MHEC
MARYLAND HIGHER EDUCATION COMMISSION

2012 PERFORMANCE ACCOUNTABILITY REPORT
MARYLAND PUBLIC COLLEGES AND UNIVERSITIES

Volume 1

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Maryland Higher Education Commission

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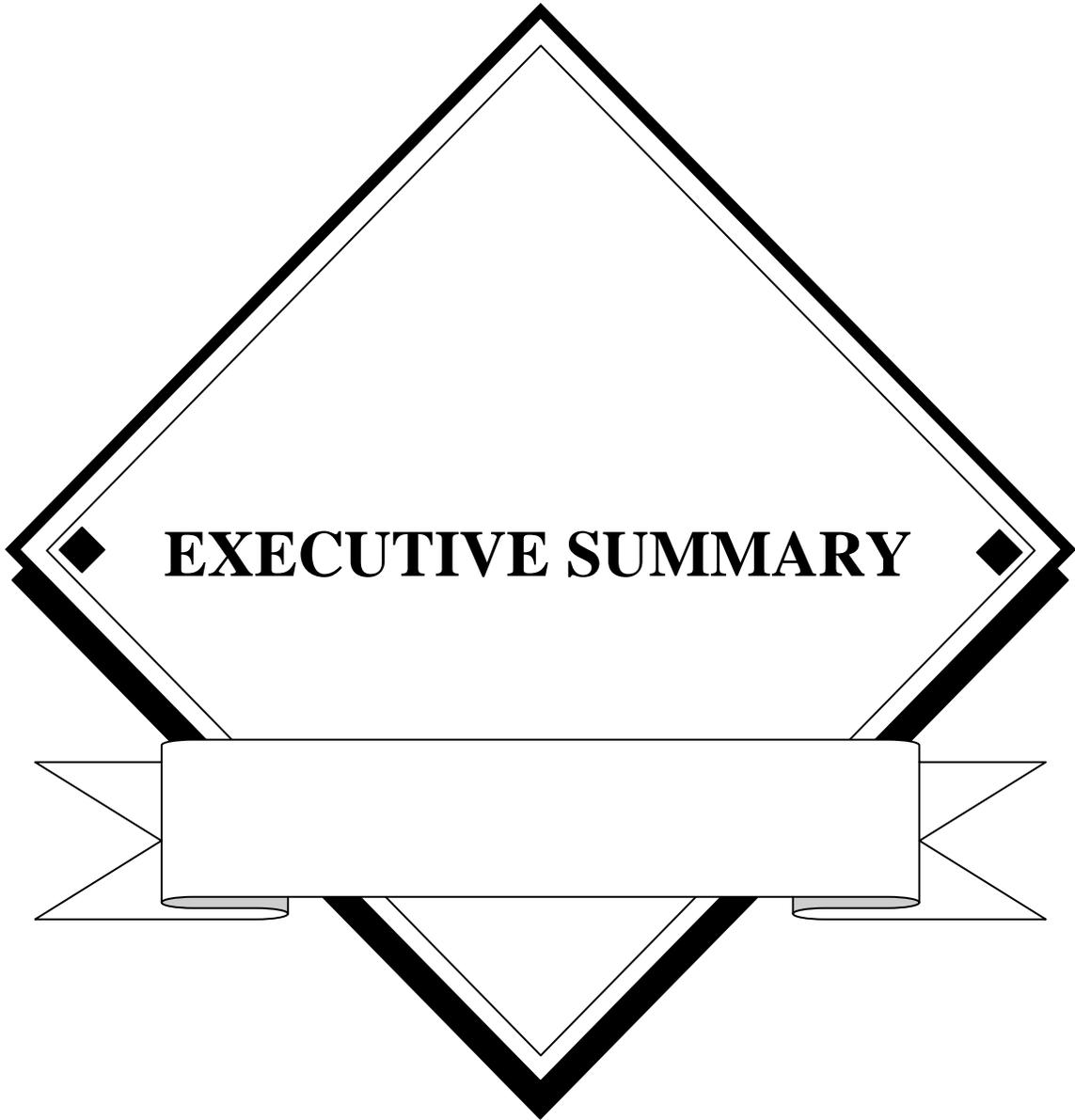
EXECUTIVE SUMMARY

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The Performance Accountability Report gives institutions a vehicle to provide extensive information about the full panoply of their activities and contributions to the state. The report is designed to accommodate the strategic objectives and operational initiatives of each institution. The flexible nature of the report allows institutions to report on innovative and distinctive enterprises. It also accommodates the fact that Maryland's 29 public institutions have different institutional missions and reach different sectors of Maryland's population.

Maryland's colleges and universities continue to serve the citizens of the state through education, community programs, and economic development. Several medium- and long-term trends can be discerned through the report.

- Enrollment continued to grow, although the rate of growth was significantly lower than the very high growth rate of the previous five years.

- Degrees and certificates increased, paralleling the increases in enrollment.

- At four-year institutions, retention rates of full-time students rose slightly, while graduation rates of full-time students declined slightly. Both retention and graduation increased significantly around the turn of the century, but these rates have not changed appreciably since then.

- At two-year institutions, the four-year success rate (graduation, transfer, and persistence) for full-time students increased for the sixth consecutive year. The success rate for the 2007 entering cohort reached 48.7%, up from 47.9% from the previous year and from 44.7% for the 2001 entering cohort. Successful-persister rates increased from 71.2% to 71.7%, consistent with the stable long-term trend.

- Maryland institutions are enhancing access to studies through increased courses offered online and through offerings at off-campus sites such as regional higher education centers (RHECs).

- Tuition growth has been kept to a minimum, and Maryland continues to improve its position relative to other states in terms of average tuition and fees. In FY 2012, full-time tuition at Maryland's community colleges ranked 18th highest in the nation, and tuition at its four-year colleges and universities ranked 23rd highest.

- However, the share of revenues deriving from tuition and fees continues to grow. At four-year institutions, this growth offsets declines in revenues from sources such as endowment income, local grants and contracts, and private gifts. At community colleges, this growth offsets declines in State and local appropriations. Despite significant efforts to reduce costs enumerated in the institutional reports (in FY 2012, reported savings totaled $111 million), the cost of educating students continues to grow.

- Students from underrepresented minority groups continue to enroll and to graduate in increasing numbers. However, the achievement gap between these students and students overall continues to persist.

- The number of students earning degrees continues to grow in key areas of interest to the State, such as STEM fields (science, technology, engineering, and mathematics), nursing, and teacher certification.

- Since the start of the Great Recession, employers have eliminated a significant amount of contract training. This raises questions about whether employers are reducing their commitment to fostering employee development and education.

- Maryland colleges and universities continue to promote economic development through business incubation, commercialization of research and technology, job creation, and community support programs.

These trends are discussed at greater length below.

In addition, the report discusses significant recent changes to financial aid practices. Since 2009, the federal government has dramatically increased the availability of both federal grants and federal loans. Since FY 2007, federal grant and work-study aid to students at Maryland public institutions has grown by 110.4%, and federal loan aid has grown by 61.1%. This compares to an increase in enrollment of 18.5%, so growth in federal aid substantially outpaced growth in enrollment. Public colleges and universities have also increased their institutional financial aid dollars, growing by 22.8%, somewhat faster than enrollment. However, State aid has increased by only 1.8% during this time. On a per-capita basis, then, students receive significantly less State aid than in 2007. Since this has occurred against the backdrop of the Great Recession, it is likely that the decline in State aid contributed to greater student borrowing.

