below the fall 2010 benchmark of 12%.

Campus Response: As mentioned previously, though minorities are actively recruited for all employee searches, attracting qualified minorities to a small college in Western Maryland is difficult. The region lacks a significant professional minority population, found in the urban and metropolitan areas. Though the percent of full-time minority administrative and professional staff decreased from 9.1% in Fall 2007 to 6.6% in Fall 2008, the percent increased to 10% in Fall 2009. It is hoped that the benchmark of 12% will be met by Fall 2010.

Percentage of Expenditures on Instruction

Commission Assessment: The percentage of expenditures on instruction dropped considerably from 45% in FY 2007 to 41% in FY 2008. This figure represents the lowest rate in at least the last four years and is well below the College's FY 2010 benchmark of 50%.

Campus Response: Calculated according to MHEC instructions, the percentage of expenditures on instruction for FY09 was 44%. This indicator increased by 3% over fiscal year 2008. The absolute dollar value from FY08 to FY09 increased by 8.9%. This is well above the increase in total operating expenditures that went up approximately 1.4%. Indicator 32, the percentage of expenditures on instruction and selected academic support also increased 3% to 49%.

HARFORD COMMUNITY COLLEGE

Successful-Persistor Rate after Four Years for Developmental Non-Completers

Commission Assessment: The successful-persistor rate after four years for developmental non-completers decreased considerably from 47.9% for the fall 2003 cohort to 36.5% for the fall 2004 cohort. The current rate marks the lowest success rate in four years for this group of students. Explain the drop in this rate and any new initiatives or strategies that the campus is employing to ensure that more students who require developmental education successfully complete these courses.

Campus Response: HCC is continually taking steps to improve developmental education completion. Efforts are underway to better understand the developmental non-completer outcomes and develop appropriate responses. Ultimately, the primary goal is to provide the most responsive and effective learning opportunities and academic support for all students and in particular those in need of developmental education. Whether our students aspire to complete an associates degree or training for entry into the workforce, HCC strives to provide accessible, quality courses, certificates, and degree programs in a variety of delivery formats to meet differing learning and life needs. Support services, including appropriate early interventions such as tutoring, mentoring and advising, are activated to help students get back on track when their performance puts them at risk of failure or dropping out. Another key goal is to continually show our students that we care about their success, a quality that students rate highly on college surveys.

While ongoing efforts to increase the number of completers enrolled in developmental education have not resulted in the desired outcomes, actions have been taken to improve curriculum and plans are underway to refine our understanding of the deterrents to completion based on data. In support of the *2009 Maryland State Plan for Postsecondary Education*, Goal 1 (Maintain and strengthen a system of postsecondary education institutions recognized nationally for academic excellence and effectiveness in fulfilling the educational needs of students and the economic and societal development needs of the state and the nation), academic divisions are modifying curriculum and enhancing support for students who are academically at risk. For example, a major effort to date has been to combine our developmental offerings to shorten the length of time necessary to move into college-level coursework, which has been shown to improve student retention. The two lowest levels of developmental mathematics, Math 001 and 002, have been combined into one course, Math 010; Math 002 and 017 (the highest level of developmental mathematics) have been combined into one course, Math 018. Two developmental English courses, Eng 003 and Eng 012, have also been combined into one course, Eng 018. Course content is integrated, reinforcing concepts taught in both courses. These newly developed combined courses are four-equivalent credits, whereas the original courses were designed only as three-equivalent credits, meaning students meet on average four hours per week in the combined courses, rather than just three hours per week in the original single courses. This design enables students to complete the developmental sequence in fewer semesters. In addition, two developmental writing courses for ESL students have been created.

Research continues to show that students who do not complete the prescribed developmental coursework are less likely to persist and graduate. Experience has also shown that some students resist completing developmental education courses because they do not recognize the need, or believe the time required to take these courses delays completing their desired degree program. A recent HCC study of math students showed that those who completed the prescribed developmental math courses were more likely to be successful in college level math courses than those who did not complete developmental education courses. An assessment project is also underway to determine if altering the way in which students complete homework for *Math 002: Introductory Algebra* and *Math 017: Intermediate Algebra* will improve student success, and thus completion rates. In support of the **2009 Maryland State Plan for Postsecondary Education**, Goal 4 (Achieve a system of postsecondary education that promotes student-centered learning to meet the needs of all Marylanders), academic divisions are also partnering with student services support staff to increase student access to and use of tutoring and related support services. Since Spring 2008, Tutoring Support Services has increased outreach to all developmental courses. Tutors visited all of the developmental math and English courses at the start of the semester and established open communication with the students and instructors. From Fall 2008 to Fall 2009 use of the walk-in tutoring centers increased dramatically from 5,465 visits to 6,324 visits, a 15.7% increase in use.

In Fall 2008, Spring 2009, and Fall 2009 Tutoring Support Services collaborated with the faculty to offer a learning community linking MATH 002 and *HD 110 (Success in College and Beyond)*. In Fall 2009 the pass rate for all students in MATH 002 was 34.2% and the pass rate for the 18 students enrolled in the learning community was significantly greater at 67%. In the future, this initiative will be implemented more broadly.

A comprehensive study is being planned to better understand the reasons why students needing developmental coursework are not completing their developmental sequences at higher rates. All developmental non-completers will be surveyed on questions related to course-taking patterns and reasons for non-persistence or failure. Academic performance data will be tracked and analyzed. An analysis of the data should lead to the development of practices, policies, or procedures to improve the developmental non-completer rate.

Faculty, administrators and staff from HCC and Harford County Public Schools (HCPS) continue to have a strong partnership with a particular focus on improving college readiness skills. For example, HCC has implemented a critical initiative with Harford County Public Schools in which the College is now offering its algebra courses at selected County high schools in an effort to lower the number of entering freshmen requiring remedial math. Discipline-based teams and interdisciplinary groups share research on student performance, and work collaboratively to align core curriculum and develop strategies to improve college-readiness and enhance the seamless transition from high school to college.

To enhance our student success and retention efforts, in fall 2010, HCC will launch a new First Year Experience (FYE) task force. Given the increasing growth rate of full-time freshman students at HCC, an FYE program will be an asset to students, providing them with critical college survival skills and resources necessary for ongoing academic success.

The task force will consider FYE options such as a freshman seminar, critical support, and focused guidance, for first year college students.

Graduation-Transfer Rate after Four Years for College-Ready Students

Commission Assessment: The graduation-transfer rate after four years for the fall 2004 cohort of college-ready students was 68%, down from 77.1% for the fall 2003 cohort, and at the lowest rate in at least the last four years. The current rate is also below the benchmark of 72% that has been established for the fall 2006 cohort.

Campus Response: The graduation-transfer rate after four years for the fall 2004 cohort of college-ready students was 64.8%, down from 70.9% for the fall 2003 cohort, and which is also the lowest rate in the last four years. However, the Fall 2005 cohort transfer-graduation rate after four years has improved to 74.1%, the highest level in the past five years, which also surpasses the 2006 benchmark, which is set at 72%.

HCC continues to focus on developing and implementing targeted strategies to ensure that a diverse student body possesses the necessary competencies and skills to succeed upon transfer to a 4-year college or university. Data related to the performance of HCC students at their transfer institutions shows that the average GPA for the first year after transfer is strong. In 2008-2009, the mean GPA for HCC students after the first year of transfer was 2.90, exceeding the benchmark of 2.80.

In support of the *2009 Maryland State Plan for Postsecondary Education*, Goal 1, HCC has implemented several initiatives which we believe will positively impact the graduation-transfer rate over time. For example, the STEM Scholars STEP UP program, supported by an MHEC grant, was launched in summer 2009 with 20 first-year engineering and science majors. The program focused on strengthening academic skills with a focus on math, science, and research and career awareness. Fifteen scientists from the region participated as guest presenters. Partnerships with business and industry resulted in support for STEM scholarships and equipment.

HCC offers a variety of courses and degree or certificate programs in formats that respond to the needs of students who are challenged with trying to balance work and family commitments. For example, the winter session that was launched in January 2009, is growing. This new session provides access to accelerated courses for a growing number of students who wish to enroll for additional credits, accomplish their academic goals more quickly, and/or transfer. The winter session has the added benefit of providing opportunities for students to broaden their global perspectives by participating in study abroad courses with HCC faculty, without impacting their regular course load.

The future construction of an educational facility by Towson University (TU) near the HCC campus is expected to enhance transfer opportunities for HCC students. The facility is anticipated to open in 2012. The majority of HCC students transfer to TU. The goal of this partnership is to provide accessible upper level undergraduate education that will enable students

to complete their associate degrees at HCC and bachelor's degrees at the TU location, all locally. Community residents will also benefit from this increased access to higher education. In addition, transfer opportunities have been enhanced through the undergraduate and graduate offerings by 4-year colleges and universities at the HEAT Center in Aberdeen. One example is the first cohort of students in TU's bachelor's degree program in Elementary/Special Education offered at the HEAT Center who graduated in May 2010.

HCC's partnership with Harford County Public Schools (HCPS) is also critical in creating opportunities to encourage students to attend and persist in college. Among the collaborative efforts between HCC and HCPS are an articulation agreement for the International Baccalaureate program and development of eleven pathways to accelerate completion of certificates and degrees in selected disciplines. In addition, this year, incoming high school Bio-Medical freshmen attended a one-week summer orientation to HCC's biomedical program and several HCC faculty served as sponsors for students in the HCPS Science and Math Academy in biotechnology, environmental studies and physiology. HCC faculty have co-developed courses and engaged in in-service training with HCPS faculty.

Retaining community college students to degree completion is an ongoing challenge. Most students transfer from HCC before completing their associate degree. Others drop out for various reasons. Recent data from the 2010 Community College Survey of Student Engagement indicate that there are many challenges that impact the ability of students to complete their associate or certificate programs. Among students surveyed, 47% stated that transferring to a 4-year college would be a reason for withdrawing from HCC. When asked what reasons would cause them to withdraw from college, 48% cited lack of resources, 38% stated working full-time, while 28% cited caring for dependents.

To facilitate a smooth transfer for HCC students to 4-year colleges and universities, HCC has entered into over 90 articulation agreements with other area colleges and universities to provide HCC graduates with seamless pathways to these institutions. The academic divisions at HCC also ensure that the classes the College offers align well with the transfer colleges. HCC's degree programs are offered as flexibly as possible to make it easy for a student to transfer to a variety of schools. An increasing focus on developing 2+2 agreements makes transfer opportunities more attractive to students who are able to have their entire degree accepted by a 4-year college or university. Transfer colleges have a presence on HCC's website and send representatives to the campus to meet with prospective transfer students. Approximately 250 students attended the 2009 Transfer Fair, where 45 four-year colleges were present. Some academic divisions have brought in faculty from various 4-year schools to meet with students and talk about programs available to them. HCC also hosts Instant Admit Days for Towson University, University of Maryland University College, Stevenson University, the College of Notre Dame, and University of Baltimore. Representatives from these colleges visited HCC in the fall and waived the application fee for students who applied in person. Students who met the qualifications were admitted "on the spot."

HCC also conducts workshops entitled Steps to a Successful Transfer – Student Transfer Workshop which provides information on transfer planning (including career exploration, deciding on an academic major, navigating the transfer of college credit), maximizing transfer

resources, and the transfer admissions process at 4-year colleges and universities. Additionally, orientation, academic, transfer and career advising are delivered to all incoming students, age 16-19, through the one-stop sessions. These half-day sessions are designed to provide students with the opportunity to take the academic skills assessment, meet individually with an academic advisor, receive information related to financial aid, learn how to navigate the online registration system (OwlNet), and register for courses. Over 1,900 students were served during summer/fall/winter/spring, 2009-10.

Percent Minorities of Full-Time Administrative and Professional Staff

Commission Assessment: The percent minorities of full-time administrative and professional staff decreased from 13.9% in 2007 to 11.9% in 2008. The current figure also reflects the lowest rate in at least the last four years and is considerably below the fall 2010 benchmark of 14%.

Campus Response: The percent minorities of full-time administrative and professional staff decreased from 13.9% in 2007 to 11.9% in 2008 and has increased again, slightly to 12.1% for Fall 2009. Although the current measure has increased, it is still considerably below the Fall 2010 benchmark of 14%.

The Human Resources and Employee Relations Department at HCC continues to place emphasis on increasing the percentage of minorities who are full-time employees. One important factor to note is that the College's turn-over rate for full-time employees is less than 7%, which limits the ability to increase diversity rates significantly in a short period of time, given no new positions are being created at this time.

Since the current data were reported, the College has hired two additional employees to the administrative/professional ranks who represent minorities, including an African-American dean, and an Asian-Pacific technology manager. HR works with all search committees to ensure applicant pools are diverse by (1) targeting diverse publications and websites to advertise positions, and (2) ensuring the pools meet the College's diversity standards. Additionally, HR requires that diverse candidates are interviewed for each job opening.

Successful-Persistor Rate after Four Years for African American Students

Commission Assessment: The successful-persistor rate after four years for African American students in the fall 2004 cohort was 55.1%. The current rate is indicative of four years of consecutive decreases in the persistor rate for this group, and is well below the College's benchmark of 75% for the fall 2006 cohort.

Campus Response: The successful-persistor rate after four years for African American students in the fall 2004 cohort was 50.6%, whereas the Fall 2005 cohort rate increased dramatically to 63.3%. The Fall 2004 rate is indicative of four years of consecutive decreases in the persistor rate for this group, and is well below the College's benchmark of 75% for the fall 2006 cohort. Such dramatic swings in the data indicate that potentially the Fall 2004 cohort was an outlier during

this five year period. The Fall 2005 cohort persistence has bounced back up and even surpassed several of the previous five years. The achievement gap between the African American cohorts and all students is still pronounced, however, and HCC, in support of the *2009 Maryland State Plan for Higher Education*, Goal 3, continues to strive toward closing that achievement gap by strengthening access and support.

The Rites of Passage (ROP) is a recruitment and retention outreach program designed to enhance the academic success of minority students. The program continues to provide critical support for minority students through targeted academic support, cultural programs, and mentoring. The goal is to encourage student retention to completion. Administrators, faculty, and staff of varied backgrounds serve as role models and mentors to students. Since 2007, four Alpha Phi Alpha Fraternity Scholarships in memory of Donald J. Waldon, have been awarded to ROP mentees. In addition to being award recipients, ROP mentees and mentors are afforded the opportunity to attend the scholarship banquet. For 2010-2011, additional peer leaders will be hired to assist with the engagement of students in ROP activities. The goal is to hire 4-6 students prior to the start of the school year.

HCC students and staff attended the conference titled "Unleashing Power, Potential and Promise" which was sponsored by the Harford County Alliance of Black School Educators in partnership with FACE IT, Harford County Office of Drug Control Policy and HCC/ROP. Two ROP student mentees conducted a workshop using a documentary titled "Bring Your A Game." The documentary is a thought provoking conversation regarding the challenges and crisis faced by Black males along with strategies for change. The video features personalities including academician and activist, Dr. Cornell West, New Jersey Mayor, Cory Booker, Film producer, Spike Lee, music moguls, Damon Dash, Russell Simmons, Diddy, and Lupe Fiasco. Approximately 100 students from schools around the County attended the event including ROP student mentees and staff mentors. In the spring of 2011, ROP will co-sponsor similar workshops with the Harford County Public Library and Harford County Public Schools.

Another example of the College's efforts to improve the persistence of African American students is HCC's nursing program, which continues to expand opportunities for minority students in general. Targeted strategies have been implemented to improve retention rates. The *Student Success in Nursing Program* is designed to improve the retention and graduation rates of ESL and other minority graduates by 50% over a five year period.

In September 2009, HCC/ROP students attended the Congressional Black Caucus (CBC) annual legislative conference in Washington D.C. A featured session was led by Darnell Shields, a frequent guest speaker for ROP, on methods for educating and empowering our youth. The session titled "Men To Boys: Lessons to Uplift Our Community" comprised a panel of men from across the country including music executive and Baltimore native, Kevin Liles, International Journalist, Jeff Johnson, Morehouse College President, Dr. Robert Franklin, Essence Magazine Editor, Susan Taylor and others.