The approach of the Performance Accountability Report is well suited to evaluating institutions' performance on their own strategic goals. However, this approach makes it difficult to assess the effects of State policy initiatives and progress toward State goals. While it is probably unproductive to return to a standard set of objectives for all institutions, especially for four-year colleges and universities, some modifications may be needed to the report. In the coming year the Commission will work with institutions to streamline the report, enhance its strengths, and find ways, either within the Performance Accountability Report or through other venues, to provide effective assessment of statewide objectives.
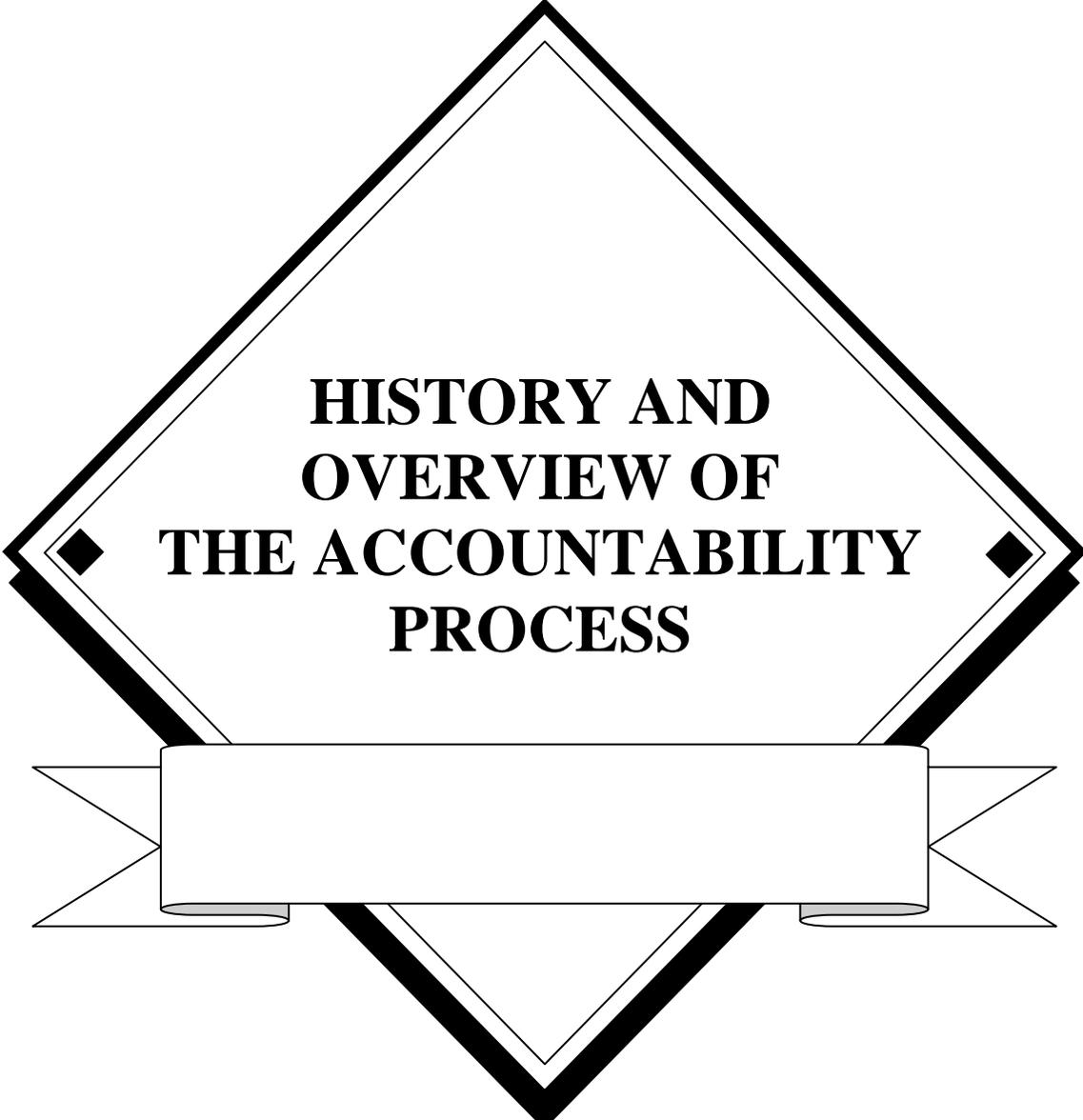
HISTORY AND OVERVIEW OF THE ACCOUNTABILITY PROCESS

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

A new performance accountability system for public higher education was adopted by the Commission in 1996, which includes the Performance Accountability Report. This report 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.

There are two other elements that are common to both community colleges and four-year institutions. Since 1999, the institutions have reported on their efforts to contain operational costs. Institutions have described how they have identified operational efficiencies, forgone expenditures, renegotiated contracted services such as food service, energy, and employee benefits, and worked to reduce outlays in several areas. Colleges and universities have annually identified millions of dollars of cost savings and provided a range of cost-saving practices for other institutions to emulate. Moreover, since 2006, the institutions have included information in their narrative assessments about how initiatives on each campus have contributed to the goals of the State Plan. This step has given colleges and universities the opportunity to describe the variety of programs and initiatives that they undertake to serve Maryland's people.

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, a description of cost containment efforts, and a discussion of each college's community outreach activities.

The core of the community college accountability reports is a set of 35 performance measures that the institutions describe as "mission/mandate"-driven. These indicators were developed by a community college workgroup and were refined as a result of discussions with staff from the Commission, the Department of Budget and Management (DBM), and the Department of

Legislative Services (DLS). These indicators are standard across all 16 colleges. Community colleges may also choose to include additional campus-specific measures.   The standard performance indicators are organized on the basis of six categories, five of which are aligned with the goals of the *State Plan for Postsecondary Education*:

- Student characteristics
- Quality and effectiveness: student satisfaction, progress and achievement
- Accessibility and affordability
- Diversity
- Student-centered learning
- Economic growth, vitality and workforce development

A key feature of the community college accountability process is the Degree Progress Analysis measure which examines the four-year "successful persister" and graduation/transfer rates of students on the basis of their assessed preparation at time of entry. The successful persister measure, which includes students who have attempted at least 18 credits in their first two years after initial matriculation and who 1) have earned 30 credits or are still enrolled in postsecondary institutions, 2) have graduated, or 3) have transferred to a four-year college or university, is intended to provide a more comprehensive measure of success by accounting for students with a variety of educational goals and for students who may still be working toward a degree or certificate.

Public Four-Year Colleges and Universities

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.

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

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

The Commission's Consolidated Accountability Report

This is the 17th 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 and objectives, the colleges and universities' responses to the Commission's questions about indicators submitted in the 2011 Performance Accountability Report, and one-page profiles containing data and benchmarks on key indicators.

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

ASSESSMENT AND RECOMMENDATIONS

ASSESSMENT BY THE MARYLAND HIGHER EDUCATION COMMISSION

The 2012 Performance Accountability Report remains centered on the indicator-and-benchmark system that has been used for the last several years. Each campus identifies a set of indicators and then establishes a performance target for each indicator. The process places year-to-year changes in performance within a longer-term context of improvement. The community colleges report on a consistent set of measures driven by mission and mandate. These indicators are updated every five years. The current five-year cycle began in 2011.

The University System of Maryland (USM) institutions report the same objectives used for their Managing for Results (MFR) process, which accounts for goals established through campus strategic plans and connects institutional performance to the budgeting process used by the Department of Budget and Management (DBM). Morgan State University advances its benchmark year with each report, following the model required of State agencies by DBM. St. Mary's College of Maryland has developed new indicators in conjunction with a new strategic plan and is using these objectives for the first time in this cycle.

The Commission staff continues to review the performance of each institution on the specified measures and objectives. Institutions are also evaluated on whether they have made progress toward meeting their benchmarks, and are asked to address lack of improvement. The questions raised by the Commission about data reported in the 2011 Performance Accountability Report, along with the responses of the colleges and universities to these questions, are included in Volume 1 of this report. Campuses' answers consist of an explanation of their performance and/or a description of their improvement plan.

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

Since 2006, institutional reports have also discussed issues and indicators aligned with the goals in the *Maryland State Plan for Postsecondary Education*. The *2009 State Plan* goals are 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's investment in higher education continues to produce strong returns and ensures that Maryland's colleges and universities are able to realize the State's policy objectives for postsecondary education. The commitment of Maryland's public colleges and universities to this process is demonstrated by their ongoing efforts to provide detailed and high-quality reports in this accountability framework.

Continuing Trends

Maryland's colleges and universities continue to serve the citizens of the state through education, community programs, and economic development. Several medium- and long-term trends remain in effect.

Enrollment. Maryland public colleges and universities reached another peak in enrollment in

Figure 1: Community Colleges
Credit and Continuing Education
Annual Unduplicated Headcount Enrollment,
FY 2007 to FY 2011

2011-2012. Fall 2011 headcount enrollment increased to 314,451, the fourteenth consecutive annual increase. Full-time equivalent (FTE) enrollment for 2011-2012 grew to 245,120, the fifteenth consecutive annual increase.
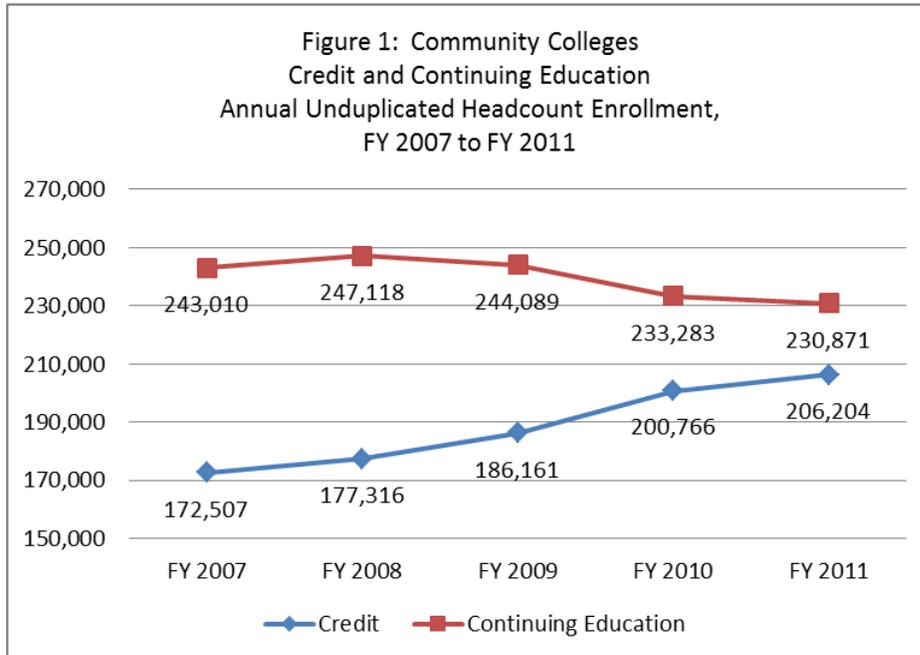
At community colleges, as shown in Figure 1, continuing education FTE enrollment continued to decline for the third consecutive year, to 230,871. However, for-credit enrollment grew to 206,204, so overall enrollment was up slightly.

As Figure 2 indicates, both undergraduate and graduate headcount enrollment grew at four-year colleges and universities.

Figure 2: Four-Year Colleges and Universities
Combined Undergraduate & Graduate Headcount Enrollment,
Fall 2007 to Fall 2011
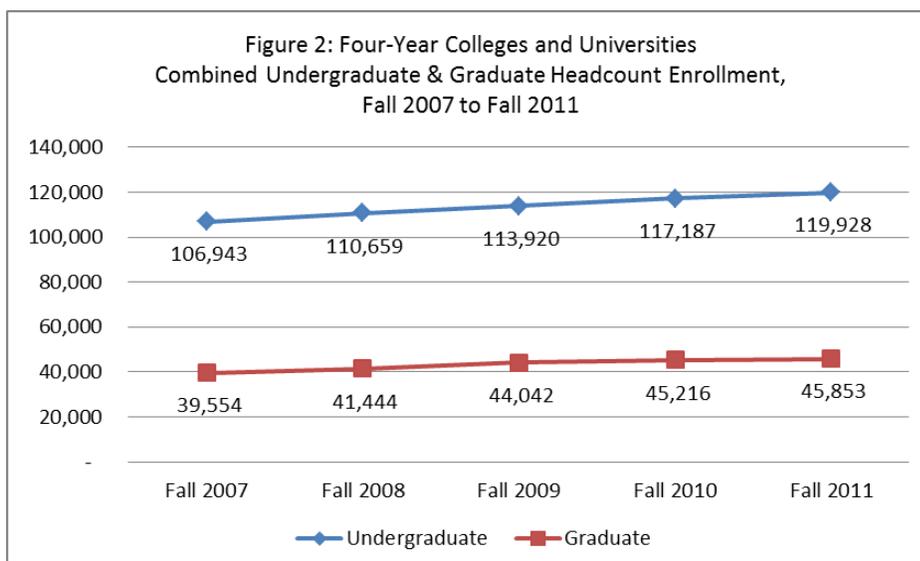
There are some indications that the increase in enrollment is slowing. During the five years from 2006-2007 through 2010-2011, FTE enrollment increased at an annual average rate of 4.2%. FTE enrollment increased only 1.8% in 2011-2012, and early indications suggest an

enrollment decline in 2012-2013. Nevertheless, enrollment remains at or near record levels.

Degrees and certificates. Maryland public colleges and universities awarded 50,205 certificates and degrees in 2010-2011, an increase of 8.0% over the 46,466 awarded in 2009-2010. Degree awards have risen along with enrollment. Maryland public institutions have awarded an average of 26.5 degrees and certificates for every 100 FTEs. This trend has been stable for more than a decade.