HOWARD COMMUNITY COLLEGE

Graduation-Transfer Rate after Four Years for College-Ready Students

Commission Assessment: The College's graduation-transfer rate after four years for the fall 2004 cohort of college-ready students was 67.6%, the lowest rate in at least the last four years and considerably below the fall 2006 cohort's benchmark of 80%. Provide an explanation for the decline in this rate, and describe any new initiatives or strategies that the campus has employed to ensure that more college-ready students successfully graduate and transfer to four-year institutions.

Campus Response: It is understandably difficult to conduct research on students who have left the institution, so at best, the college can only theorize about the causes of the decline in graduation-transfer rate of the fall 2004 cohort of college-ready students. The demographics of the students who are entering HCC have not changed dramatically over the time period. In response to this decline in graduation-transfer rate, the college has made improving graduation and transfer rates, developmental completion, and retention its strategic academic priorities for the next five years. So far, the college has accelerated college readiness efforts with the Howard County Public School System and expanded math and English placement testing in the high schools, revamped academic standards policies, and created a new warning category to allow more rapid intervention when students are doing poorly, revised the general education core to allow students to complete it sooner and have more choice in their general education core selection, and revised college algebra to remove precalculus objectives so that it is truly an introductory college-level course for all students. The FY05 cohort graduation-transfer rate is 72.2 percent, indicating that the college is already seeing an upturn.

MONTGOMERY COLLEGE

Market Share of First-Time Full-Time Freshmen

Commission Assessment: In fall 2006 Montgomery College enrolled 50.3% of its market share of first-time, full-time freshmen, but by fall 2008 that figure had decreased to 42.9%, the lowest point in the last three years. Provide an explanation for this decline, and describe any new initiatives or strategies that the College has employed to reverse this downward trend and enroll a larger share of first-time, full-time freshmen.

Campus Response: Many college-bound students in Montgomery County are drawn to the College. More specifically, 41 to 50 percent of the market-share of first-time full-time students (indicator #2) who enroll at any Maryland college attends Montgomery College; for fall 2009, this proportion rebounded from a several-year decline. Another 73 to 75 percent of first-time part-time students enrolled at any Maryland college in fiscal 2009 are at Montgomery College. More than 68 percent of recent graduates from Montgomery County public high schools who attend any college in Maryland become students at Montgomery College. The College has achieved (indicator #3) or exceeded (indicators #2 and #4) its goals in this area.

Occupational Program Associate Degrees and Credit Certificates Awarded in Business

Commission Assessment: In FY 2008 the College awarded 202 degrees or certificates in business, down from 282 the previous year. The current figure is considerably below the College's FY 2010 benchmark of 240 credentials in this program area.

Occupational Program Associate Degrees and Credit Certificates Awarded in Data Processing

Commission Assessment: In FY 2008 the College awarded 62 degrees or certificates in data processing, which marks a steady decline from the 128 credentials awarded in this area in FY 2005. This figure is also well below the College's FY 2010 benchmark of awarding 135 credentials in this program area.

Occupational Program Associate Degrees and Credit Certificates Awarded in Natural Science

Commission Assessment: In FY 2008 the College awarded 14 degrees or certificates in the natural science area, which marks a consistent decline from FY 2005 when 32 credentials were awarded. The College is moving away from reaching its benchmark of awarding 35 credentials in this area by FY 2010.

Combined Campus Response: The College awarded 767 Certificates and Associate Degrees in career and occupational programs in FY2009 which represent a 7.9 percent increase compared to the previous year. The number of awards increased in all program areas with the exception of a 36.1 drop in Mechanical Engineering Technology (from 133 to 85). Two of the six programs (Health Sciences and Public Service) have exceeded the benchmarks. The reinforced efforts to

forge articulation agreements with the senior institutions will hopefully improve degree completion rates, especially in the business, data processing, and natural science programs that lag below the base-year and benchmark levels.

PRINCE GEORGE'S COMMUNITY COLLEGE

NOTE: Prince George's Community College did not provide responses to the Commission's assessments.

Market Share of Recent College-Bound High School Graduates

Commission Assessment: In the 2007-2008 academic year, PGCC enrolled 45.9% of its market share of recent, college-bound high school graduates. The current figure is down from 49.2% during the previous two academic years, and is well below the College's benchmark of enrolling 55% of its market share of recent, college-bound high school graduates in the 2009-2010 academic year. Provide an explanation for the downward trend in this indicator, and describe any new initiatives or strategies that the College has employed to enroll a larger share of recent, college-bound high school graduates.

Enrollment in Online Credit Courses

Commission Assessment: In FY 2008 there were 7,464 enrollments in online credit courses, down from 8,682 in FY 2007 and 9,580 in FY 2006. This figure is also considerably below the College's 2010 benchmark of 10,000 online credit enrollments.

Developmental Completers after Four Years

Commission Assessment: The developmental completers rate after four years has ranged from 26% to 28% over the last four years. The current rate of 27% for the fall 2004 cohort is significantly below the College's benchmark of 50% for the fall 2006 cohort.

Graduation-Transfer Rate after Four Years for College-Ready Students

Commission Assessment: The graduation-transfer rate after four years for the fall 2004 cohort of college-ready students was 44%. While this figure indicates that some progress has been made, the College is still well below its 2010 benchmark of attaining a 60% graduation-transfer rate for the fall 2006 cohort of college-ready students.

Occupational Program Associate Degrees and Credit Certificates Awarded in Business

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

Occupational Program Associate Degrees and Credit Certificates Awarded in Public Service

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

Percentage of Expenditures on Instruction and Selected Academic Support

Commission Assessment: The percentage of expenditures on instruction and selected academic support has dropped consistently from 57% in FY 2005 to 50% in FY 2008. The current figure is significantly below the College's FY 2010 benchmark of 70%.

WOR-WIC COMMUNITY COLLEGE

Successful-Persistor Rate after Four Years for African Americans

Commission Assessment: The successful-persistor rate for African American students in the fall 2004 cohort was 40%. This is well below the rate for the fall 2003 cohort (48%), and is well below the 60% benchmark for the fall 2006 cohort. Explain the reason for the recent decline in this rate, and describe any new initiatives that the College has taken to improve the success rate of its African American students.

Campus Response: Although the successful-persistor rate of African-American students declined from the fall 2003 cohort (48 percent) to the fall 2004 cohort (40 percent), the rate increased to 66 percent for the fall 2005 cohort. Several strategies have been implemented to meet the college's strategic objective of increasing the retention and goal achievement of minority students. An African-American mentoring program was piloted in FY 2008 and fully implemented in FY 2009. The program includes sessions on topics such as motivation, teamwork and healthy living, as well as featured African-American speakers from the community. In FY 2011, the program coordinators plan to explore attracting more students and expanding student mentoring opportunities within the college. African-American student success is also influenced by measures developed to address developmental student success. Ninety-six percent of African-American students in the most recent degree progress cohort required developmental coursework. Policy changes implemented in the fall of 2009 require students who need developmental coursework to enroll in at least one developmental course in any semester/session during which they take more than one course. In addition, an intrusive advising program was implemented to assist "at-risk" students. "At risk" students are defined as those who are experiencing academic difficulty, are on academic probation or returning from suspension, or those who have self-referred.

Occupational Program Associate Degrees and Credit Certificates Awarded in Business

Commission Assessment: In FY 2008 the College awarded 53 degrees and certificates in business. This is the lowest number of credentials awarded in business in at least the last four years, and is considerably below the College's FY 2010 benchmark of 85 credentials awarded.

Campus Response: The number of degrees and certificates awarded in the business area has decreased each year over the past four years. This category includes Wor-Wic's accounting, business, hotel-motel-restaurant management and office technology programs. In response to declining enrollment in the college's office technology program, updated degree and certificate options were offered in the fall of 2009 to better meet student needs. Student enrollment increases in this program in FY 2010 are expected to increase the number of degrees and certificates awarded in the future. The decrease in occupational awards might also be influenced by the growing portion of the college's student body who are traditional students pursuing transfer degrees. To improve student retention and goal completion in all programs, the president has initiated a student success task force to research best practices and recommend changes at the

college. The task force will involve all areas of the college.



**TARGETED INDICATORS
AND
CAMPUS RESPONSES**

**PUBLIC FOUR-YEAR
COLLEGES AND UNIVERSITIES**

BOWIE STATE UNIVERSITY

Objective 1.3 – Increase the second-year retention rate to reach or exceed 80% by fiscal year 2009, from the fiscal year 2004 baseline of 70%.

Commission Assessment: The second-year retention rate has decreased during three of the last four years. In fiscal year 2009, the second-year retention rate remained at the 2008 level of 70% which was well below the University’s goal of increasing the rate to 80% by 2009. The current rate was also considerably lower than the 2006 rate of 77%. Explain the consistent decrease in the second-year retention rate and describe specific efforts that have been developed and/or implemented to increase this performance measure.

Campus Response: (Note: Beginning in 2010, this indicator was moved to Objective 2.1)

As noted by the Commission, BSU’s second year retention rate has been 70% for the past three years. The University is implementing a multi-year approach to address the second year retention rate through the objectives outlined in the Academic and Closing the Achievement Gap plans.

In addition to evaluating and reviewing the first- and second-year experience and the pilot learning community grant project, FY 2011 will usher in the hiring of retention coordinators for the four Colleges. The retention coordinators will serve as leaders within their areas on retention activities and will coordinate with the Advisement Center to facilitate a seamless transition to academic departmental advising. In addition, the FYRE (First Year Retention and Engagement) software will be implemented. The software provides students with an internet platform for “undergraduates to troubleshoot a wide range of personal and academic issues while directing them to campus and Web resources that address everything from homesickness to test anxiety to resolving roommate and relationship woes. Self-assessment modules allow students to gauge potential problems, while the ‘Student Service Center’ offers a confidential platform through which they can ask questions or voice concerns.” The University also anticipates implementing a tracking system to provide early identification of at-risk students.

Objective 3.1 – Increase the yield rate of applicants who enroll from 43% in 2004 to 50% by fiscal year 2009.

Commission Assessment: In 2006, 48% of all applicants who applied to Bowie State University actually enrolled. By 2009, that figure had decreased to 42%, marking the lowest yield rate in at least the last four years.

Campus Response: Even though this indicator was not maintained during the MFR revision process, the University will continue to monitor yield rate as part of our assessment of the Academic Plan. For fall 2010, the University met its estimate of 44 percent and anticipates increasing yield rates as it implements this plan.

Objective 3.2 – Offer at least one online program by fiscal year 2009 from 0 in 2004.

Commission Assessment: The University currently does not offer any online programs, and since 2004 has not made any progress toward achieving its goal of offering one online program.

Campus Response: (Note: Beginning in 2010, this indicator was moved to Objective 2.3)

The expansion of on-line courses at Bowie State University continues even though the institution did not meet its FY 2009 goal. Between fall 2008 and fall 2009, the University increased its online/hybrid offerings from 55 to 60 courses. One course – BIOL 203 Oceanus had over 250 students enrolled in its 3 fall 2009 on-line sections. This year, the indicator was revised to include both predominantly or fully on-line programs. The revision was necessary due to the fact certain programs targeted to be on-line include lab or clinical components. The Department of Nursing RN to BSN curriculum is an example of a program that would meet the predominantly on-line definition. Its planned implementation date is during AY 2011-2012.

COPPIN STATE UNIVERSITY

Explanation Required

Objective 2.1 – Produce 25 or more teacher education graduates for employment in Maryland each fiscal year from FY 2005 through FY 2009.

Commission Assessment: In 2009, six of CSU's teacher education graduates were employed in Maryland. This figure marks a consistent downward trend from 25 employed graduates in 2006, and falls well below the University's FY 2009 goal of employing 25 or more graduates each fiscal year. Explain the significant decrease, since 2006, in this performance measure, and describe any specific efforts that have been developed and/or implemented to reverse this decline.

Campus Response: This indicator has been dropped. The goal to produce 25 or more teacher education graduates for employment in Maryland was met in 2006, but since then, the number had dropped to 9 in 2008. While CSU does not have control over its graduate being employed in Maryland, we feel that the decline may be due partly to the economic recession and partly due to our teacher graduates looking for work in neighboring states with competitive salaries and benefits. Results of the graduate follow-up survey shows that a high percentage of education graduates indicated they were satisfied with CSU preparation for employment.

Objective 2.2 – Produce 15 or more baccalaureate graduates of IT programs each fiscal year from FY 2005 through FY 2009.

Commission Assessment: Over the last four years there has been a steady decrease in the number of baccalaureate graduates of the University's IT programs. In FY 2009 there were two IT graduates, down from 14 in 2006, and far below the University's goal of producing 15 IT graduates per year.

Campus Response: This indicator has been dropped. CSU Computer Science and Information Technology (IT) track of Management Science programs have experienced declines in enrollment in recent years that mirror the national trends. Since the decline of the high tech information technology industry, increased competition for IT-related jobs has had a negative effect on IT related enrollment, IT graduates, and the estimated number of IT graduates employed in Maryland. That negative decline is reflected in CSU enrollment and number of graduates produced. Through increases in enrollment in this program for the next five years, CSU expects to graduate more IT graduates in the future.

Objective 3.1 – Increase the six-year graduation rate for all students from 23.5% in FY 2004 to 30% in FY 2009.

Commission Assessment: In 2006, the University's six year graduation rate was 24.7%, and since that time it has decreased steadily and now stands at 18.3%, the lowest rate in over 10 years. The current rate is also well below the University's goal of achieving a 30% six-year graduation rate in 2009. Provide an explanation for the significant decrease in the six-year graduation rate, and describe new initiatives, policies or programs that have been developed to ensure that more students complete their studies in a timely manner.

Campus Response: The fluctuation of the University's second-year retention and six-year graduation rates between FY 2005 to FY 2008 can be attributed, in part, to the University's past emphasis on excellence in program development and a lesser emphasis on excellence in *programs, systems, and processes*. In late summer 2008, the University joined *Foundations of Excellence* (FoE), a nationally-vetted institutional improvement system that guides universities through a structured, self-assessment process engaging the total campus in studying all aspects of the first year of college. A major outcome of the effort has been development of a plan for institutional improvement leading to higher levels of student learning *and* persistence in college.

FoE focuses on the first college year, since, according to Dr. John N. Gardner, Executive Director of The Policy Center on the First Year of College, students decide within six weeks of experiencing a campus whether they will remain at that institution. The FoE system for institutional improvement employs two campus-wide surveys, which focus on nine aspirational dimensions documenting the extent to which Coppin's first-year experience is crafted with a sense of educational purpose; the extent to which Coppin's administrative structures are adequate and sufficiently thought-out to support first-year students' needs; the extent to which Coppin emphasizes and operationalizes the notion that student learning is the primary reason that students attend college; the extent to which Coppin has widely communicated to its constituencies that a student's initial transition to the University predicts future success; the extent to which the roles played by faculty and staff in first-year student success are valued and communicated; the extent to which campus practices reflect a university-wide awareness that all new students have developmental needs to be addressed; the extent to which all first-year students at Coppin are exposed to human difference, from diverse ideas to diversity among people; the extent to which first-year students are required to explore their motivation for being at Coppin or for being in higher education for that matter; and the extent to which all University initiatives are subjected to rigorous assessment. Coppin was among fewer than 120 institutions to be selected to participate in this program. The FoE committee worked throughout the summer of 2009 to develop a draft plan. Faculty, staff and students had the opportunity to follow its development and offer comment through the FoETech system. Focus is now on implementation and follow through.

Objective 5.3 – Increase the number of students enrolled in urban teacher education, natural sciences, nursing and health science, criminal justice, and information technology programs.

Commission Assessment: The total number of students enrolled in these programs was 2,059 during the 2009 fiscal year. This figure marks a three-year low for this performance measure, and is far below the University’s target of enrolling 2,500 students in these academic programs in FY 2009.

Campus Response: This indicator is central to our urban education mission and is it is been monitored carefully. In FY 2010, the total number of students enrolled in these programs grew to 2,186 from 2,059 in FY 2009.

FROSTBURG STATE UNIVERSITY

Objective 1.2 – Prepare graduates to obtain higher initial median salaries from \$30.8K in 2004 to 36.8K in 2008.