Figure 3: Retention and Graduation Rates, First-Time Full-Time Students, Four-Year Colleges and Universities, 1990-2010
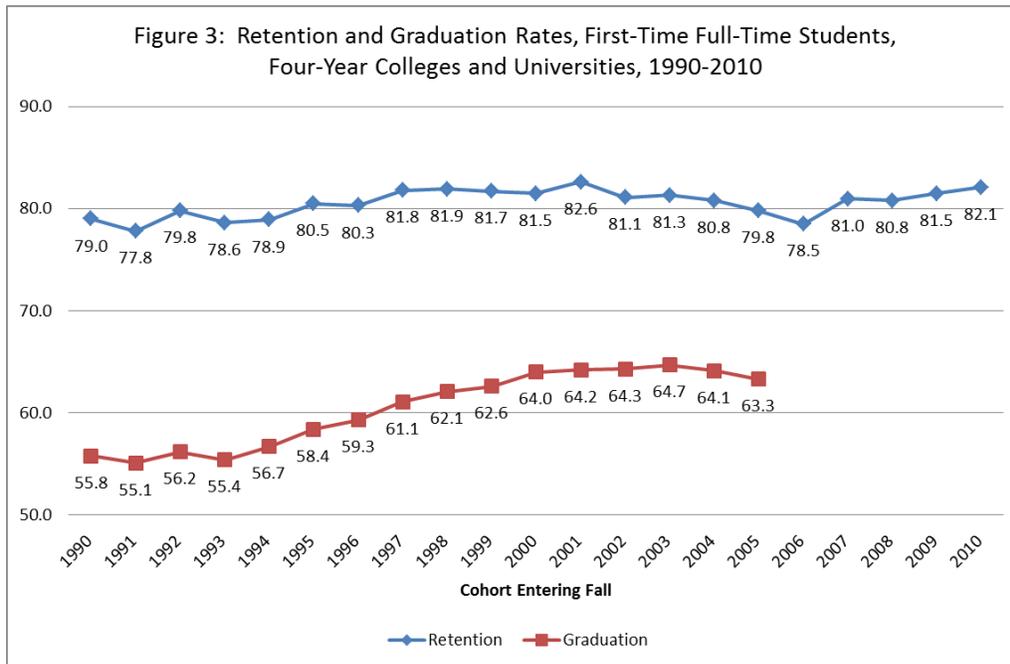
Graduation and retention (four-year institutions). At four-year institutions, retention rates of full-time students rose slightly (from 81.5% to 82.1%), while graduation rates of full-time students declined slightly (from 64.1% to 63.3%). In the 1990s, retention averaged around 79%, but beginning with the 1997 cohort the rate has been stable around 82%. In the 1980s, the graduation rate averaged around 56%, but increased steadily to 63% in the 2000 cohort and has remained stable at that level ever since. See Figure 3.

Success and persistence (two-year institutions). At two-year institutions, the four-year success rate (graduation, transfer, and persistence) for full-time students increased for the sixth consecutive year, as indicated in Figure 4. The success rate for the 2007 entering cohort reached 48.7%, up from 47.9% from the previous
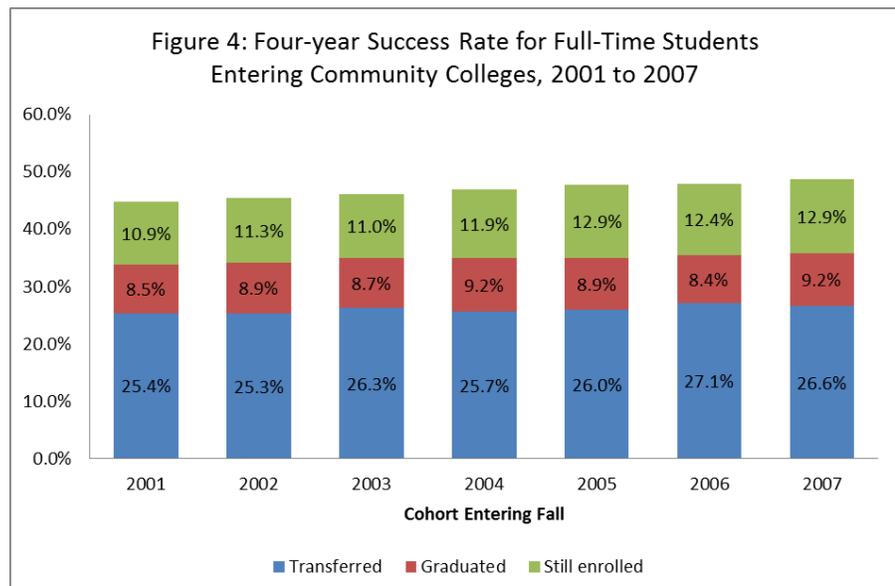
Figure 4: Four-year Success Rate for Full-Time Students Entering Community Colleges, 2001 to 2007

year and from 44.7% for the 2001 entering cohort. Successful-persister rates increased from 71.2% to 71.7%, consistent with the stable long-term trend.

Online and off-site education. Distance education is growing significantly at Maryland public colleges and universities. Between 2008 and 2011, the number of courses offered via distance learning grew by 38.9%, and the number of enrollments in distance courses grew 47.1%. University of Maryland University College, the State's premier institution for distance education, accounted for 47.9% of all distance education enrollments, but community colleges and other four-year publics saw distance enrollments grow more rapidly since 2008.

Institutions also offered a growing number of courses at regional higher education centers (RHECs). Although MHEC does not currently collect data on all courses offered at RHECs, some institutions reported significant increases in enrollments at these locations. MHEC will begin collecting detailed data on course locations beginning in 2013-2014.

Tuition and fees.   Tuition and fees at four-year institutions continues to become more affordable relative to other states. Governor O'Malley implemented a four-year freeze on tuition, then followed it with a funding program designed to keep tuition increases below a cap. As a result, tuition in Maryland has gone from being one of the highest in the nation to being near the median. Community colleges, which did not participate in a tuition freeze, nevertheless saw their relative position improve as well. These changes are reflected in Table 1 and in Figure 5.

| Table 1. Tuition and Fees, Maryland Public Institutions, 2005-2006 through 2011-2012				
	Four-Year Colleges and Universities		Two-Year Colleges	
Year	Tuition and fees	Rank among states	Tuition and fees	Rank among states
2005-2006	$7,137	8th highest	$3,093	9th highest
2006-2007	$7,216	12th highest	$3,122	14th highest
2007-2008	$7,314	14th highest	$3,252	12th highest
2008-2009	$7,392	16th highest	$3,329	15th highest
2009-2010	$7,476	17th highest	$3,394	16th highest
2010-2011	$7,737	20th highest	$3,567	17th highest
2011-2012	$7,993	23rd highest	$3,700	18th highest
Totals in current dollars. Average tuition and fees are weighted by full-time enrollment. Source: The College Board, *Trends in College Pricing 2011*.				

Figure 5:

Percent change in average tuition at public, four-year colleges, inflation adjusted, FY08 - FY13

State	Percent
Arizona	78.4%
California	72.0%
Florida	67.3%
Washington	63.6%
Georgia	63.2%
Hawaii	57.0%
Alabama	51.5%
Nevada	46.7%
Colorado	40.8%
Louisiana	38.0%
New Hampshire	36.7%
Rhode Island	36.6%
North Carolina	31.3%
Tennessee	30.1%
Virginia	28.5%
Oregon	27.0%
Delaware	26.8%
Utah	25.3%
Idaho	24.3%
Wisconsin	23.2%
Kentucky	22.4%
Massachusetts	22.4%
New Mexico	21.7%
West Virginia	21.4%
Minnesota	21.1%
Illinois	21.1%
South Dakota	20.5%
Alaska	19.5%
Michigan	19.5%
Vermont	17.8%
Texas	17.8%
New York	17.5%
Mississippi	17.5%
Maine	17.4%
Nebraska	17.3%
South Carolina	16.2%
Oklahoma	15.6%
Connecticut	15.6%
Kansas	15.1%
Indiana	15.1%
Iowa	14.5%
Pennsylvania	14.5%
Arkansas	13.1%
New Jersey	13.0%
Wyoming	9.4%
North Dakota	9.3%
Montana	5.3%
Missouri	5.2%
Ohio	2.8%
Maryland	2.2%

Source: College Board

Center on Budget and Policy Priorities | cbpp.org

Figure 5, from a report by the Center on Budget and Policy Priorities, shows that, between FY 2008 and FY 2013, Maryland saw the smallest growth in the nation in average tuition and fees at four-year colleges and universities, adjusted for inflation. The national median tuition increase was 21.1%, but Maryland increased tuition by just 2.2% during that period. Maryland has demonstrated leadership in controlling tuition at a time when most states are allowing it to rise.

Funding. Despite the slow rate of tuition growth, the share of institutional revenue continues to shift toward tuition and fees and away from State and local funding. In FY 2008, State and local funding made up 60.6% of revenues at community colleges. In FY 2012, they comprised 54.0% of revenues, as shown in Table 2. Students and families bore a larger share of the cost of education.

Table 2. Revenues by Source, Maryland Community Colleges, FY 2008 and FY 2012				
	FY 2008		**FY 2012**	
Source	**$M**	**%**	**$M**	**%**
State	$239.2	26.3	$242.6	23.7
Local	$311.8	34.3	$310.0	30.3
Tuition & Fees	$326.3	35.9	$449.1	43.8
Other	$31.1	3.4	$22.5	2.2

Table 3. Revenues by Source, Maryland Four-Year Institutions, FY 2008 and FY 2012				
	FY 2008		**FY 2012**	
Source	**$M**	**%**	**$M**	**%**
State	$1,032.3	40.0	$1,119.6	38.6
Federal	$109.6	4.2	$131.1	4.5
Tuition & Fees	$1,155.4	44.8	$1,498.6	51.6
Other	$283.2	11.0	$154.5	5.3

At four-year institutions, State funding increased to keep pace with enrollment, but this growth failed to offset a decline in "other" revenues from sources such as endowment income, local grants and contracts, and private gifts. Tuition and fees grew at four-year institutions as well, as shown in Table 3. Despite significant efforts by both community colleges and four-year colleges and universities to reduce costs enumerated in the institutional reports (in FY 2012, these reported savings total $111 million), the cost of educating students continues to grow.

Diversity. Students from underrepresented minority groups continue to enroll and to graduate in increasing numbers. However, the achievement gap between these students and the overall student population continues to persist, as shown in Figure 6. Although some individual institutions have made impressive gains, no institution has articulated any proven strategies for improving achievement among students from underrepresented groups. Instead, institutions employ strategies to support all students who face challenges. The implicit argument

Figure 6: Six-Year Graduation Rates of All Students and African American Students, Four-Year Institutions, Cohorts Entering 1990 through 2005
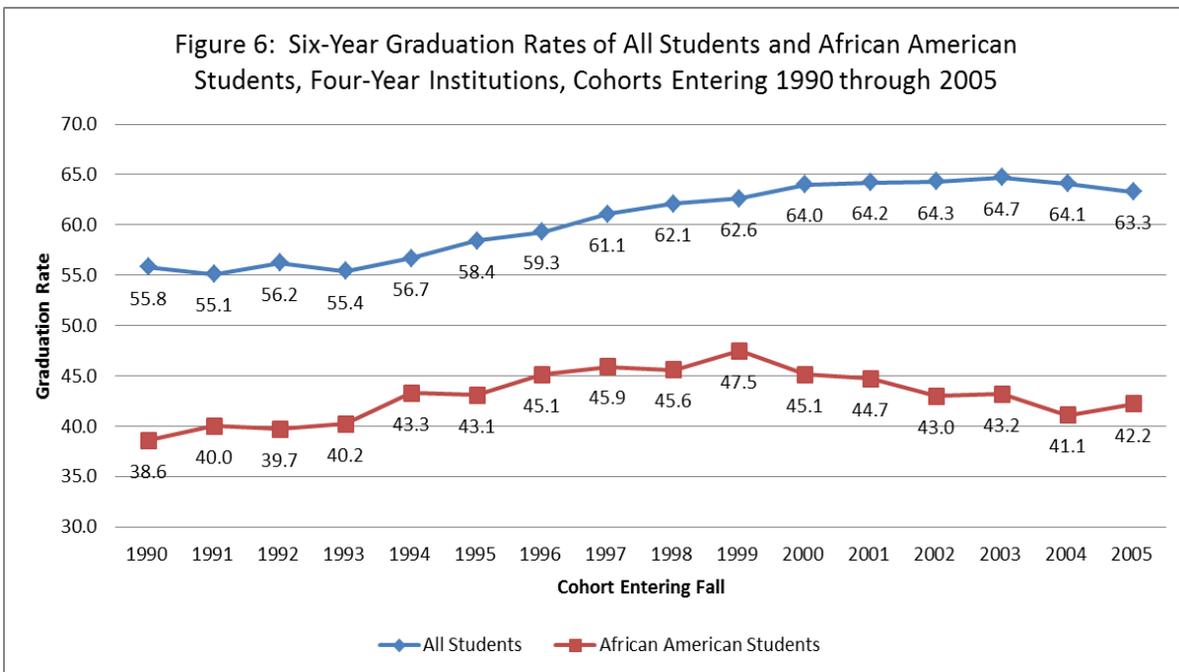
is that the students who need the most help will benefit the most from these support services. However, this argument is untested by empirical data, and the persistence of the gap over time suggests that this strategy is not working. Institutions should adopt interventions targeted to

populations in need of assistance, such as first-generation students, underprepared students, and economically disadvantaged students.

Degree production in key areas. The number of students earning degrees continues to grow in key areas of interest to the State, such as STEM fields (science, technology, engineering, and mathematics), nursing, and teacher certification. Since FY 2008, the number of STEM graduates has increased by 12.1%, the number of nursing graduates has increased by 25.2%, and the number of teacher candidates has increased by 5.0%.

However, there are some indications that workforce needs are more variable than anticipated. In some STEM fields, there is a continued shortage of qualified workers, which may be due to available jobs growing more rapidly than supply. In addition, many colleges and universities report that their graduates who earn teacher certification are unable to find employment as teachers because of a slowdown in hiring.