Commission Assessment: According to survey data, the actual median salary of Frostburg's graduates remained at \$32,500 from 2005 to 2008. The current figure was well below the University's goal of raising its graduates' initial median salary to \$36,800 by 2008. Explain the slower than expected growth in the starting salary of recent graduates, and describe any new strategies that the University has explored and/or implemented which may result in increased future earnings.

Campus Response: The slower than expected growth in FSU graduates' initial median salary can be partly attributed to local and national economic conditions. As the recession persists, the Office of Career Services continues to develop creative initiatives intended to bring students, alumni, and potential employers together.

The Office of Career Services continues to monitor and improve upon strategies that enhance the earning potential of all Frostburg graduates. In FY 2010, FSU's College Central Network site provided services to 256 students and alumni as well as 154 employers who created 379 job profiles. The University also hosted a Career Expo, an Education Job Fair, and a Career and Internship Fair to help promote graduates' skills to prospective employers.

Objective 2.2 – Increase the number of teacher education graduates employed in Maryland public schools from 68 in 2004 to 120 in 2009.

Commission Assessment: In 2009, 62 teacher education graduates were employed as teachers in Maryland. This figure represents at least a four-year low, and a nearly 40% decrease since 102 graduates were employed as teachers in the state in 2006. The current figure was also well below the University's 2009 goal of employing 120 teacher education graduates. Provide an explanation for the significant decrease in this measure, and describe the University's plans to reverse its downward trend.

Campus Response: As documented in the performance measures, Maryland State Department of Education (MSDE) data on the number of teacher education graduates employed in Maryland is an approximation and likely underreports the number of FSU graduates employed in the state. Because of the unreliability of the MSDE's data, Frostburg plans to delete this indicator for the future.

However, the decrease in this indicator is partly attributed to declining student enrollments in education majors four years previous. As an example, the headcount of students enrolled in FSU's Elementary/Middle School Education major declined from 292 in 2003 to 250 in 2005. The number of teacher education graduates employed in Maryland subsequently declined from 114 in 2007 to 62 in 2009.

Economic conditions continue to greatly limit the number of positions available to FSU teacher education graduates. Few positions are open to these graduates, and for many the regional and state economy must improve before additional teaching positions to become available to them. Unfortunately for these graduates, declining population growth in the western counties of Maryland has reduced the rate of teacher attrition in the region.

Objective 3.1 – Increase the percentage of graduates employed one year out from 97% in survey year 2002 to 98% in survey year 2008.

Commission Assessment: In 2009, 752 graduates earned bachelor's degrees, this figure was down from 849 graduates who earned such degrees in 2005, and marked the lowest number of degrees awarded in at least the last four years. Provide a rationale for the considerable decline in the number of bachelor's degree's awarded, and describe any new institutional efforts aimed at increasing the level of degree production.

Campus Response: In the fall of 2006, Frostburg State University's enrollment had reached its lowest level in 17 years, particularly among first-time and transfer students. Since then, FSU's enrollment has steadily increased, and the University projects an increase in the number of graduates in upcoming years as a result.

Objective 4.1 – Attain greater faculty diversity: women from 37.6% in 2004 to 38.9% in 2009; African-Americans from 3.8% in 2004 to 4.5% in 2009.

Commission Assessment: In fiscal year 2009, African-Americans comprised 3.7% of the faculty; this figure represents a five-year low, and was well below FSU's 2009 goal of African Americans accounting for 4.5% of faculty. Additionally, the largest annual decrease in the percentage of African American faculty occurred over the last two years when their representation decreased from 4.3% to 3.7% of the University's faculty.

Campus Response: The decrease in the percentage of African-American faculty at FSU from 4.3% in 2008 to 3.7% in 2009 can be attributed to one African-American faculty member leaving the University over the reporting period.

As discussed earlier, the University's Cultural Diversity Program includes ongoing strategies and new initiatives to recruit and retain minority faculty and staff. The Office of Human Resources (OHR) has been resolute in its efforts to implement the Minority Recruitment and Retention Plan. Efforts include assigning an Equity Officer to each college or division to help monitor and coordinate diversity initiatives. The mentoring program was initiated in the fall 2009 for all new staff members to help employees feel welcomed and part of the campus community. As part of this program, the Office of Human Resources continues to provide mentoring outreach to all staff employees at the time of hire.

SALISBURY UNIVERSITY

Objective 2.1 – The estimated number of teacher education graduates employed as teachers in Maryland will increase from 163 in FY 2005 to 185 in FY 2009.

Commission Assessment: In 2009, 112 teacher education graduates were employed as teachers in Maryland. This represents a decrease of over 30% since 2006, and also marks the lowest number of teacher education graduates employed in Maryland in at least the last four years. Explain any new initiatives that the University has developed and/or implemented to reverse the downward trend in this performance measure.

Campus Response: The overall number of teacher education graduates from SU employed in the state of Maryland (2009-Objective 2.1) declined slightly during the 2009 reporting cycle to 112 from 157 in the previous year. This data is reported to University System of Maryland (USM) from the Maryland State Department of Education (MSDE) every year. MSDE has indicated that many local education agencies (LEAs) hired far fewer teachers last year because of budget cuts. As such, the number of teacher education graduates working in the state of Maryland declined for all but one of the USM universities last year. Additionally, due to the self reporting process the LEAs use and the time it takes to get data back from MSDE, the data are estimated to undercount the true number of teachers hired. Toward the goal of increasing the number of teacher education graduates working in Maryland, the Professional Education unit will continue to encourage upcoming graduates to attend local, regional, and state career fairs. Moreover, they will host additional recruiters from Maryland school districts.

Objective 4.2 – The second-year retention rates of SU first-time, full-time African-American freshmen will increase from 78.6% in 2004 to 85% in 2009.

Commission Assessment: Between 2006 and 2008, the second year retention rate for African American students increased considerably from 80% to 87.2%. However, in 2009 the rate dropped to 79.1%, marking the lowest second-year retention rate for this group in at least the last four years. The current figure was also far short of the University's 2009 goal of an 85% second-year retention rate for African American students. Provide an explanation for the considerable decrease in the second-year retention rate for African American students, and describe new initiatives, policies or programs that have been developed to ensure that more students return to the campus after their first year of study.

Objective 4.3 – The second-year retention rates of SU first-time, full-time minority freshmen will increase from 80.4% in 2004 to 85% in 2009.

Commission Assessment: In 2008, the second-year retention rate for first-time, full-time minority freshmen was 84%, but by 2009 the rate had fallen considerably to 80.5%. The current figure marked the lowest retention rate for minority freshmen in at least the last four years, and was well below the University's retention rate goal of 85% for this group of students.

Combined Campus Response: For 2009, second-year retention decreased 8 percentage points from the previous year for SU's African American students. Since the group included only 129 students, a loss of 27 African American students had a substantial impact on the retention rate for this group. Second-year retention rates for minority students decreased by 3.5 percentage points this year, to a rate of 81%. An investigation of the 2007 cohort revealed that a larger percentage of our non-retained African American and all minority students are transferring to other four-year institutions than in previous years. Retention rates for our African American and minority students are especially low for non-Maryland residents and for students with an undeclared major. Given that SU had an 8% increase in the number of non-Maryland residents composing their African American 2007 cohort when compared to the 2006 cohort, it would be expected that the retention rate might decline for this group.

Additionally, although our non-retained African American students entered SU with higher SAT scores than their retained counterparts, they earned lower grades while they were here. This might indicate that, despite their SAT scores, the non-retained students were actually less prepared for the academic rigor of our courses. Our research on the Achievement Gap has shown that all students struggle with mathematics and science courses, with our minority students having a particularly challenging time. As a result, the following retention strategies have been initiated:

- Pre-matriculation Program- including mentorship and orientation activities to assist students of color to acclimate to campus life
- Learning communities are available to all students and can provide a common living space to students with similar academic interests
- Organizations to support a diverse campus such as African Student Association, Asian/Pacific Islander Club, Caribbean Student Association, Muslim Student Association, NAACP, Spanish Club, and the Union of African Student Association
- Mid-semester Reporting Program- monitored all first-year students' academic progress to ensure that students that needed additional assistance could receive it in a timely manner
- Center for Student Achievement- began operation in fall 2008 and serves as a central location for academic resources, support, advising, tutoring services, for all students
- Writing Center to help all students develop and improve writing skills
- In fall 2008 the University began piloting a math assessment (ALEKS) for all first-time students with the hope of acquiring potentially useful data for addressing students' readiness for selected entry level mathematics and science courses.

Greater funding would allow some programs to be more fully implemented. SU has recently applied for and received a TRIO grant that will support student success.

TOWSON UNIVERSITY

Objective 3.4 – Maintain the retention rate of African-American students at or above 90% through FY 2009.

Commission Assessment: As part of its efforts to increase access for economically disadvantaged and minority students, the University set a goal of maintaining the retention rate of African American students at 90% through fiscal year 2009. However, in FY 2009 the actual retention rate for African Americans was 85.4%, down from 87.2% the previous year, and tied with the FY 2007 rate for the lowest second-year retention rate in at least the last four years. Explain the reason for the decline in the retention rate for African American students, and describe any new initiatives that have been developed and/or implemented to address this issue.

Campus Response: Towson University has consistently met its diversity goals, including those for enrollment of African-American students, but the university desired to enroll more students whose family incomes were at the lowest levels. This segment, in which African American and other minority students are overrepresented, traditionally faces barriers to higher education. Since 2003, when President Caret returned to Towson, the University has worked to provide access and support to students from very low income families. With innovative programs such as the Top Ten % Scholars, which offers admission and a scholarship to students in Baltimore City and Baltimore County public high schools, with increased recruitment in high schools serving low income families, and with increased need-based financial aid, Towson enrolled more low-income students. In fall 2003, 85 new first-time students (4.8% of all new first-time students) had family income at or below 150% of the federal poverty level. The retention rate for that cohort was 92%. By fall 2005, new first-time students from low-income families numbered 221 (9.5% of entering class). The retention rate for African Americans entering in fall 2005 (reported in FY 2007) dropped to 85.4%. The percent low income and African American retention rate for the class entering in fall 2007 (reported in FY 2009) were identical to those entering in fall 2005 and reported in FY 2007, further reflecting the inverse relationship between low-income status and retention. Low-income students are more likely to be at risk and we expected impact on retention rates as we provided opportunity to more of them. We also expect that our continuing efforts to improve services and support will reverse the downward trend.

Among the services and supports that the university is making available to at-risk low income students are the Support for Student Success (S-3) orientation and success skills course, block scheduling, tutoring, peer mentoring, and institutional need-based financial aid.

Objective 3.7 – Increase and maintain the percent of economically disadvantaged students above 47% in FY 2009.

Commission Assessment: In 2009, economically disadvantaged students comprised 41.4% of the undergraduate student population. Although the current figures marks a small increase from the 2008 rate of 40%, it is still below the share of economically disadvantaged students who enrolled in 2006 (42%), and also fell considerably below the University's 2009 benchmark of

having 47% of its undergraduates comprised of students from economically disadvantaged backgrounds.

Campus Response: Over a decade ago, Towson elected to include access to economically disadvantaged students among its MFR objectives. At first the University began using the operational definition suggested by a University System of Maryland committee to identify the population. Essentially that definition includes any student who is determined to have financial need according to federal guidelines. We discovered later that to make a greater impact on access we needed to concentrate our efforts on recruiting and enrolling students with family incomes much lower than our MFR goal specified. Of course, the University continued to assist students with higher Expected Family Contribution (EFC) amounts but who still had need as calculated using Department of Education (DOE) guidelines but we developed initiatives and strategies to enroll and support more of the neediest students. We identified Pell eligible students as our target population for access and support, using institutional need-based aid to help reduce or avoid their student loan debt. Annual Pell recipients (students attending in the spring, fall or both semesters) increased by 608 (27%) since FY 2006 while annual undergraduate enrollment increased by 2,895 (23%) in that time period.

The university began using the DOE definition for low-income families, which defines low-income as 150% of the federal poverty level for each number of family members living at the home. Using FASFA data, the university identified low income students enrolled each year since 1996, then tracked growth and performance. The University will use the DOE guidelines as our operational definition of low-income families for our 2014 goal and objective for increasing access for economically disadvantaged students.

Objective 4.1 – Maintain the second-year retention rate of TU undergraduates at or above 87.0% through FY 2009.

Commission Assessment: The second year retention rate for TU undergraduates was 83.7% in 2009. In addition to being the lowest second-year retention rate in at least the last four years, this rate was well below the University's 2009 retention rate goal of 87%.

Campus Response: The University's commitment to at-risk, underserved populations has also affected the second year retention rate for TU undergraduates. The economic conditions of the last several years also may have played a part in causing some students to interrupt their studies. Even so, it is gratifying that Towson retention rates for African Americans, all minorities, and all races still remain very strong, ranking second among the University's peer institutions.

UNIVERSITY OF BALTIMORE

Objective 4.1 – Increase the level of sponsored-research dollars generated per faculty member by 5 percent per year through FY 2009 (from \$48,000 in 2004).

Commission Assessment: In 2009, the University's sponsored research dollars per faculty member plummeted to \$39,000, the lowest point in at least the last four years. The current rate is also considerably below the University's FY 2009 goal of increasing the level of sponsored research by 5% each year from the 2004 level of \$48,000 per faculty member. Provide a rationale for the dramatic decline in the amount of sponsored-research dollars per faculty member, and describe any initiatives that have been developed and/or implemented in an effort to reverse this downward trend.

Campus Response: In past years sponsored research at the University of Baltimore was heavy dependent on funding by departments and agencies of the State of Maryland. With the decline in the state's economy, these agencies and departments severely cut back on their funding of research. The University of Baltimore strategy is now to broaden the base of sponsored research by going after more federal dollars. The result of this new strategy is that the number of federally sponsored research projects increased by 25% from 2009 to 2010.

Objective 4.2 – Increase UB's entrepreneurial revenues by 5 percent per year through FY 2009 (from \$363,094 in 2004).

Commission Assessment: UB's entrepreneurial revenues fell dramatically from \$312,484 in 2008 to \$174,427 in 2009. The current rate also marks the University's lowest level of entrepreneurial revenues in at least the last four years. Briefly explain the reason(s) for the considerable decrease in this measure, and describe any initiatives that the University has in place to increase it.

Campus Response: The 2009 decline in entrepreneurial revenues was due to a decline in parking revenues and in conference and facility rentals. Continued enrollment growth meant that the University had to end the practice of renting parking spaces to people who were not students or employees at the university as there were no longer any spare parking places. Conference and facility rentals also declined as the national and state economy faltered. For FY 2010, the University concentrated on increasing revenues in these two areas (conferences and facility rentals). As a result, entrepreneurial revenues grew to \$269,099, an increase of 54.2%. Based on this level of success, the University is confident in its ability to meet its 2014 target for this measure.

UNIVERSITY OF MARYLAND, BALTIMORE

Objective 1.3 – By fiscal year 2010 increase scholarly productivity by increasing scholarly publications and activities per full-time faculty member by at least 25% compared to 2005.

Commission Assessment: In 2009, the number of scholarly publications and activities per full-time faculty member was 6.6, a decrease from 7.1 the previous year and from 6.7 in 2005. The current figure also falls well below the University's goal of 8.4 scholarly activities per faculty member by FY 2010. Please explain the reason for the decline in this measure, and describe any efforts that have been implemented to increase scholarly productivity at the institution.

Campus Response: As noted by the Maryland Higher Education Commission, in 2009 the number of scholarly publications and activities per full-time faculty member was 6.6, a decrease from 7.1 the previous year and from 6.7 in 2005. The current figure of 6.8 for 2010 also falls short of the goal of 8.4 scholarly activities per faculty member defined in the 2009 Performance Accountability Report. Although fostering scholarly productivity is critical to the success of a top ranked research university, such activities do not generate substantial revenues. Faculty members are under increased pressure to apply for and obtain research grants to fund an ever increasing share of university expenditures. Based on the fiscal 2011 appropriation, UMB is funded at approximately 56% of its funding guidelines. Addressing this shortfall diminishes the time faculty members have to pursue additional scholarly publications and activities.