Employee training and education. The number of individuals receiving training and education from community colleges under contract to employers has dropped sharply since FY 2009. This fact, combined with anecdotal information from other institutions, raises questions about whether employers are reducing their commitment to fostering employee development and education, and whether this dynamic is affecting the relationship between businesses and higher education.

Economic development. Maryland colleges and universities foster economic vitality by educating individuals and preparing them to enter the workforce or to take on new challenges within the workforce. One prominent example is the introduction of programs to meet pressing workforce needs in fields such as cybersecurity, at institutions including Hagerstown Community College and University of Maryland University College. Colleges and universities also partner with high schools and middle schools and offer adult education initiatives of many kinds.

Beyond education, however, institutions also promote economic development in many other ways. Business incubation is one such avenue. In 2012 the University of Maryland Baltimore County graduated five businesses from its incubator program. Research universities including the University of Maryland, Baltimore work to commercialize research and patentable innovations. Many colleges and universities partner with local and national corporations to foster economic growth; Morgan State University alone participates in more than 300 such partnerships. Some institutions operate programs that provide broad-based business development. The Small Business Development Center at the University of Maryland, College Park was certified as a Small Business Development Technology Center working with technology-oriented companies, while the Southern Maryland Nonprofit Institute at the College of Southern Maryland partners with counties in the service area to provide development and resources for nonprofit organizations. Some colleges operate programs that encourage local economic development in particular ways. Chesapeake College's Center for Leadership in Environmental Education (CLEEn) partners with local businesses to promote environmentally responsible practices, while the Woman 2 Woman Mentoring program at Frederick Community College assists young women entering and advancing in the workforce. In these and many other ways, colleges and universities provide diverse and essential support for Maryland's economy.

College Affordability and Financial Aid

Keeping college affordable is a key State policy goal. One of the ways to ensure affordability is to control tuition. Since taking office in 2007, Governor O'Malley has emphasized tuition controls as a way to ease affordability for all students. Considerable State resources have been devoted to a four-year tuition freeze, followed by two years of moderate increases, at a time when many states saw substantial tuition increases. The result of this initiative is reflected in Table 1 above.

Another way to ensure affordability is to increase the availability of financial aid. Although the State has done an excellent job of controlling tuition, the resources to increase financial aid support to students has not been available in recent years. Between FY 2007 and FY 2010, FTE enrollment increased by 18.5%, but appropriations for need-based and career-specific financial aid only increased 1.8%, from $66.3 million in FY 2007 to $67.5 million in FY 2010. The level or flat funding of State financial aid during this time significantly lags behind Federal and institutional investments in aid during the same timeframe. The amount of Federal grants and work-study aid to Maryland college and university students increased 110.4% (142.0 million to $298.8 million) while institutional aid increased 22.8% ($115.1 million to $141.4 million), surpassing the enrollment growth during that four-year period.

It is important to note that these changes occurred against the backdrop of a severe recession, where a growing number of students and families found it more difficult to contribute to college. This combination of greater need and relatively less State aid led to declines in the dollar amount of grants and declines in the number of students receiving grants. Thus, many students were forced to increase their reliance on loans in order to pursue and persist in postsecondary education.

Examination of the Performance Accountability Report Framework

The first Performance Accountability Report in 1996 sought to answer these two questions:

- How well is public higher education serving the needs of Maryland?
- How well is the State funding public higher education?

The 1996 Performance Accountability Report made explicit the links between these two questions, asserting that State funding for public colleges and universities depended on strong institutional performance in addressing the needs of the State and its citizens, and that the ability of colleges and universities to meet Maryland's needs depended on sufficient and reliable public funding. Although institutional accountability properly remained the responsibility of institutional governing boards, the Governor and the General Assembly needed to have consistent information on institutional performance in order to address funding concerns, and the Performance Accountability Report was designed to meet that need.

As noted earlier in this report, since 1996 the Performance Accountability Report has added four elements designed to address the first question in more detail.

- Cost containment analysis
- Managing for Results strategic indicators, for four-year colleges and universities
- Community service and outreach, for community colleges
- Institutional contributions to the *State Plan for Higher Education*

These additions have given institutions greater flexibility in reporting and describing the many ways they address Maryland's needs. The Performance Accountability Report framework, as it has evolved, has three core strengths that make it especially well suited to institution-level assessment.

- The indicator-and-benchmark format allows institutions to set strategic goals and report on their progress toward medium-term objectives.
- The institutional narrative assessments provide rich descriptions of the ways in which colleges and universities serve needs not captured by the statistical indicators.
- The breadth of the indicators and the narratives turns a wide-angle lens on higher education, allowing for a broader perspective than that allowed by a focus on individual aspects of higher education such as degree completion and workforce development.

The Performance Accountability Report framework requires that each campus report must be approved by the institution's governing board. Colleges and universities report that the Performance Accountability Report process has become an essential part of the process whereby the governing board holds the institution accountable for performance.

At the same time, however, the virtues of the Performance Accountability Report for institution-level assessment make it difficult to use the report for state-level assessment. First, because the report addresses so many goals in such a flexible way, it is cumbersome to summarize and to use. Volume 2 of this report is more than five hundred pages long, and while there is a rich array of information in the report that is useful to colleges and universities, many audiences need information that is more concise.

Second, the State has adopted increasingly specific policy goals in a number of areas. Perhaps most visible among these is the State's college completion goal, which calls for increasing completions so that at least 55% of Maryland's residents age 25-64 hold at least one degree credential by 2025. Other State policy initiatives deal with issues such as requiring colleges and universities to address state workforce development needs, evaluating funding for programs designed to increase access and success at historically black institutions (HBIs), and encouraging the improvement and alignment of standards for college readiness. Initiatives such as these have arisen outside the existing frameworks of the Performance Accountability Report, the MFR process, and the State Plan. Partly for this reason, State policymakers have requested and received reports targeted to these specific policy goals.

Third, in the MFR and Performance Accountability Report indicator process, benchmarks are established for a defined period. As a result, the report prevents consideration of State policy initiatives that arise in the middle of an evaluation cycle. For example, the Complete College Maryland initiative emerged after the start of the current benchmark cycle, so no institution has

included targets for additional degree completions among its formal objectives in the Performance Accountability Report.

Fourth, individual institutional goals may not be able to be combined to reach State goals. For example, although the State has established a five-year goal of reducing the graduation achievement gap between students from underrepresented minority groups and all students to 18 percentage points, only some of the four-year colleges and universities include objectives in the Performance Accountability Report to address this gap, and it cannot be determined whether the collective institutional goals, if realized, will result in the desired overall reduction.

Finally, the flexibility of the Performance Accountability Report inhibits its ability to assess the *State Plan for Higher Education*. Institutions do not agree on how indicators connect to State Plan goals: one institution might interpret retention and graduation rates as indices of quality, while others might construe them as indices of student-centered learning.

In sum, then, the factors that make the Performance Accountability Report effective at the institutional level – institutionally-defined strategic goals, flexibility, and breadth – make it less effective as a tool for examining higher education at the state level. In addition, the Performance Accountability Report has gradually given less consideration to the second question it defined in 1996, namely the extent of State support for higher education. While it is important to report on the condition of State funding, it is not clear that this should be a function of the Performance Accountability Report. In the coming year the Commission will ask institutions to assist in identifying the best way to use the accountability framework to reconcile the needs for institutional and state assessment. While the Performance Accountability Report remains useful for evaluating certain broad trends at the state level, analysis of statewide trends on specific goals such as degree completion may best be suited to targeted reports. Moreover, it may be that broad statewide trends could be discussed in a different form, such as an annual report from the Commission.