Objective 3.1 – By fiscal year 2010 increase the number of master's and doctorate nursing graduates, PharmD graduates, and DDS graduates by 30% on average compared to 2005.

Commission Assessment: There were 121 pharmacy graduates in 2009, while this figure has increased in the last two years, it is still considerably lower than the number of graduates produced in 2006 (158) and 2005 (130). The University's objective to increase the 2005 figure by 30% by 2010 has not been met.

Campus Response: The Maryland Higher Education Commission noted that the figure of 121 PharmD graduates in 2009, while increasing in the last two years, was still considerably lower than the number of graduates produced in 2006 and 2005. This is because the UMB School of Pharmacy offered a non-traditional PharmD pathway as a means for practicing pharmacists, typically with a bachelor's degree, to complete the requirements for the PharmD degree while enrolled on a part-time basis. The last of these students were graduated in the spring of 2006. As of Fall 2006 all pharmacy students were enrolled in the four year entry-level PharmD program. As the diplomas are indistinguishable, PharmD degrees earned through both pathways were reported together to the Maryland Higher Education Commission and the National Center for Education Statistics. However, it is possible to manually identify those graduates who entered through the non-traditional pathway to provide a clearer picture of the output of the ongoing entry-level program.

PharmD Headcount Enrollment by Pathway

<u>Pathway</u>	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>	<u>Fall 2007</u>
Entry-Level	467	494	485	480	514
Non-Traditional	86	64	43	0	0
Total	553	558	528	480	514

PharmD Degrees Conferred by Pathway

<u>Pathway</u>	<u>FY 2004</u>	<u>FY 2005</u>	<u>FY 2006</u>	<u>FY 2007</u>	<u>FY 2008</u>
Entry-Level	99	119	122	115	114
Non-Traditional	23	11	36	0	0
Total	122	130	158	115	114

Objective 4.2 – By fiscal year 2010 increase university endowment (all sources) by at least 25% compared to 2005.

Commission Assessment: In 2009, the University’s endowment was \$190.1 million, down from \$272.1 million the previous year. The current figure also marks the lowest endowment amount in at least the last five years, and fell significantly below the 2010 benchmark of increasing the endowment by at least 25% compared to the 2005 level of \$198.7 million.

Campus Response: In 2009, the University’s endowment was \$190.1 million, down from \$272.1 million the previous year. The 2009 figure also marked the lowest endowment amount in at least the last five years, and fell significantly below the 2010 benchmark of increasing the endowment by at least 25% compared to the 2005 level of \$198.7 million.

At the time the benchmark for endowment amounts was established the financial and economic upheaval experienced at the end of this century’s first decade was unforeseen. Through these times, UMB’s endowments have actually fared better than those at many other higher education institutions. Future investment strategies will be carefully considered to limit the downside potential of subsequent economic aberrations.

Objective 5.1 – By fiscal year 2010 increase the number of days faculty spend in public service with Maryland’s governments, businesses, schools, and communities by 25% compared to 2005.

Commission Assessment: In 2009, faculty spent an average of 11.2 days involved in public service. While this is a slight increase from the 2008 rate of 10.8 days, it is lower than the 2007 and 2006 rates, and significantly below the 2005 rate of 15 days of service per faculty member.

The current rate also falls far short of the FY 2010 goal of increasing the number of days faculty spend in public service by 25% compared to 2005.

Campus Response: As noted by the Commission the 2009 rate falls short of the fiscal year 2010 goal of increasing the number of days faculty spend in public service by 25% compared to 2005. The continued decline in the average number of days faculty spend in public service is likely yet another manifestation of the increased expectation that faculty prioritize their activities to obtain research grant funding. Although a core cadre of UMB faculty has, and will continue to pursue public service as its primary mission, the current environment of State support that has stagnated at levels far below those proscribed by funding guidelines requires recalibrating the benchmark for the appropriate average number of days all faculty members can devote to public service.

Objective 6.1 – From fiscal year 2005 through fiscal year 2010 attain annual cost savings of at least 4% of the total budget based on enhanced efficiency and effectiveness.

Commission Assessment: Although the annual cost savings as a percent of the University's actual budget increased from 2.2% in 2006 to 2.6% in 2008, the most recent cost savings figure still falls well below the University 2010 goal of 4%.

Campus Response: None.

UNIVERSITY OF MARYLAND, BALTIMORE COUNTY

Explanation Required

Objective 2.2 – Increase the estimated number of UMBC bachelor’s degree recipients in IT programs employed in Maryland from 351 in Survey Year 2002 to 375 in Survey Year 2008.

Commission Assessment: The number of UMBC’s recent IT bachelor’s degree recipients employed in Maryland was 277 according to the 2008 alumni survey. Data from the 2005 alumni survey showed that 296 recent IT graduates were employed in Maryland. Explain the considerable decrease in the number of IT graduates employed in Maryland, and describe the institution’s plans for increasing this figure.

Campus Response: We have reported a declining number of IT graduates employed in Maryland per data gathered from the 2005 and 2008 Alumni Surveys (**Objective 2.2 in the 2009-10 MFR**). This change is consistent with state and national trends in IT enrollments, which have begun to show marginal increases in the past few years following a steady decline beginning in 2002. The downward trend in enrollments has impacted IT degrees awarded and, subsequently, the number of IT graduates employed in Maryland. As stated previously, we have started to see a reversal of this trend in the past three years, with IT enrollments constituting a higher percentage of total undergraduate enrollments (16.2% in fall 2009 vs. 15.1% in fall 2007). Undergraduate enrollments in Information Systems and Business Technology Administration increased 6.1% between fall 2009 and fall 2010 and enrollments in Computer Science increased 6.1% over the same period. Computer Engineering enrollments also recovered from a slight decline in Fall 2009, increasing 25% to 240 students. It will take time, however, for enrollment increases to translate into degrees awarded and participation in the Maryland workforce. Note that Objective 2.2 now focuses on increasing the estimated number of UMBC bachelor’s degree recipients in STEM fields (science, technology, engineering, and mathematics) as opposed to an information technology focus, as these areas have been identified as a key to success in the knowledge economy for the State of Maryland.

UNIVERSITY OF MARYLAND, COLLEGE PARK

Objective 1.1 – Increase the number of UM’s graduate colleges, programs, or specialty areas ranked in the top 15 nationally from 43 in 2004 to 55 in 2009.

Commission Assessment: In 2009, 48 colleges, programs, or specialty areas ranked among the nation’s top 15 at the graduate level. This was 4 fewer than in 2008, 5 fewer than in 2009, and 12 fewer than in 2006. Explain briefly why there has been a downward trend in this performance measure. What institutional plans are there to raise the number of UM’s graduate colleges, programs, or specialty areas to this level?

Campus Response: As noted earlier, the number of graduate programs rated by national organizations fluctuates from year to year. The reduction in the number of UM programs ranked in the top 15 reflects, in part, a reduction in the number of programs being rated. Not every set of rankings is renewed annually, and in fact most are on a multi-year cycle. A few specialty areas in which Maryland had been highly ranked have “aged out;” that is, the ranking was dropped from the counts because it was more than 10 years old and the area was not ranked again. Additionally, the state and USM have imposed hiring freezes and furloughs during the past three years, hampering the institution’s ability to recruit and retain talented faculty and to raise its rankings.

Improved graduate education contributes to enhanced rankings. To this end a comprehensive review of the quality and capacity of campus doctoral programs by the Graduate School was completed in FY10. The review established performance standards in all programs, set lower enrollment targets, and enhanced job placement efforts. Increased graduate assistant stipends and revised fellowship programs have also been implemented to improve offers made to outstanding student applicants.

Objective 2.4 – Reduce the difference in six-year graduation rates between all students and Hispanic students by 40% from 5 percentage points in 2004 to 3 percentage points in 2014.

Commission Assessment: The difference in six-year graduation rates between all students and Hispanic students in 2009 was 10 percentage points. This was the largest graduation rate gap within the last 5 years. Describe any new initiatives that are in place to meet the University’s goal of decreasing the graduation rate gap to 3 percentage points by 2014, and explain how UM gauging its progress toward meeting this goal?

Campus Response: The six-year Hispanic graduation rate has fluctuated considerably from year to year in the last five years, with the moving average of the rate trending upward, but with little progress toward reducing the achievement gap between Hispanics and all students. The number of Hispanic students on campus is relatively small in comparison to the other minority groups, making their retention and graduation rates more volatile from year to year. To address this MFR goal, the University is participating in the Chancellor’s “Closing the Achievement Gap” project, and will report on progress using its reporting guidelines. The Student Academic

Success-Degree Completion Policy, initiated in 2005, is being implemented rigorously. It is expected to raise retention and graduation rates by facilitating students' progress to degree through regular advising that includes: four-year graduation plans, reviews of students' success in achieving benchmarks for their majors, and special attention to students who do not achieve benchmarks/ expectations. Colleges and schools are also developing initiatives aimed at graduating Hispanic and other minority students. The University's Academic Achievement Programs, Achieving College Excellence, and the Maryland Incentive Awards programs are also working to improve Hispanic and minority undergraduates' retention and graduation rates. Despite the increase in the Hispanic graduation rate gap in FY09, we project that the gap will narrow with the 2005 and later incoming classes. See Retention, Graduation, and Closing the Achievement Gap in the full Performance Accountability Report.

Objectives 2.6, 2.8, 2.10, and 2.12 – Increase the second-year retention rates for all students, minority students, African-American students, and Hispanic students.

Commission Assessment: In 2009, the second-year retention rates for all students, minority students, African-American students, and Hispanic students failed to meet their 5-year objectives. The retention rates of African-American and Hispanic students were both at a 3-year low, barely above their base-level in 2004.

Campus Response: First-year retention rates increased significantly in the five years from FY04 through FY08, to 94.0%, but declined in 2009 for all students and students classified by race and ethnicity. The achievement gap in one year retention rates has trended down over the last five years, but increased in 2009. In accordance with the Chancellor's initiative, the University has set aggressive new goals for this new round of MFR reporting, supported by the activities described above (see Retention, Graduation, and Closing the Achievement Gap). New teaching, advising, and other initiatives in FY11 arising from the Retention Task Force study will also improve progress toward these benchmarks.

Objective 3.2 – The total number of annual alumni donors to the University will increase from 26,155 in 2004 to 42,000 by 2009.

Commission Assessment: In 2009, the annual number of alumni donors was 21,300, down from 22,385. The current figure also marks the lowest number of alumni donors in at least the last four years, and was significantly below the University's 2009 goal of having 42,000 alumni donors. Explain the rationale for the considerable decline in this measure, and plans for increasing the rate of alumni giving

Campus Response: The national economic downturn has reduced philanthropic giving nationwide, and uncertainty about economic growth in the future is likely to limit growth in philanthropy in the next two to three years. Notwithstanding the difficult environment, the success of the University remains a very strong foundation for achieving continued alumni support. The Division of University Relations, despite vacancies in a quarter of its 200 staff positions last year, continues to improve marketing and communications, which increase the

visibility of the University. University Relations made a record 4,800 visits to major prospects last year. The Great Expectations Campaign has now raised approximately \$750 million, and the number of distinct donors to the campaign surpassed 100,000 persons in FY10. Goals for alumni support reflect our assessment of the economic climate for giving. The University is confident that building further excellence will support generous giving. Please see Annual Giving and Alumni Donors in the full Performance Accountability Report.

UNIVERSITY OF MARYLAND EASTERN SHORE

Objective 2.2 – Increase the percent of non-African American undergraduate students from 22.5% in 2004 to 25% in 2009.

Commission Assessment: In 2009, 18% of the University’s undergraduate student population was comprised of non-African-American students, this was down from 23% in 2006, and marked the lowest proportion of non-African Americans enrolled in at least the last four years. Explain any new initiatives that UMES has developed and/or implemented to reverse the downward trend in this performance measure.

Campus Response: While UMES celebrates its legacy as a Historically Black Institution serving a majority of African American students, it is also committed to ensuring that its student population reflects the national and global diversity of students. Thus, the steady decline in the percentage of non-African American students from 22.5% in 2004 to 18% in 2010 continues to be a matter of great concern to UMES. This decline continues to be due to insufficient resources for the effective marketing of our high-demand, high knowledge/skills, and high-wage programs, including Physician Assistant, Engineering, Hotel and Restaurant Management, Golf Management and the recently-approved Doctor of Pharmacy program. Unfortunately, university-wide budget cuts mean that an aggressive marketing strategy cannot be fully implemented until funds become available for establishing a position for a non-African American (i.e., White) recruiter. In addition, the tightening of the process for obtaining student visas into the United States has reduced UMES’ ability to attract increasing numbers of foreign students. We shall continue to use strategies proposed in 2008 that included 1) increasing the number of recruitment visits by the admissions and recruitment team to traditionally White high schools in Maryland, 2) conducting cultural awareness and sensitivity sessions for African American recruitment staff to enhance their effectiveness in recruiting non-African American students, 3) introducing diversity initiatives as part of UMES’ institutional recruitment strategy, and 4) increasing the number of academic scholarships to enhance UMES’ efforts to recruit non-African American students that have been put in place with some success. For the new Pharmacy program starting in the fall 2010, 56% of the students are non-African Americans. Preliminary fall 2010 enrollment indicates that there will be 20% non-African American undergraduate students in the overall enrollment. In the future, UMES intends to increase the number of recruitment visits to predominately non-African-American high schools, including utilizing the services of non-African-American students to assist with contacting prospective non-African American students, to discuss and encourage their enrollment. UMES also plans to add a non-African American recruiter to its admissions staff so that prospective students can identify with UMES. This is a “Best Practices” strategy used by Traditionally White Institutions to successfully attract and recruit non-White students to their campuses.

Objective 2.4 – Increase the number of students enrolled in courses at off-campus sites from 172 in 2004 to 300 in 2009.

Commission Assessment: In 2009, 225 students enrolled in off-campus courses, a decrease from 269 enrollments in 2008. The current figure marks the lowest number of off-campus course enrollments in at least the last four years, and is also considerably below the University's benchmark of 300 such enrollments by 2009. Provide an explanation for the decrease in this measure, and describe any new initiatives that are designed to increase off-campus course enrollments.

Campus Response: The decrease from 269 students for off-campus course enrollment in 2008 to 225 students in 2009 is in large part due to the discontinuation of the 2+2 Child Development program at Chesapeake College. New initiatives that are designed to increase off-campus course enrollment at Shady Grove include the development of articulation agreements with Northern Virginia Community College (NOVA) and Frederick Community College. Students transferring from NOVA will be offered financial assistance. For off-campus course enrollment for the Baltimore Museum of Industry, enhanced strategies include: 1) producing new graduate program brochures describing the Career and Technology Education M.Ed. degree program; 2) distributing Graduate Program flyers to Career and Technology Education supervisors and teachers throughout Maryland during the upcoming school year and distributing course and schedule information to secondary Career and Technology (occupational) Teachers in the Baltimore region; and 3) employing on-line strategies utilizing the Department of Technology website to recruit additional students.

Objective 3.2b – Increase the total number of IT graduates from 20 in 2006 to 27 in 2011.

Commission Assessment: In 2006, UMES graduated 19 students from its IT programs, by 2008 that number had decreased to 14 IT graduates per year, and in 2009 the University also produced only 14 IT graduates. This figure is well below the University's goal of graduating 27 IT majors in 2011.

Campus Response: UMES remains committed to strengthening its computer science program and increasing the number of graduates from the program. In FY 2009, the program graduated 14 students with a bachelor's degree, far short of its target of 27. However, there are signs nationally that a strong demand for computer science is coming back as confirmed by a significant increase in undergraduate bachelor's degree enrollment of 6.2% reported in the New York Times (Markoff, J. March 17, 2009). UMES has yet to see the effects of this phenomenon relative to its computer science program. Undergraduate enrollment in the computer science program at UMES for FY 2009 was 128, reflecting a significant decline from 172 in FY 2000 when the dot.com bubble burst occurred. Steps taken to increase the number of completers in the computer science program in FY 2010 were not successful partly because the low enrollments in the past are having adverse impact on the number of completers in later years. Therefore, it will take more time and effort before the number of completers rebounds. Also, the turnover of faculty has been quite high. During the 2009-2010 academic year alone four computer science

faculty members resigned or retired, resulting in the realignment of course offerings to match the strengths of remaining faculty.

After careful review of the current enrollment trend data for computer science, the following actions/plans are being proposed to reverse the course of the downward trend for the 2010-2011 academic year: 1) increasing departmental recruitment efforts by visiting at least two high schools each semester; 2) partnering with the Office of Student Life and Enrollment Management, and counselors at feeder schools to identify and enroll potential computer science students; 3) strengthening the undergraduate computer science program and curriculum to be more competitive with peer institutions in the state of Maryland and the Northeast region through the attainment of ABET accreditation that will help add value to the program. Obtaining ABET accreditation might also increase the viability of the program and should be an attractive tool to recruit and retain more students to program completion; 4) continuing the partnership with IBM consultant to provide employment opportunities for students. Two students have already received job offers of \$72,000 with the Wall Street company, Depository Trust Clearing Corporation (DTCC); 5) establishing partnerships with other agencies like DTCC to provide more summer internships. This assists student recruitment and retention; 6) enhancing the curriculum by offering 10 IBM infused courses during fall 2010; 7) enhancing recruitment and retention by providing a state-of-the-art undergraduate BS degree program in Information Systems, and 8) hiring a new faculty member in the area of Information System in fall 2010. It is hoped that these measures when implemented will not only increase enrollment but subsequently also increase the number of completers in the computer science and computer information system programs at UMES.

Objective 4.2 – Increase the six-year graduation rate for all UMES students from 52.4% in 2004 to 55% in 2009.

Commission Assessment: In 2006, the University's six-year graduation rate was 50%, but since that time it has decreased considerably and currently stands at 42%. Please explain the reason for the significant decrease, over time, in the six-year graduation rate, and describe strategies that the campus has designed to ensure that more students complete their studies in a timely manner.

Campus Response: UMES' six-year graduation rate remained significantly below the target set in the MFR of increasing this rate to 55% in 2009 from 52.4% in 2004. Many factors have affected the six-year graduation rate at UMES. Specific factors contributing to the downward trend in graduation rates include but not limited to 1) a decline in second-year retention rates; 2) lack of adequate financial aid; 3) an increase in college costs including tuition, and 4) under-preparedness of admitted students. The increase in tuition in FY 2011, combined with the current gloomy state of the economy, has created an untenable situation for students from low-income families, who constitute the majority (over 90%) of UMES' student population. Therefore, there will continue to be a great need for increased need-based financial assistance in order to help students offset the burden of increased college costs.

A comprehensive Access and Success Plan has been developed and implemented. Specific components of this plan focus on strategies employed to increase the six-year graduation rate.

These strategies include: 1) enhancing the quality of advisement, 2) implementing an online degree audit system for faculty and students to increase degree completion, 3) reviewing and changing policies and practices that have a negative impact on student degree completion, 4) establishing departmental retention plans to track retention efforts, 5) reviewing and developing course offering schedules to foster course availability, 6) recruiting-back students who are “stop-outs”, and 7) establishing financial literacy initiative to assist students with financial planning for their academic careers. It is hoped that all these strategies by UMES will have a positive impact on its six-year graduation rate, beginning with the fall 2008 cohort.

Objective 5.2 – Increase endowment from \$11 million in 2004 to \$20 million in 2009.

Commission Assessment: In 2008, the fundraising campaign raised \$18.7 million. This figure decreased to \$14.9 million in 2009, the lowest amount to result from the fundraising campaign since 2004. The current figure is also well below the University’s goal of raising \$20 million in 2009. Please explain the recent decline in the University’s fundraising efforts, and describe its plans to increase the annual amount of campaign funds raised.

Campus Response: None.

UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE

Objective 1.3 – Increase the number of enrollments/registrations in courses delivered off campus or through distance education worldwide from 225,003 in FY 05 to 280,000 in FY 10.

Commission Assessment: The number of worldwide off-campus and distance education enrollments/registrations reached 253,271 in 2009. While this is the highest number of worldwide enrollments/registrations in recent years, the current figure is still considerably lower than the FY 2010 goal of 280,000 off-campus and distance education registrations. Describe efforts that the campus has developed and/or implemented to increase enrollments in these courses, and to move closer toward achieving the FY 2010 goal.

Campus Response: In FY 2010, UMUC achieved 282,627 enrollments/registrations in courses delivered through off campus or distance education (See *MFR Objective 1.3*).

Objective 3.1 – Maintain or increase the current percentage of minority undergraduate students.

Commission Assessment: In 2009, 40% of UMUC's undergraduate student population was comprised of minority students. While this figure remained flat since 2008, it decreased from 42% in 2007 and from 43% in 2006. Provide a rationale for the gradual decrease in the percentage of minority undergraduates enrolled, and explain plans that the University has enacted to reverse this downward trend.

Campus Response: The diversity of UMUC students is unparalleled: UMUC enrolls more African-American students than any Maryland HBCU. In FY 2010, 42% of its students are minority and 31% African-American (see *MFR Objectives 3.1 and 3.2*). These percentages fluctuate because many students (17%) decline to provide their racial/ethnic background.

Objective 5.1 – Increase the number of worldwide online enrollments from 153,626 in fiscal year 2005 to 220,000 in fiscal year 2010.

Commission Assessment: In 2009, UMUC's worldwide online enrollments reached 196,331. While the current figure marks an increase of 42,705 enrollments over the last four years, nearly 24,000 additional on-line enrollments are necessary to achieve the FY 2010 goal.

Campus Response: As of FY 2010, UMUC has reached 222,268 worldwide online enrollments (see *MFR Objectives 5.1*). With the increase in fully online academic programs, UMUC provides more opportunities for students to find and meet their academic needs.

MORGAN STATE UNIVERSITY

Objective 1.1 – Increase the percent of high ability undergraduate students to 17% by 2011.

Commission Assessment: In 2009, 15.6 percent of undergraduates at Morgan were considered “high-ability students”. This percentage remained stable from the previous year, but decreased substantially from 2006 and 2007 when 17.1% and 18.2%, respectively, of Morgan’s undergraduate population was comprised of “high-ability students.” Explain the rationale for the recent decrease in the percentage of high-ability students enrolled, and provide information on steps that have been taken to move the University toward meeting its 2011 goal for this performance measure.

Campus Response: The University is facing increasing competition nationally for high ability students. A number of private institutions, such as Harvard University, and public flagship universities, such as the University of North Carolina Chapel Hill, have extensive programs to recruit minority or low income high ability students. Additionally, the offering of competitive high ability financial aid awards results in our being able to fund fewer students. Also the number of new freshmen has declined resulting in a decrease of new high ability students. A number of new initiatives are planned to enhance the curricular and co-curricular activities for honors students. It is expected that these new initiatives will have a positive impact on honor student engagement, retention and graduation. New initiatives planned for Academic Year 2010-2011 include establishing an Honors Faculty Committee within each school or college which will address concerns relating to the Honors program for that particular school or college, and establishing an Honors Orientation class in each school or college for new freshmen and new transfer students. Additional initiatives include special interdisciplinary and/or interactive classes in each school or college for honors students, seminars which will allow honors faculty and students to present their research, establishment of a data base of funding sources for honors students, and creation of a fund within each school or college to allow honors students to travel to and present at professional conferences.

Objective 1.2 – Increase the percent of non-African American students to 12% by 2011.

Commission Assessment: In 2009, non-African Americans comprised 10.2% of the student body. Although this figure represents a four-year high, it reflects a much slower growth rate than is needed to reach the University’s target of increasing the percent of non-African Americans enrolled to 12% by 2011. Please explain why the percent of non-African American students enrolled continues to fall short of the 2011 goal, and describe any new initiatives that the university has developed and implemented in an effort to enroll more students from diverse backgrounds.

Campus Response: Our most diverse undergraduate program, Architecture, has an enrollment that is 16% White, Native American, Asian and Hispanic. The undergraduate Architecture program is one of only two in the state, and suggests the importance of placing unduplicated programs at Historically Black Institutions so that HBIs have programs which are attractive to an

array of students. Additionally, it is important that the University, as an HBI, is funded at a level which allows it to be comparable and competitive with other state institutions so that it can compete effectively for students of diverse backgrounds. As many non-African American students of color are also economically challenged, additional need based non loan financial aid would assist in the recruitment and retention of these students. New initiatives designed to increase the enrollment of more students from diverse backgrounds include current revision of marketing materials which will include bi-lingual material, and developing a partnership with the Baltimore City Hispanic Coalition to promote Morgan State University as an opportunity for its members.

Objective 4.3 – Increase the number of doctoral degrees awarded to 50 by 2011.

Commission Assessment: In 2009, Morgan awarded 36 doctoral degrees, down from 42 the previous year and well below the goal of awarding 50 doctoral degrees by 2011. What is the reason for this decrease, and what steps have been taken to increase doctoral degree production?

Campus Response: A number of our doctoral programs are new and we expect to award degrees in these programs in the near future. Our graduate student population is becoming more part-time which impacts the time to degree for students. Additional assistantships would allow more students to attend full-time. Additionally, the number of state-funded graduate faculty positions has remained stable for a number of years. As the University relies upon more adjunct faculty at the graduate level, the advising load of the full-time regular faculty increases to an extent which also impacts students time to degree. Also, the campus is transitioning to a Doctoral/Research Intensive institution. Faculty salaries at these campuses on the average are higher than are those in Morgan's current category. The School of Graduate Studies continues to strengthen recruitment and admissions, and this effort will impact the number of doctoral degrees awarded several years in the future.

Objective 6.2 – Maintain the graduation rates of Morgan undergraduates at 40% through 2011.

Commission Assessment: In 2009, the University's six-year graduation rate was 34%, down from 39% the previous year. The current figure also represents the lowest graduation rate in at least the last four years and is well below the University's graduation rate goal of 40%. Provide an explanation for the downward trend in the six-year graduation rate, and briefly describe any new efforts that have been implemented to increase the percentage of students who graduate from the University within this time frame.

Campus Response: A number of factors have contributed to the decline in graduation rates at the University. Insufficient financial aid is a factor in our students not returning. Institutional and national surveys have shown that about 40% of our students work more than 20 hours per week while attending school full-time. This type of schedule impacts student academic success resulting in a longer time to graduation. Additionally the reliance on adjunct faculty also impacts student success. Currently, 39% of the faculty at Morgan is comprised of adjuncts; and 50% of the adjuncts carry a full-time work load. Recent research by a University faculty member

indicates that students are more likely to be successful in beginning English and mathematics classes if the classes are taught by full-time regular faculty. Additional research by University faculty and staff indicate that socio-economic status as measured by the percentage of Pell recipients on a campus is highly correlated with the campus graduation rate. Pell grants cover about a third of the cost of attendance for an in-state student. Currently, 48% of our undergraduates are Pell recipients. Additional non-loan need based financial aid would assist in the retention and graduation of these students. New initiatives implemented this year to increase student academic success and engagement included the launching of two computer based academic support programs Smart Thinking and PLATO which allow students to receive self paced tutoring at their convenience. Also, this year a series of academic enrichment programs were established in the residence halls. Plans are underway to implement several living and learning communities in the residence halls in the fall, including a community for the Freshmen Studies students who take developmental classes. The Office of Student Retention administers a number of initiatives in order to improve student retention and graduation. Academic advisement for first-time freshmen was reorganized by providing professional advisement from the Student Retention Staff during the summer and first-year of matriculation to include curriculum counseling, schedule making, and WEBSIS training. Freshman orientation for new students was completely revamped from an optional, more social transitional program for freshmen to a mandatory academic, social, and cultural transitional program for all freshmen. The University participated in the Student Voice Student Orientation Outcomes Benchmark Study to evaluate the effectiveness of the new summer freshman orientation model; Morgan scored significantly higher than our peer institutions in 23 of the 30 outcomes. The Parents' 411 program for parents and families of Morgan undergraduate students was initiated including the Parents' 411 newsletter published at least once per academic year and the Parents' 411 orientation program convened during the summer orientation (ACCESS Orientation Program) for first-time freshmen. Morgan's first University Guide for new and prospective students, parents, and families was published; the comprehensive guide is 48 pages and includes information, tips, and strategies for college success at Morgan State University. A comprehensive student retention website was launched; the website includes links to retention and graduation data, placement testing practice and strategies, disability support services, Parents' 411 program, and retention coordinators. The Office of Retention assumed responsibility for providing reasonable accommodations for students with disabilities and created the Student Accessibility Support Services Program (SASS); the self-identified disability population at Morgan receiving services from SASS has grown from 25 students to more than 80 students in less than two years. An Early Alert & Response System (EARS) for every school at Morgan was activated allowing faculty to indicate the need for a student intervention at any time during a semester; Student Retention Staff follow-up with every EARS form that is sent from faculty to a dean or chair.

ST. MARY'S COLLEGE OF MARYLAND

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

Commission Assessment: In 2009, the student-faculty ratio was 13.1/1. This ratio marked an increase from 12.5/1 the previous year and was above the College's 2009 student-faculty ratio goal of 12.6/1. Explain the recent increase in this performance measure, and describe any new initiatives that SMCM has developed to lower its student-faculty ratio.

Campus Response: St. Mary's College continues to affirm its commitment to teaching. The College introduced a M.A.T. program in 2006 and the enrollment and FTE counts for this program have steadily increased through its development. The College has also been enhancing study abroad programs over the past few years. As a result, the College has developed a new calculation excluding the M.A.T. program and study abroad figures. This is a more comprehensive assessment of the undergraduate student-faculty ratio on-campus. In addition, St. Mary's College students participate in a four credit system as opposed to a three credit system. The average SMCM undergraduate student in Fall 2009 enrolled in 16.81 credits as opposed to 15 credits. If the student-faculty ratio is adjusted by the average credits taken by undergraduates the ratio would be 11.8 compared to the unadjusted ratio of 13.2 when dividing by 15 (the typical course load taken by undergraduates). This would be below the 12.6 student-faculty ratio goal contained within this metric.

Objective 1.3 – By 2009, increase faculty salaries at each rank to 95% of the median salary for the top 100 liberal arts colleges.

Commission Assessment: In 2009, SMCS's average salary for assistant professors was 85% of the median salary for this academic rank at the top 100 baccalaureate colleges. The current percentage declined from 87% in 2008, 93% in 2007 and 92% in 2006. It was also well below the College's 2009 goal of increasing faculty salaries at each rank to 95% of the median salary for top liberal arts colleges.

Campus Response: St. Mary's College of Maryland continues to affirm importance on hiring and retaining a diverse staff. Due to economic conditions, the College has frozen faculty salaries which has had a negative impact on the relative position of St. Mary's compared to its peer institutions. Despite these recent challenges, the College was able to maintain and surpass the two previous years' proportions. The College continues to monitor salary distributions of the faculty to recruit and retain a strong faculty to support the academic mission of the College.

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

Commission Assessment: In 2009, African American students comprised 8% of the entering first-year class, down from 11% the previous year. The current figure also marks the lowest percentage of African American entering students in at least the last four years.

Campus Response: Ethnic and racial diversity of the first-year class remains strong despite economic challenges facing many students. The percentage of minority students has remained at 19% of the entering class. The qualifications of the entering class of 2009 have continued to demonstrate the academic talent of the cohort. The SAT scores (Critical Reading and Math) have remained approximately constant. The GPA of the 2009 first-year cohort, 3.78, has risen 0.26 from the prior year and 0.31 from two years ago, providing a three-year high point for GPA.

Objective 2.3 – Between 2005 and 2009, increase by 10% the percentage of racial/ethnic minority faculty and administrative staff, and increase by 10% the percentage of female administrative staff.

Commission Assessment: Between 2006 and 2009, the percent of minority full-time, tenured or tenure-track faculty decreased from 17% to 13%, the percent of minority full-time executive/managerial staff decreased from 11% to 8%, and the percent of African American full-time tenured or tenure-track faculty decreased from 6% to 4%. Explain the reason for the decline in these performance measures, and describe any campus initiatives that have been developed to reverse these downward trends.