RECOMMENDATION: It is recommended that the Maryland Higher Education Commission approve the 2012 Performance Accountability Report and ask the Secretary to forward it to the Governor and the General Assembly as required by law.

TARGETED INDICATORS
AND
CAMPUS RESPONSES

COMMUNITY COLLEGES

ALLEGANY COLLEGE OF MARYLAND

Fall-to-fall retention of college-ready students (Indicator 3b).

Commission Assessment: This new indicator reflects a decline in the retention of college-ready students. Describe any analysis conducted by the college on this trend, and describe any strategies developed to improve performance.

Campus Response: The four year trend provided in last year's Performance Accountability Report indicated a gradual decline in the retention rate of college-ready students. The data for this year's report shows an increase in the retention rate of college-ready students. A number of the initiatives begun this year are geared towards providing the tools necessary for students to achieve sustained academic success which will in turn lead to greater term-to-term retention.

High school student enrollment (Indicator 14).

Commission Assessment: This new indicator shows that high school enrollment has declined in recent years. In the 2011 Performance Accountability Report, the College indicated that it had a strong working relationship with local high schools despite a decrease in high school student enrollment. Please describe other indicators of this strong relationship, and discuss how high school enrollment fits within the College's broad strategy on student access.

Campus Response: The decline experienced by the dual-enrollment program between Fall 2009 and Fall 2010 was continued into Fall 2011. Over that two year period, Early College enrollment has decreased by 224 (23.2%). At the beginning of Fall 2010, ACM was partnering with 27 school districts in Allegany, Bedford, Somerset, Cambria, Fulton, and Franklin counties. That number has since decreased to 21. Those districts which continue to offer early college courses have seen a decrease in their overall enrollments, which in turn affects the number of students available for and interested in early college courses. Despite this, some schools have seen continued growth, especially within Allegany county itself.

Successful-persister rate after four years, African American students (Indicator 21a).

Commission Assessment: This indicator decreased from 31.4% for the Fall 2003 cohort to 28.3% for the Fall 2005 cohort, and decreased sharply this year to 22.0% for the Fall 2006 cohort. Discuss any factors contributing to this decrease and methodologies for reversing the decline.

Campus Response: This indicator shows the success-persistence rate after four years of African American students, which last year's report showed to experience a further decline over the years preceding it. One of the major contributing factors to the lower than expected success-persistence of African American students was the inability of the College, prior to this year, to utilize the resources available through the National Student Clearinghouse (NSC) which allow institutions

to track transfer students. With the addition of NSC data this year, the success-persistence rate of African American students at this institution is shown to be heavily buoyed by the inclusion of students transferring to in-state two year institutions, out of state two year institutions, and out of state four year institutions. While African American students continue to lag behind white students in graduation rates, they have shown a greater capacity for continuing their higher education experience beyond what they receive at ACM.

ANNE ARUNDEL COMMUNITY COLLEGE

Successful-persister rate after four years, minority students (Indicator 21)
and
Graduation-transfer rate after four years, minority students (Indicator 22).

Commission Assessment: In each of the last two years, the Commission has asked the College to discuss decreases in one or both of these indicators for minority students. The College has noted some increases and some decreases, and has committed itself to study aspects of the problem in more detail, but there does not appear to be a systematic approach to identifying and improving conditions specifically affecting the success of these populations. Please provide an analysis of the relevant conditions or factors, and discuss specific actions taken to improve performance in these areas.

Campus Response: Review of the most current data included in this Performance Accountability Report shows that the successful-persister rate for Asian, Pacific Islander students has increased to 77.3% from 75.6%. The rates for African American and Hispanic students declined slightly, after a strong increase from two years ago.

The graduation and transfer rates for African American students have increased to 47.3%. This is the highest rate over the period reported. The graduation and transfer rates for Asian, Pacific Islander and Hispanic students declined for the second time.

The following describes key programs at AACC addressing our minority students. We expect the impact to be influential on cohorts in subsequent years.

AACC is committed to minority student success and achievement and has multiple exemplary programs in place, including the Student Achievement and Success Program (SASP). Since 2002, the Student Achievement and Success Program (SASP) has served as a support and retention program designed to increase the academic success, retention, graduation, and transfer of students who traditionally may have more barriers and challenges to overcome in order to realize their goals. These students are first-generation college students, low income, under prepared and/or minority. In fall 2011, SASP consisted of 78% minority students, of which 51% were African Americans. Services provided include walk-in tutoring, life skills workshops, cultural activities, college visits, and informal interactions with faculty/staff, academic monitoring and incentive scholarships. SASP enrollment has increased from 160 participants in spring 2007 to just over 500 participants for fall 2011, which reflects growth in excess of 150%. Additionally, SASP is the umbrella program that provides intentional and targeted support for minority students transitioning from high school through Summer Bridge programs for African American and Hispanic students; First-Year Experience (FYE) for students with two or more developmental requirements, and the Black Male Initiative (BMI).

The First-Year Experience Program (FYE) is a separate program housed within SASP that targets students who are minority or low income or have two or more developmental course requirements. FYE provides an intrusive, case management approach to enhancing the career,

social and academic skills of participants. Services provided include extended orientation, participation in a designated Student Success Course, common book reading, participation in faculty-led lab sessions, weekly tutoring and study groups, ongoing intrusive advising and monitoring of progress, and incentive scholarships. Forty-one percent of the fall 2011 FYE students were African American.

Program Outcomes
The effectiveness of SASP and FYE is determined using many measures, one of which is fall-to-spring retention *(the percentage of program participants who are enrolled in the college during the fall and who successfully enroll in the college the following spring)*. The performance measure for these programs is that student participants will attain a fall-to-spring retention rate at the same level, or higher, of comparable non-participants.

An examination of the fall (2011) to spring (2012) retention rate shows that SASP students were retained at a rate of 74%, compared to the overall college rate of 73%. Although the SASP retention rate is only slightly higher than that of the overall college rate, the SASP program provides services for students who national data have shown tend to be more at-risk and harder to retain.

Further examination of the fall (2011) to spring (2012) retention rates show that the total FYE students were retained at a rate of 85% and FYE minority students were retained at a 83.8% rate, compared to a rate of 69% for all students who were required to take two or more developmental course and 59.6% of FYE-eligible minority students. Therefore, the data shows that FYE students were retained at a 16% higher rate than the comparison student population and 14% of FYE-eligible minority students. We expect even further impact as these programs expand.

Actions to Improve Minority Persister Rate
Given the consistent track record of producing positive results for students enrolled in SASP, the college commits to intentionally scaling up the SASP services and to identify needed services earlier in a student's career. Based on current and historical data, the college also commits to design new programs/services to continue to move the needle for minority student persistence.