Campus Response: St. Mary's College is aware of the importance of recruiting and retaining a diverse campus community reflected within the faculty and staff. As a result of the current economic conditions, faculty and staff salaries have been frozen. Although the rural community is an integral aspect of the College, the location combined with the salary freezes has made attracting any faculty and staff more difficult. St. Mary's is aware of the challenges of attracting colleagues to the rural location and of reluctance of dual career families to move to a rural geographic location due to limited career options for spouses and partners. St. Mary's has developed both internal and external methods to assist with the recruitment of strong faculty. Internally, St. Mary's is developing on-campus focus groups and meeting with search committees to discuss avenues for casting wider recruitment, and EEO rules and regulations. Externally, the College has joined the Mid-Atlantic Higher Education Recruitment Consortium and is pursuing advertising in a broader spectrum of media outlets. The College will further monitor additional ways to expand recruitment in an effort to continue to maintain a diverse community.

Objective 3.2 – Increase the percent of international students within the entering first-year student class to 4% by 2009.

Commission Assessment: In 2009, 2% of the first-year class was comprised of international students. The current figure was down from 4% in 2008, and marked at least a four-year low for this performance measure.

Campus Response: In Fall 2009, St. Mary's College has met its goal of enrolling international students as 4 % of the entering class. This overcomes the prior year's deficit and matches the percentage enrolled two years ago.

Objective 9.3 – At least 55% of the five-year-out graduates of St. Mary's College of Maryland will earn an advanced degree, either professional or academic.

Commission Assessment: According to 2009 survey data, 41% of five-year out SMCM alumni had earned advanced degrees. This figure was down from 49% in 2008, 65% in 2007 and 63% in 2006, and was well below the College's goal of at least 55% of alumni having earned advanced degrees.

Campus Response: Although the 2008 and 2009 five-year-out surveys of SMCM alumni both reported lower than the College's target rate of 55 percent of the cohort to earn an advanced degree (either professional or academic), the 2010 survey data results report that 57 percent have earned an advanced degree. This is an increase of 16 percentage points from the prior year and the College has now met the proposed target. In addition, the satisfaction with graduate / professional school preparation for that cohort was at a three-year maximum of 100 percent. The College continues to monitor these trends and the continued success of its alumni.



ONE-PAGE PROFILES

This section contains one-page profiles for each community college and public four-year institution. They present four years of trend data and benchmarks for key indicators, as well as a brief description of the mission and major characteristics of each campus. These profiles have been added to provide legislators and their staff with a means of grasping quickly the essence of each campus' progress on the most policy significant indicators.

Each community college profile contains a set of 10 common indicators. Those from the public four-year institutions have up to seven standard measures. For some of the public four-year institutions, one or more of the common indicators were not relevant to the campus or did not have an accompanying accountability objective; in these cases, the indicators were not included. Emphasis was given to outcomes and outputs measures. Each community college had the opportunity to add up to three institution-specific indicators, and each public four-year campus up to five. University of Maryland Baltimore and University of Maryland University College used an individualized set of indicators, reflecting their special missions.

These are the common indicators appearing in the profiles. Readers are encouraged to review the operational definition of these indicators in interpreting their meaning. These can be found in Volume 2 of the accountability report.

Community Colleges

1. Enrollment (credit and noncredit students)
2. Market share of first-time, full-time freshmen
3. Graduation/transfer rate after four years
4. Graduation/transfer rate after four years of racial/ethnic minorities
5. Student satisfaction with goal achievement
6. Student satisfaction with transfer preparation
7. Student satisfaction with job preparation
8. Employer satisfaction with community college graduates
9. Minority student enrollment in comparison to service area population
10. Tuition and fees as a percent of tuition and fees at Maryland four-year institutions

Public Four-Year Institutions

1. Student satisfaction with job preparation
2. Student satisfaction with preparation for graduate/professional school
3. Six-year graduation rate of all students
4. Six-year graduation rate of African Americans
5. Second year retention rate of all students
6. Percent African American of all undergraduates
7. Employment rate of graduates

ALLEGANY COLLEGE OF MARYLAND

Allegheny College of Maryland is a public two-year college that provides quality comprehensive educational programs, training, and services at reasonable cost. The convenient campus locations offer a comfortable environment that makes considerable use of high-tech equipment and state-of-the-art learning technologies, including distance learning.

Performance Indicator	FY2006	FY2007	FY 2008	FY2009	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	4,596	4,710	4,713	5,082	4,412
Noncredit students	8,611	8,395	8,716	9,137	7,619

Performance Indicator	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Benchmark Fall 2010
Market share of first-time, full-time freshmen	61.6%	66.4%	61.6%	67.6%	63.6%

Performance Indicator	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years					
a. College-ready students	46.4%	47.8%	60.2%	59.0%	48.6%
b. Developmental completers	47.1%	36.2%	50.8%	45.6%	49.4%
c. Developmental non-completers	37.0%	27.3%	26.2%	25.2%	47.1%
d. All students in cohort	42.3%	36.0%	42.5%	43.6%	48.0%

Performance Indicator	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years					
a. African American	<50 cohort	12.9%	17.8%	44.1%	NA
b. Asian, Pacific Islander	<50 cohort	<50 cohort	<50 cohort	<50 cohort	NA
c. Hispanic	<50 cohort	<50 cohort	<50 cohort	<50 cohort	NA

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

Performance Indicator	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Benchmark Fall 2010
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	9.2%	9.7%	10.2%	10.1%	8.2%
b. Percent non-white service area population, 18 or older	8.6%	8.8%	9.1%	8.5%	n/a

Campus-Specific Performance Indicator	FY 2007	FY 2008	FY 2009	FY 2010	Benchmark FY 2011
Tuition and fees as a % of tuition and fees at MD public four-year institutions	44.3%	43.8%	44.4%	43.4%	45.5%

	AY 2006	2005-AY 2007	2006-AY 2008	2007-AY 2008-2009	Benchmark AY 09-10
Academic performance at institutions of transfer: GPA after 1st year	2.48	2.65	2.74	2.90	2.79

ANNE ARUNDEL COMMUNITY COLLEGE

Committed to a 'Students First' philosophy, Anne Arundel Community College offers high quality, comprehensive learning opportunities and a wide array of student and community services responsive to the diverse needs of Anne Arundel County residents. Established in 1961, the college is a fully accredited, public two-year college with a rich tradition of community outreach and service. The college has the largest single campus enrollment among Maryland community colleges, is the second largest community college in the state and enrolls the largest percentage of Anne Arundel county undergraduates.

Performance Indicator	FY2006	FY2007	FY2008	FY2009	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	21,293	21,373	21,752	22,927	22,723
Noncredit students	35,971	34,920	37,634	34,707	37,432

Performance Indicator	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Benchmark Fall 2010
Market share of first-time, full-time freshmen	61.4%	60.7%	60.3%	58.8%	63.0%

Performance Indicator	Fall 2002 Cohort	Fall 2003* Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years					
a. College-ready students	66.4%	67.4%	66.3%	77.2%	66.0%
b. Developmental completers	58.3%	58.8%	62.0%	76.3%	57.0%
c. Developmental non-completers	25.5%	27.6%	21.9%	44.6%	23.0%
d. All students in cohort	49.9%	50.9%	49.8%	66.0%	51.0%

**Revised data*

Performance Indicator	Fall 2002 Cohort	Fall 2003* Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years					
a. African American	39.0%	49.2%	35.2%	42.2%	41.0%
b. Asian, Pacific Islander	44.6%	56.9%	53.7%	63.6%	51.0%
c. Hispanic	54.2%*	65.9%	42.9%	57.1%	51.0%

**Revised data*

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

Performance Indicator	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Benchmark Fall 2010
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	24.1%	24.8%	25.6%	26.4%	27.0%
b. Percent non-white service area population, 18 or older	21.9%	22.6%	23.0%	23.4%	n/a

Campus-Specific Performance Indicator	AY 2006	2005- AY 2007	2006- AY 2008	2007- AY 2008-2009	Benchmark AY 2009-2010
Market share of recent, college-bound high school graduates	70.0%	70.4%	73.6%	70.2%	69.0%
Academic performance at institutions of transfer: GPA after 1st year	2.73	2.68	2.74	2.82	2.79

Performance Indicator	FY 2006	FY 2007	FY 2008	FY 2009	Benchmark FY 2010
Annual course enrollments in contract training courses	38,982	39,747	47,043	44,917	40,644

BALTIMORE CITY COMMUNITY COLLEGE

Baltimore City Community College (BCCC), through its statewide tuition, is an open admissions, two-year public institution serving Baltimore City and all Maryland regions. BCCC enrolls more Baltimore City residents as undergraduates than any college or university. The College offers Associate's degrees, certificates and options for transfer to four-year institutions. Its academic program areas include allied health, nursing, human services, business, and information technology, to name a few. Developmental courses are required by most entrants tested. BCCC's Business and Continuing Education Center offers courses in Adult Basic Education, GED preparation, English as a Second Language, and workforce development.

Performance Indicator	FY2006	FY2007	FY2008	FY 2009	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	10,701	10,490	10,312	10,546	12,100
Noncredit students	9,763	11,981	12,171	10,493	11,200

Performance Indicator	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Benchmark Fall 2010
Market share of first-time, full-time freshmen	22.4%	19.2%	24.0%	18.9%	27.0%

Performance Indicator	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years					
a. College-ready students	38%	51%	53%	57%	50%
b. Developmental completers	29%	33%	43%	32%	44%
c. Developmental non-completers	20%	22%	17%	21%	20%
d. All students in cohort	25%	28%	27%	27%	30%

Performance Indicator	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years					
a. African American	22%	25%	23%	23%	30%
b. Asian, Pacific Islander	na (n=5)	na (n=4)	na (n=3)	na (n=10)	30%
c. Hispanic	na (n=5)	na (n=1)	na (n=7)	na (n=9)	30%

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

Performance Indicator	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Benchmark Fall 2010
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	90%	93%	91%	91%	BCCC does not submit
b. Percent non-white service area population, 18 or older	68%	66%	68%	67%	n/a

CARROLL COMMUNITY COLLEGE

Chiseled above the college's main entrance are the words "Enter to Learn." This invitation captures the spirit and purpose of Carroll Community College. An open-admissions, learner-centered community college, Carroll provides the first two years of the baccalaureate degree; Associate degree and certificate programs in technical fields, specializing in computer/information technologies; and noncredit programs and courses for workforce development, continuing education, and personal and community enrichment.

Performance Indicator	FY2006	FY2007	FY2008	FY2009	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	4,478	4,662	4,825	4,908	4,600
Noncredit students	9,271	8,273	9,221	9,266	9,000

Performance Indicator	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Benchmark Fall 2010
Market share of first-time, full-time freshmen	47.4%	50.0%	50.8%	54.6%	50.0%

Performance Indicator	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years					
a. College-ready students	69.1%	67.7%	81.7%	82.1%	70.0%
b. Developmental completers	69.2%	68.1%	64.3%	66.4%	70.0%
c. Developmental non-completers	21.4%	28.7%	18.8%	25.0%	20.0%
d. All students in cohort	58.1%	59.9%	55.9%	58.6%	60.0%

Performance Indicator	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years					
a. African American	N<50	N<50	N<50	N<50	60.0%
b. Asian, Pacific Islander	N<50	N<50	N<50	N<50	60.0%
c. Hispanic	N<50	N<50	N<50	N<50	60.0%

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

Performance Indicator	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Benchmark Fall 2010
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	6.7%	6.0%	5.9%	6.6%	10.0%
b. Percent non-white service area population, 18 or older	6.9%	8.0%	7.9%	7.9%	n/a

Campus-Specific Performance Indicator	FY 2006	FY 2007	FY 2008	FY 2009	Benchmark FY2010
Annual course enrollments in contract training courses	6,326	4,333	5,085	5,227	6,400
Annual course enrollments in workforce development courses	9,410	7,464	8,606	8,908	8,800

Performance Indicator	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Benchmark 2006 Cohort
Successful-persistor rate after four years					
a. College-ready students	85.3%	85.4%	84.1%	93.6%	85.0%
b. Developmental completers	89.5%	89.9%	87.7%	86.4%	85.0%
c. Developmental non-completers	28.6%	46.3%	35.9%	37.5%	30.0%
d. All students in cohort	74.8%	80.0%	74.5%	75.3%	75.0%

CECIL COLLEGE

Cecil Community College is a small, publicly funded, open-access institution which promotes educational, cultural and economic development in rural northeastern Maryland. The College offers high-quality transfer, career credit, and continuing education courses and programs which are designed for college preparation, acquisition and upgrading of employment skills, and personal enrichment.

Performance Indicator	FY2006	FY2007	FY2008	FY 2009	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	2,669	2,727	2,968	3,110	3,000
Noncredit students	5,371	5,265	4,661	4,687	7,500

Performance Indicator	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Benchmark Fall 2010
Market share of first-time, full-time freshmen	58.0%	59.6%	67.7%	53.5%	64.0%

Performance Indicator	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years					
a. College-ready students	61%	63%	63%	53%	80%
b. Developmental completers	52%	55%	54%	53%	70%
c. Developmental non-completers	17%	31%	26%	28%	20%
d. All students in cohort	39%	47%	45%	41%	60%

Performance Indicator	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years					
a. African American	n<50	n<50	n<50	n<50	n/a
b. Asian, Pacific Islander	n<50	n<50	n<50	n<50	n/a
c. Hispanic	n<50	n<50	n<50	n<50	n/a

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

Performance Indicator	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Benchmark Fall 2010
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	11.2%	10.8%	10.9%	10.8%	15.0%
b. Percent non-white service area population, 18 or older	8.9%	9.2%	8.6%	9.9%	n/a

CHESAPEAKE COLLEGE

Chesapeake College, the first of three regional community colleges in the State, serves the learning needs of residents of five counties on the Upper Eastern Shore, an area comprising 20% of the State's land mass. Through its partnership with Caroline, Dorchester, Kent, Queen Anne's and Talbot counties, the College is uniquely situated to serve as a regional center for learning offering associate degree and certificate programs and collaborative initiatives with other educational institutions, health care providers, business and industry.

Performance Indicator	FY2006	FY2007	FY 2008	FY 2009	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	3,385	3,455	3,493	3,579	4,000
Noncredit students	8,491	8,052	8,484	10,357	8,800

Performance Indicator	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Benchmark Fall 2010
Market share of first-time, full-time freshmen	51%	52%	52%	52%	51%

Performance Indicator	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years					
a. College-ready students	57%	55%	71%	67%	65%
b. Developmental completers	46%	48%	52%	44%	56%
c. Developmental non-completers	24%	20%	21%	25%	30%
d. All students in cohort	40%	38%	44%	43%	50%

Performance Indicator	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years					
a. African American	26%	23%	57%	34%	40%
b. Asian, Pacific Islander	<50	<50	<50	<50	na
c. Hispanic	<50	<50	<50	<50	na

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

Performance Indicator	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Benchmark Fall 2010
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	20%	19%	18%	21%	21%
b. Percent non-white service area population, 18 or older	18%	19%	19%	19%	n/a

Campus-Specific Performance Indicator	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Benchmark Fall 2010
Market share of part-time undergraduates	75%	74%	73%	73%	78%

	FY 2006	FY 2007	FY 2008	FY 2009	Benchmark FY 2010
Enrollment in online courses					
a. Credit	1,690	1,895	2,054	2,391	2,000
b. Non-credit	369	212	261	338	500

	FY 2007	FY 2008	FY 2009	FY 2006	Benchmark FY 2011
Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	45%	44%	46%	46%	45%

COLLEGE OF SOUTHERN MARYLAND

The College of Southern Maryland serves students intending to transfer to four-year colleges and those seeking immediate career entry. Students also attend CSM to upgrade job skills or for personal enrichment. The college operates two campuses in Charles County (La Plata, and Waldorf), and branch campuses in St. Mary's and Calvert counties. Twenty associates degree programs and over 15 certificate programs are offered.

Performance Indicator	FY2006	FY2007	FY2008	FY 2009	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	10,035	9,979	10,309	11,036	10,507
Noncredit students	11,351	12,837	12,234	12,568	12,270

Performance Indicator	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Benchmark Fall 2010
Market share of first-time, full-time freshmen	60.0%	62.6%	62.9%	58.7%	60.0%

Performance Indicator	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years					
a. College-ready students	62.4%	71.6%	71.9%	61.4%	70.0%
b. Developmental completers	49.5%	55.0%	53.5%	46.2%	60.7%
c. Developmental non-completers	25.0%	37.5%	54.5%	42.9%	24.0%
d. All students in cohort	56.7%	65.1%	65.2%	54.3%	58.6%

Performance Indicator	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years					
a. African American	45.5%	51.1%	55.1%	48.4%	58.6%
b. Asian, Pacific Islander	N<50	N<50	N<50	N<50	
c. Hispanic	N<50	N<50	N<50	N<50	

Performance Indicator	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	1998 Follow-up Survey	2008 Benchmark
Graduate satisfaction with goal achievement	91%	92%	95%	96%	95%
Graduate satisfaction with transfer preparation	80%	85%	82%	75%	83%
Graduate satisfaction with job preparation	71%	81%	78%	77%	83%
Employer satisfaction with career program graduates	83%	95%	100%	n/a	95%

Performance Indicator	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Benchmark Fall 2010
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	28.6%	30.0%	31.7%	31.7%	26.4%
b. Percent non-white service area population, 18 or older	29.0%	30.0%	30.8%	31.2%	n/a

Campus-Specific Performance Indicator	FY 2007	FY 2008	FY 2009	FY 2006	Benchmark FY 2011
Tuition and fees as a % of tuition and fees at MD public four-year institutions	49.2%	48.0%	50.7%	50.7%	49.9%

	FY 2006	FY 2007	FY2008	FY 2009	Benchmark FY 2010
Nursing License Exam (NCLEX) - RN pass rates	86%	82%	89%	89%	91%
Percentage of expenditures on instruction	46.0%	46.8%	47.4%	46.5%	48.6%

THE COMMUNITY COLLEGE OF BALTIMORE COUNTY

The Community College of Baltimore County (CCBC) is a premier, learning-centered public single college, multi-campus institution that anticipates and responds to the educational, training, and employment needs of the community by offering a broad array of general education, transfer, and career programs, student support services, and economic and community development activities.

Performance Indicator	FY2006	FY2007	FY2008	FY 2009	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	27,978	27,817	28,251	30,120	29,500
Noncredit students	39,739	37,449	36,653	37,921	40,000

Performance Indicator	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Benchmark Fall 2010
Market share of first-time, full-time freshmen	37.1%	39.0%	43.1%	43.1%	39.0%

Performance Indicator	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years					
a. College-ready students	54.6%	55.4%	55.1%	56.7%	58%
b. Developmental completers	53.3%	51.5%	49.5%	49.8%	55%
c. Developmental non-completers	24.2%	27.1%	27.3%	27.5%	24%
d. All students in cohort	46.1%	46.4%	45.3%	45.5%	47%

Performance Indicator	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years					
a. African American	37.1%	36.9%	36.2%	36.4%	45%
b. Asian, Pacific Islander	61.5%	55.6%	54.4%	64.9%	57%
c. Hispanic	57.7%	37.1%	40.6%	37.7%	50%

Performance Indicator	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	1998 Follow-up Survey	2008 Benchmark
Graduate satisfaction with goal achievement	94.0%	97.0%	95.0%	96.2%	95.0%
Graduate satisfaction with transfer preparation	72%	81%	72%	77%	80%
Graduate satisfaction with job preparation	83%	88%	82%	82%	85%
Employer satisfaction with career program graduates	96%	92%	84%	N/A	90%

Performance Indicator	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Benchmark Fall 2010
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	40%	40%	41%	44%	40%
b. Percent non-white service area population, 18 or older	30%	31%	31%	32%	n/a

Campus-Specific Performance Indicator	FY 2007	FY 2008	FY 2009	FY 2010	Benchmark FY 2011
Tuition and fees as a % of tuition and fees at Maryland public four-year institutions	43.1%	43.5%	43.2%	46.7%	45.0%

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Benchmark Fall 2010
Percent minorities of full-time faculty	14.5%	17.0%	17.0%	18.0%	17.0%
Percent minorities of full-time administrative/professional staff	27.8%	28.0%	28.0%	28.0%	32.0%

FREDERICK COMMUNITY COLLEGE

Frederick Community College prepares about 12,000 students in credit or non-credit courses each year to meet the challenges of a diverse, global society through quality, accessible, innovative, life-long education. The college is a student-centered, community focused college. Frederick Community College offers degrees, certificates, and programs for workforce preparation, transfer, and personal enrichment programs to enhance the quality of life and economic development of our area.

Performance Indicator	FY2006	FY2007	FY2008	FY 2009	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	6,872	7,045	7,650	8,580	7,400
Noncredit students	12,296	10,837	10,905	10,450	16,500

Performance Indicator	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Benchmark Fall 2010
Market share of first-time, full-time freshmen	48%	56%	56%	56%	54%

Performance Indicator	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years					
a. College-ready students	73%	76%	79%	78%	68%
b. Developmental completers	54%	60%	57%	62%	58%
c. Developmental non-completers	26%	31%	34%	42%	30%
d. All students in cohort	56%	62%	80%	64%	60%

Performance Indicator	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years					
a. African American	49%	-	55%	-	-
b. Asian, Pacific Islander	-	-	-	-	-
c. Hispanic	-	-	-	-	-

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

Performance Indicator	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Benchmark Fall 2010
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	21%	23%	25%	25%	20%
b. Percent non-white service area population, 18 or older	17%	n/a	18%	18%	n/a

GARRETT COLLEGE

Garrett College is a small rural campus in the mountains of Western Maryland overlooking Deep Creek Lake and the Wisp Resort area. Students receive personalized instruction in small classes. The college offers two year associate degree transfer and career entry programs, one year certificate programs and continuing education courses.

Performance Indicator	FY2006	FY2007	FY2008	FY 2009	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	829	984	1,004	1,039	909
Noncredit students	3,821	3,897	3,638	3,199	4,000

Performance Indicator	Fall 2006	Fall 2007	Fall 2007	Fall 2009	Benchmark Fall 2010
Market share of first-time, full-time freshmen	73.7%	77.5%	78.9%	79.4%	65.0%

Performance Indicator	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years					
a. College-ready students	79.6%	86.2%	82.8%	79.2%	76.0%
b. Developmental completers	72.4%	77.4%	84.2%	58.0%	65.0%
c. Developmental non-completers	39.5%	39.0%	71.4%	44.0%	35.0%
d. All students in cohort	65.8%	68.8%	81.4%	59.9%	65.0%

Performance Indicator	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years					
a. African American	<50	<50	<50	<50	n/a
b. Asian, Pacific Islander	<50	<50	<50	<50	n/a
c. Hispanic	<50	<50	<50	<50	n/a

Performance Indicator	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	1998 Follow-up Survey	2008 Benchmark
Graduate satisfaction with goal achievement	88%	96%	96%	91%	95%
Graduate satisfaction with transfer preparation	75%	91%	69%	N/A	80%
Graduate satisfaction with job preparation	69%	84%	89%	78%	79%
Employer satisfaction with career program graduates	100%	100%	50%	N/A	90%

Performance Indicator	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Benchmark Fall 2010
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	7.1%	11.5%	14.7%	13.4%	2.0%
b. Percent non-white service area population, 18 or older	1.7%	1.9%	2.1%	2.0%	n/a

Campus-Specific Performance Indicator	AY 2005-2006	AY 2006-2007	AY 2007-2008	AY 2008-2009	Benchmark AY 09-10
Market share of recent, college-bound high school graduates	62.1%	75.2%	73.1%	81.5%	64.0%

Performance Indicator	FY 2007	FY 2008	FY 2009	FY 2006	Benchmark FY 2011
Academic performance at institutions of transfer: GPA after 1st year	2.79	3.01	3.04	3.05	2.84
Tuition and fees as a % of tuition and fees at Maryland public four-year institutions	43.2%	42.4%	44.7%	44.1%	53.1%

HAGERSTOWN COMMUNITY COLLEGE

Dedicated to learning and student success, Hagerstown Community College (HCC) provides career, transfer, and certificate programs, as well as opportunities for lifelong learning. As a leader in its region's economic development, HCC offers many diverse non-credit training options and partnerships with government, business and industry.

Performance Indicator	FY2006	FY2007	FY2008	FY 2009	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	5,248	5,264	5,531	5,901	6,805
Noncredit students	9,944	10,895	10,573	10,334	10,579

Performance Indicator	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Benchmark Fall 2010
Market share of first-time, full-time freshmen	62.0%	62.5%	63.8%	65.5%	65.0%

Performance Indicator	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years					
a. College-ready students	74.6%	75.5%	77.9%	75.0%	80.0%
b. Developmental completers	70.0%	68.5%	63.8%	61.5%	70.0%
c. Developmental non-completers	27.6%	27.9%	28.8%	38.6%	34.0%
d. All students in cohort	60.0%	59.2%	59.6%	60.0%	64.0%

Performance Indicator	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years					
a. African American	*	*	*	*	*
b. Asian, Pacific Islander	*	*	*	*	*
c. Hispanic	*	*	*	*	*

*Cohort for analysis is less than 50 students.

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

Performance Indicator	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Benchmark Fall 2010
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	12.4%	12.6%	14.4%	14.5%	13.5%
b. Percent non-white service area population, 18 or older	13.1%	13.7%	14.1%	14.2%	n/a

HARFORD COMMUNITY COLLEGE

Harford Community College is a fully accredited, open-admission two year community college that offers a wide variety of majors and career training. Over 22,000 Harford county residents take credit and noncredit classes each semester. The 332 acre campus includes 21 academic and administrative buildings. Facilities include networked computer labs, a radio and TV studio, library, 900 seat theater, and an Apprenticeship and Training Center.

Performance Indicator	FY2006	FY2007	FY2008	FY 2009	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	7,706	7,861	8,297	8,616	8,195
Noncredit students	16,713	17,343	17,685	17,849	17,000

Performance Indicator	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Benchmark Fall 2010
Market share of first-time, full-time freshmen	58.3%	58.8%	60.6%	60.7%	62.0%

Performance Indicator	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years					
a. College-ready students	71.0%	71.4%	68.0%	74.1%	72.0%
b. Developmental completers	60.7%	58.5%	62.9%	61.8%	62.0%
c. Developmental non-completers	44.7%	30.9%	24.6%	20.5%	40.0%
d. All students in cohort	59.5%	56.2%	54.7%	57.1%	58.0%

Performance Indicator	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years					
a. African American	51.5%	37.3%	42.4%	49.4%	58.0%
b. Asian, Pacific Islander	n < 50	n < 50	n < 50	n < 50	
c. Hispanic	n < 50	n < 50	n < 50	n < 50	

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

Performance Indicator	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Benchmark Fall 2010
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	16.4%	17.2%	18.4%	20.4%	18.0%
b. Percent non-white service area population, 18 or older	16.6%	16.8%	17.1%	17.3%	n/a

HOWARD COMMUNITY COLLEGE

Howard Community College creates an environment that inspires learning and the lifelong pursuit of personal and professional goals. The college provides open access and innovative learning systems to respond to the ever-changing needs and interests of a diverse and dynamic community. As a vital partner, HCC is a major force in the intellectual, cultural and economic life of its community.

Performance Indicator	FY2006	FY2007	FY2008	FY 2009	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	10,135	10,538	11,274	11,771	11,535
Noncredit students	14,253	14,952	17,056	17,467	15,701

Performance Indicator	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Benchmark Fall 2010
Market share of first-time, full-time freshmen	42.4%	42.5%	43.5%	43.6%	45.0%

Performance Indicator	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years					
a. College-ready students	68.7%	69.8%	67.6%	72.2%	80.0%
b. Developmental completers	66.9%	58.8%	66.1%	64.6%	70.0%
c. Developmental non-completers	36.7%	33.3%	37.9%	34.9%	35.0%
d. All students in cohort	56.6%	51.9%	57.1%	57.1%	60.0%

Performance Indicator	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years					
a. African American	39.1%	34.9%	47.3%	47.4%	50.0%
b. Asian, Pacific Islander	69.7%	62.6%	58.9%	58.7%	60.0%
c. Hispanic	n<50	n<50	n<50	n<50	n/a

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

Performance Indicator	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Benchmark Fall 2010
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	35.5	37.6	39.8	41.3	35
b. Percent non-white service area population, 18 or older	32.7	33.8	34.5	35.5	n/a

Campus-Specific Performance Indicator	FY 2006	FY 2007	FY 2008	FY 2009	Benchmark FY 2010
Employer satisfaction with contract training	100%	100%	100%	100%	100%

MONTGOMERY COLLEGE

Montgomery College is dedicated to Changing Lives, Enriching Our Community, and Holding Ourselves Accountable. With three campuses and two major business and community Workforce Development and Continuing Education sites, the College continues to grow, annually serving over 32,000 credit students and more than 23,000 Workforce Development and Continuing Education students. While Montgomery County's population is quite diverse, Montgomery College's credit student body is even more diverse - 29% Black, 16% are Asian, 15% are Hispanic, and 41% are White. Students from 178 foreign countries comprise 32% of the students.

Performance Indicator	FY2006	FY2007	FY 2008	FY 2009	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	32,922	33,520	34,248	35,604	33,867
Noncredit students	25,114	27,544	26,035	25,636	26,161

Performance Indicator	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Benchmark Fall 2010
Market share of first-time, full-time freshmen	50.3%	48.7%	42.9%	49.4%	44%

Performance Indicator	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years					
a. College-ready students	61.5%	62.0%	61.7%	54.3%	62%
b. Developmental completers	43.4%	54.7%	52.2%	56.8%	49%
c. Developmental non-completers	29.0%	25.0%	28.0%	29.7%	38%
d. All students in cohort	46.9%	54.8%	54.3%	48.5%	49%

Performance Indicator	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years					
a. African American	42.4%	49.3%	50.8%	44.5%	49%
b. Asian, Pacific Islander	52.0%	60.6%	60.3%	51.5%	53%
c. Hispanic	35.3%	39.3%	44.0%	35.5%	45%

Performance Indicator	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	2008 Follow-up Survey	2008 Benchmark
Graduate satisfaction with goal achievement	99%	97%	93%	98%	92%
Graduate satisfaction with transfer preparation	79%	88%	91%	77%	92%
Graduate satisfaction with job preparation	76%	79%	89%	83%	92%
Employer satisfaction with career program graduates	83%	93%	100%	n/a	92%

Performance Indicator	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Benchmark Fall 2010
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	53.5%	53.1%	56.4%	60.3%	55%
b. Percent non-white service area population, 18 or older	43.3%	44.0%	44.8%	45.6%	n/a

PRINCE GEORGE'S COMMUNITY COLLEGE

Prince George's Community College is among the largest community colleges in Maryland, serving over 30,000 credit and non-credit students each year. The college provides over 60 credit programs designed to prepare students to transfer to four-year colleges and universities or to help students develop in their chosen career field. In addition to day and evening courses, the college offers courses on weekends and at extension centers throughout the county as well as an ever-increasing number of online courses and degree programs.

Performance Indicator	FY 2006	FY 2007	FY 2008	FY 2009	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	18,376	17,693	17,840	17,996	25,000
Noncredit students	20,989	23,382	24,286	22,771	25,000

Performance Indicator	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Benchmark Fall 2010
Market share of first-time, full-time freshmen	24.0%	27.0%	28.0%	29.2%	30.0%

Performance Indicator	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years					
a. College-ready students	57	57	57	55	60
b. Developmental completers	46	41	44	50	60
c. Developmental non-completers	30	27	36	36	30
d. All students in cohort	46	43	47	48	45

Performance Indicator	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years					
a. African American	40.4	40.8	42.5	47.6	45
b. Asian, Pacific Islander	69.1	50.0	61.8	53.1	45
c. Hispanic	47.6	38.1	41.9	29.2	45

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

Performance Indicator	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Benchmark Fall 2010
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	91.2%	91.3%	91.7%	93.1%	78.0%
b. Percent non-white service area population, 18 or older	78.9%	79.7%	80.3%	80.9%	n/a

Campus-Specific Performance Indicator	AY 2005-2006	AY 2006-2007	AY 2007-2008	AY 2008-2009	Benchmark AY 09-10
Market share of recent, college-bound high school graduates	49.2%	49.2%	45.9%	40.6%	55.0%

WOR-WIC COMMUNITY COLLEGE

Wor-Wic is a comprehensive community college serving the residents of Worcester, Wicomico and Somerset counties on Maryland's Lower Eastern Shore. The college provides quality transfer and career credit programs as well as community and continuing education courses that promote workforce development. Wor-Wic encourages access by collaborating with local secondary schools and universities and maintaining cooperative relationships with area businesses.

Performance Indicator	FY2006	FY2007	FY2008	FY 2009	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	4,326	4,486	4,862	5,293	4,803
Noncredit students	6,013	6,496	7,040	6,792	6,800

Performance Indicator	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Benchmark Fall 2010
Market share of first-time, full-time freshmen	46%	47%	50%	52%	50%

Performance Indicator	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years					
a. College-ready students	65%	74%	75%	75%	70%
b. Developmental completers	52%	54%	59%	64%	65%
c. Developmental non-completers	21%	20%	19%	35%	25%
d. All students in cohort	42%	43%	43%	53%	51%

Performance Indicator	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years					
a. African American	28%	28%	24%	47%	35%
b. Asian, Pacific Islander	*	*	*	*	*
c. Hispanic	*	*	*	*	*

**Cohort for analysis is less than 50 students.*

Performance Indicator	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	1998 Follow-up Survey	2008 Benchmark
Graduate satisfaction with goal achievement	96%	98%	99%	98%	96%
Graduate satisfaction with transfer preparation	100%	100%	84%	91%	95%
Graduate satisfaction with job preparation	90%	98%	91%	94%	92%
Employer satisfaction with career program graduates	96%	91%	100%	n/a	95%

Performance Indicator	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Benchmark Fall 2010
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	26%	29%	28%	29%	26%
b. Percent non-white service area population, 18 or older	27%	27%	27%	27%	n/a

Campus-Specific Performance Indicator	FY 2006	FY 2007	FY 2008	FY 2009	Benchmark FY 2010
Employer satisfaction with contract training	97%	98%	97%	100%	95%

	FY 2006	FY 2007	FY 2008	FY 2009	Benchmark 2010
Passing rate: Licensed Practical Nurse	98%	100%	100%	100%	95%
Passing rate: Radiologic Tech, AART	100%	100%	100%	100%	95%

BOWIE STATE UNIVERSITY
2010 Accountability Profile

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

Indicator	2000 Follow-Up Survey	2002 Follow-Up Survey	2005 Follow-Up Survey	2008 Follow-Up Survey	2014 Benchmark
Student satisfaction with job preparation	80%	85%	84%	95%	95%
Student satisfaction with grad/prof school prep	NA	88%	95%	98%	98%

Indicator	2000 Cohort	2001 Cohort	2002 Cohort	2003 Cohort	2014 Benchmark
Six year graduation rate	40%	40%	45%	43%	50%

Indicator	2005 Cohort	2006 Cohort	2007 Cohort	2008 Cohort	2014 Benchmark
Second year retention rate	72%	70%	70%	70%	76%

COPPIN STATE UNIVERSITY
2010 Accountability Profile

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

Indicator	2000 Follow-Up Survey	2002 Follow-Up Survey	2005 Follow-Up Survey	2008 Follow-Up Survey	2014 Benchmark
Student satisfaction with grad/prof school prep	100%	99%	100%	97%	70%

Indicator	2000 Cohort	2001 Cohort	2002 Cohort	2003 Cohort	2014 Benchmark
Six year graduation rate of all students	20.7%	22.0%	18.3%	17.5%	26.0%
Six year graduation rate of African Americans	20.2%	21.5%	18.5%	17.4%	23.0%

Indicator	2005 Cohort	2006 Cohort	2007 Cohort	2008 Cohort	2014 Benchmark
Second year retention rate	67.5%	62.1%	60.2%	68.4%	60.0%

Indicator	2000 Follow-Up Survey	2002 Follow-Up Survey	2005 Follow-Up Survey	2008 Follow-Up Survey	2014 Benchmark
Employment rate of graduates in Maryland	96.3%	95.4%	94.4%	88.0%	85.0%

FROSTBURG STATE UNIVERSITY
2010 Accountability Profile

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

Indicator	2000 Follow-Up Survey	2002 Follow-Up Survey	2005 Follow-Up Survey	2008 Follow-Up Survey	2014 Benchmark
Student satisfaction with job preparation	97%	89%	91%	89%	89%
Student satisfaction with grad/prof school prep	98%	97%	99%	95%	95%

Indicator	2000 Cohort	2001 Cohort	2002 Cohort	2003 Cohort	2014 Benchmark
Six year graduation rate of all students	55.1%	59.1%	57.3%	60.5%	61.7%
Six year graduation rate of African Americans	53.9%	49.1%	51.5%	53.9%	54.0%

Indicator	2005 Cohort	2006 Cohort	2007 Cohort	2008 Cohort	2014 Benchmark
Second year retention rate	72.0%	67.0%	74.0%	72.0%	76.0%

Indicator	Fall 2006	Fall 2007	Fall 2008	Fall 2009	2014 Benchmark
Percent African-American of all undergraduates	16.6%	19.6%	21.9%	23.7%	21.9%

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

SALISBURY UNIVERSITY
2010 Accountability Profile

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

Indicator	2000 Follow-Up Survey	2002 Follow-Up Survey	2005 Follow-Up Survey	2008 Follow-Up Survey	2014 Benchmark
Student satisfaction with job preparation	93%	92%	97%	99%	98%
Student satisfaction with grad/prof school prep	99%	98%	99%	100%	98%

Indicator	2000 Cohort	2001 Cohort	2002 Cohort	2003 Cohort	2014 Benchmark
Six year graduation rate of all students	75.1%	74.5%	74.9%	72.4%	76.7%
Six year graduation rate of African Americans	62.5%	58.1%	64.3%	64.6%	66.0%

Indicator	2005 Cohort	2006 Cohort	2007 Cohort	2008 Cohort	2014 Benchmark
Second year retention rate	84.9%	83.6%	85.6%	83.3%	86.1%

Indicator	Fall 2006	Fall 2007	Fall 2008	Fall 2009	2014 Benchmark
Percent African-American of all undergraduates	11.0%	11.5%	11.7%	11.9%	12.5%

Indicator	2000 Follow-Up Survey	2002 Follow-Up Survey	2005 Follow-Up Survey	2008 Follow-Up Survey	2014 Benchmark
Employment rate of graduates	94%	96%	96%	95%	95%

TOWSON UNIVERSITY
2010 Accountability Profile

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

Indicator	2000 Follow-Up Survey	2002 Follow-Up Survey	2005 Follow-Up Survey	2008 Follow-Up Survey	2014 Benchmark
Student satisfaction with job preparation	90.6%	90.0%	90.6%	91.6%	92.0%
Student satisfaction with grad/prof school prep	98.9%	97.1%	97.8%	98.7%	98.0%

Indicator	2000 Cohort	2001 Cohort	2002 Cohort	2003 Cohort	2014 Benchmark
Six year graduation rate of all students	65.0%	68.2%	70.6%	75.1%	70.0%
Six year graduation rate of African Americans	63.5%	62.5%	69.9%	75.9%	70.0%

Indicator	2005 Cohort	2006 Cohort	2007 Cohort	2008 Cohort	2014 Benchmark
Second year retention rate	84.0%	84.0%	83.7%	83.7%	87.0%

Indicator	Fall 2006	Fall 2007	Fall 2008	Fall 2009	2014 Benchmark
Percent African-American of all undergraduates	10.9%	11.3%	11.7%	12.2%	13.5%

UNIVERSITY OF BALTIMORE
2010 Accountability Profile

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

Indicator	Fall 2006	Fall 2007	Fall 2008	Fall 2009	2014 Benchmark
Percent African-American of all undergraduates	34.9%	34.2%	38.0%	42.8%	42.8%

Indicator	2000 Follow-Up Survey	2002 Follow-Up Survey	2005 Follow-Up Survey	2008 Follow-Up Survey	2014 Benchmark
Student satisfaction with job preparation	91.2%	86.7%	85.0%	86.5%	88.0%
Student satisfaction with grad/prof school prep	97.1%	97.6%	100.0%	100.0%	100.0%

Indicator	2005 Cohort	2006 Cohort	2007 Cohort	2008 Cohort	2014 Benchmark
Second year retention rate	NA	69.5%	81.8%	78.0%	70.0%

Indicator	2000 Follow-Up Survey	2002 Follow-Up Survey	2005 Follow-Up Survey	2008 Follow-Up Survey	2014 Benchmark
Employment rate of graduates in their fields	96%	95%	92%	95%	95%

UNIVERSITY OF MARYLAND, BALTIMORE
2010 Accountability Profile

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

Campus-Specific Indicators

Indicator	2007 Actual	2008 Actual	2009 Actual	2010 Actual	2012 Benchmark
Number nationally recognized memberships and awards	15	15	17	15	16
Number scholarly publications/ activities per full-time faculty	6.4	7.1	6.6	6.8	7.5

Indicator	2007 Actual	2008 Actual	2009 Actual	2010 Actual	2012 Benchmark
Grant/contract awards (\$M)	\$410.0	\$446.5	\$516.0	\$566.0	\$600.0
Number licenses/options executed per year	29	24	28	25	14

Indicator	2007 Actual	2008 Actual	2009 Actual	2010 Actual	2012 Benchmark
Graduates in Nursing, Pharmacy, and Dental					
Nursing	222	240	288	321	345
Pharmacy	115	114	121	114	145
Dental	103	100	115	117	138
Number scholarships, grants, and assistantships (\$M)	\$22.1	\$23.6	\$22.6	n/a	\$22.6

Indicator	2007 Actual	2008 Actual	2009 Actual	2010 Actual	2012 Benchmark
Campaign giving, annual (\$M)	\$65.2	\$68.7	\$80.0	\$75.7	\$93.0
Average grant award	\$234,679	\$240,452	\$225,398	\$237,963	\$281,747

Indicator	2007 Actual	2008 Actual	2009 Actual	2010 Actual	2012 Benchmark
Number days in public service per full-time faculty	11.5	10.8	11.0	10.0	10.0

Indicator	2007 Actual	2008 Actual	2009 Actual	2010 Actual	2012 Benchmark
Annual cost savings as percent of actual budget	2.0%	2.6%	3.0%	n/a	3.0%
Percent of IT plan action items completed annually	97%	97%	95%	n/a	95%

UNIVERSITY OF MARYLAND BALTIMORE COUNTY
2010 Accountability Profile

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

Indicator	2000 Follow-Up Survey	2002 Follow-Up Survey	2005 Follow-Up Survey	2008 Follow-Up Survey	2014 Benchmark
Student satisfaction with job preparation	97.0%	89.0%	83.2%	84.9%	90.0%
Student satisfaction with grad/prof school prep	99.0%	99.0%	97.2%	98.4%	95.0%

Indicator	2000 Cohort	2001 Cohort	2002 Cohort	2003 Cohort	2014 Benchmark
Six year graduation rate of all students	63.7%	65.0%	66.3%	67.9%	68.0%
Six year graduation rate of African Americans	62.0%	65.0%	62.2%	65.6%	68.0%

Indicator	2005 Cohort	2006 Cohort	2007 Cohort	2008 Cohort	2014 Benchmark
Second year retention rate	88.4%	88.7%	90.2%	88.9%	90.0%

Indicator	Fall 2006	Fall 2007	Fall 2008	Fall 2009	2014 Benchmark
Percent African-American of all undergraduates	15.0%	16.0%	16.7%	16.5%	17.0%

Indicator	2000 Follow-Up Survey	2002 Follow-Up Survey	2005 Follow-Up Survey	2008 Follow-Up Survey	2014 Benchmark
Employment rate of graduates	85.0%	81.0%	83.7%	81.3%	85.0%

UNIVERSITY OF MARYLAND, COLLEGE PARK
2010 Accountability Profile

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

Indicator	2003 Follow-Up Survey	2004 Follow-Up Survey	2005 Follow-Up Survey	2008 Follow-Up Survey	2014 Benchmark
Student satisfaction with job preparation	89%	89%	93%	93%	95%
Student satisfaction with grad/prof school prep	98%	99%	98%	98%	96%

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

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

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

UNIVERSITY OF MARYLAND EASTERN SHORE
2010 Accountability Profile

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

Indicator	2000 Follow-Up Survey	2002 Follow-Up Survey	2005 Follow-Up Survey	2008 Follow-Up Survey	2014 Benchmark
Student satisfaction with job preparation	87%	85%	85%	89%	90%
Student satisfaction with grad/prof school prep	83%	95%	95%	96%	90%

Indicator	2000 Cohort	2001 Cohort	2002 Cohort	2003 Cohort	2014 Benchmark
Six year graduation rate of all students	41%	42%	42%	36%	50%
Six year graduation rate of African Americans	41%	42%	43%	37%	50%

Indicator	2005 Cohort	2006 Cohort	2007 Cohort	2008 Cohort	2014 Benchmark
Second year retention rate	69%	68%	71%	74%	80%

UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE
2010 Accountability Profile

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

Indicator	2000 Follow-Up Survey	2002 Follow-Up Survey	2005 Follow-Up Survey	2008 Follow-Up Survey	2014 Benchmark
Student satisfaction with job preparation	98%	96%	97%	98%	98%
Student satisfaction with grad/prof school prep	98%	98%	99%	100%	100%

Indicator	Fall 2006	Fall 2007	Fall 2008	Fall 2008	2009 Benchmark
Percent African-American of all undergraduates	32%	29%	30%	31%	30%

Campus-Specific Indicators	2007	2008	2009	2010	2014 Benchmark
Number online enrollments/registrations worldwide*	177,516	189,505	196,331	222,268	240,000
Number off-campus/distance ed enrollments/registrations worldwide*	251,800	251,111	253,271	282,627	300,000

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

MORGAN STATE UNIVERSITY
2010 Accountability Profile

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

Indicator	2007	2008	2009	2010	2011 Benchmark
Student satisfaction with job preparation	95%	86%	96%	91%	98%
Student satisfaction with grad/prof school prep	97%	97%	100%	94%	98%

Indicator	2000 Cohort	2001 Cohort	2002 Cohort	2003 Cohort	2011 Benchmark
Six year graduation rate of all students	42%	39%	34%	35%	35%
Six year graduation rate of African Americans	40%	40%	35%	35%	35%

Indicator	2005 Cohort	2006 Cohort	2007 Cohort	2008 Cohort	2011 Benchmark
Second year retention rate	71%	68%	68%	68%	70%

Campus-Specific Indicators	2007	2008	2009	2010	2011 Benchmark
Percent of non African American students enrolled	9%	10%	10%	9%	11%
Number of doctoral degrees awarded	36	42	36	31	35
Percent of students receiving financial aid (PELL) grants	47%	50%	47%	47%	50%
Number of African-American degree recipients in STEM fields	193	174	207	164	165

ST. MARY'S COLLEGE OF MARYLAND
2010 Accountability Profile

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

Indicator	2006 Follow-Up Survey	2007 Follow-Up Survey	2008 Follow-Up Survey	2009 Follow-Up Survey	2010 Benchmark
Student satisfaction with job preparation	90%	85%	99%	100%	94%
Student satisfaction with grad/prof school prep	100%	97%	98%	98%	98%

Indicator	2000 Cohort	2001 Cohort	2002 Cohort	2003 Cohort	2010 Benchmark
Six year graduation rate of all students	83%	75%	79%	77%	76%

Indicator	2005 Cohort	2006 Cohort	2007 Cohort	2008 Cohort	2010 Benchmark
Second year retention rate	87%	91%	90%	91%	86%

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

Campus- Specific Indicators	2007	2008	2009	2010	2010 Benchmark
Graduate/professional school going rate (within one year)	35%	43%	33%	40%	30%
Graduate/professional school going rate (within five years)	65%	59%	59%	57%	50%