Part of the grant funding for the FYE program was targeted to professional development of faculty and staff who work with diverse student populations, including developmental students, both inside and outside of the classroom. On January 13, 2012, approximately 40 faculty and staff participated in an interactive session that focused on providing culturally responsive instruction with emphasis on three key areas: (1) creating resilience around competing implicit beliefs about intelligence and effective effort; (2) overcoming stereotype threat and learned helplessness; and (3) designing effective social networks to help students create opportunities for achievement. Additional professional development sessions will be offered in January 2013 through the MHEC grant to discuss pedagogical strategies and success strategies to enhance persistence of minority students.

Due to concerns related to the success of black men at AACC, in spring 2011 the Dean of Student Services Office and the Student Achievement and Success Program (SASP) began discussing the needs of this population and what programs and services could be implemented to

have a positive impact on success. One result of this discussion was the intentional design and implementation of the Black Male Initiative (BMI). The BMI, which is designed for black male students but is open to anyone who is interested in participating, is designed to give male students the opportunity to (a) interact with other black male students, faculty, and staff; (b) identify present and potential barriers to success; and (c) identify support programs and services that could positively impact their success. Through the course of this academic year, participants engaged in monthly talks and a Black Male Summit. BMI continues in 2012 and is utilizing focus groups and surveys to further identify relevant conditions or factors that hinder persistence and to identify actions to improve persistence of African American males.

BALTIMORE CITY COMMUNITY COLLEGE

Fall-to-fall retention (Indicator 3)

Commission Assessment: The College's performance on this new indicator has fluctuated significantly for the most recent cohorts, and the retention rate of college-ready students appears particularly imperiled. Please provide an analysis of the factors affecting performance on this indicator and any strategies designed to improve performance.

Campus Response: While the fall-to-fall retention rate for college-ready students declined with the fall 2009 cohort to 25.8 percent, it increased over 9 percent with the fall 2010 cohort to 35.1 percent. This is good news, indeed. However, the definition of this cohort requires that students who were not tested be included within the "college-ready" cohort. Even with those students, the number of students in this cohort is quite low. The fall-to-fall retention rate of our college-ready students represents just 52 students from a cohort of 152 and only 23 were truly college-ready based on placement testing and 18 of them were retained (78.3 percent); whereas the rate for developmental students represents 452 students out of a cohort of 1,068. The retention rate of our developmental students, which increased from 41.8 percent to 42.2 percent for the fall 2010 cohort, represents the vast majority of our first-time, full-time enrollment. When transfer is counted along with retention, the developmental group achieved a rate of 48.7 percent.

BCCC has many initiatives in place to improve retention for all students. The new academic advising model incorporates continuous degree-audits at 15-credit-hour increments (15, 30, 45 and 60) through advising milestones which require advisors to meet with students to conduct preliminary degree-audits ensuring appropriate progress towards award completion. Students at these milestones must meet with their advisors before they can register for classes. A caseload approach is now used to ensure that the advisor-to-student ratio stays reasonable. Full-time faculty members are assigned no more than 40 advisees, professional advisors are assigned 120 advisees, and administrators are assigned no more than 25.

The Performance Alert Intervention System (PAIS) was fully implemented last fall when the Board of Trustees approved a policy supporting the web-based student referral system. PAIS tracks performance, behavioral, and retention challenges. The policy requires reports during the third, seventh, ninth, and fifteenth week of the semesters, as well as at mid-term. The Student Success Center then follows up with appropriate interventions.

The Abell Foundation awarded BCCC a grant to establish the BCCC Aspiring Scholars Program, which provides performance-based awards to 2012 graduates of BCPSS high schools. Financial awards are made at key points during the semester, to aid in retention. Students receive awards for two semesters, if they meet the performance requirements. The First Year Experience (FYE) and College Honors (CH) Office addresses the advising needs of first-year students and utilizes an intrusive and developmental approach to advising, retention, and student success. The programs provide orientation, mentoring, the Preparation for Academic Achievement Course (PRE 100), career planning, and learning communities.

The PRE 100 course has been redeveloped with Student Success Advisors as content specialists. Academic advising concepts are incorporated as well as an advising syllabus and a career advising portfolio.   For first-year students, the Student Success Advisor serves as an instructor and as an advisor.

CARROLL COMMUNITY COLLEGE

No response was required.

CECIL COLLEGE

Fall-to-fall retention (Indicator 3)

Commission Assessment: The College's performance on this new indicator has shown improvement in retention for college-ready students, and fluctuated significantly for developmental students. Please provide an analysis of the factors affecting performance on this indicator and any strategies designed to improve performance.

Campus Response: Cecil College has been asked to explain why the College's performance on college-ready students has shown improvement, but fluctuated significantly for developmental students. The retention of developmental students at the institution has been an area of focus in recent years. The most significant factor impacting the decline in retention for the fall 2010 can be directly linked to the spike in enrollment of students with developmental needs in fall 2010 from 63.7% as compared to 42.0% of student enrollment in fall 2009. (see PAR indicator B). Cecil College immediately responded to this enrollment indicator by enhancing the developmental offering in a number of ways. The Emporium Model for Developmental Mathematics was implemented to realign all coursework. Reading and writing skill sets were blended in the English developmental sequence. Most recently, a summer bridge program for developmental students was piloted to accelerate the pace at which students completed the developmental sequence in mathematics and English. These curriculum changes were introduced between the fall 2010 and the summer 2012. It is anticipated that the result of these changes will positively impact retention trends in the upcoming year.

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

CHESAPEAKE COLLEGE

High school student enrollment (Indicator 14).

Commission Assessment: Performance on this new indicator shows that high school enrollment has declined significantly in the last three years, from 291 in Fall 2007 to 154 in Fall 2010. Please describe the College's analysis of this performance, the role of high school enrollment in the College's access strategy, and discuss any strategies to improve performance on this measure.

Campus Response: Chesapeake College's Dual Enrollment Program has undergone a comprehensive review to determine reasons for, and strategies to combat, declining fall high school enrollment. While fall 2010 enrollment declined to 154, improvement can be seen in fall 2011, increasing to 185 students. Spring dual enrollment remains strong; with an increase to 249 students. College staff has conducted enrollment analysis over the last 10 years, reviewing both fall and spring numbers. As part of this comprehensive review, discussions were held with the superintendents of the five-county school systems, focus groups of high school counselors who work with Dual Enrollment (DE) and DE-eligible students, and discussions were held with students within the college's Dual Enrollment student population.

It became clear the college needed strategies to address issues raised in this review. The school systems needed notification of on-site DE offerings in a time frame that worked with their high school scheduling-building process. The college also needed a plan to present Advanced Placement (strongly supported by all local school systems) and Dual Enrollment not as competing strategies but as complementary parts of a package of college credits students should be amassing. And the college had to work together with school staffs – even taking the lead where necessary – to help high school students from their freshman year on to build long-term academic plans that included a significant number of Dual Enrollment credits.

These strategies require significant college resources, including recruiting, advising and faculty participation. As a result, it was decided to use these strategies as part of a pilot project with one county. Talbot County Public Schools was selected because 1.) TCPS has a history of strongly supporting Dual Enrollment; 2.) A structure of on-site Dual Enrollment courses was already in place and 3.) Easton High School (where courses are offered) was close enough to the college's main campus (13 miles) that it provided for an efficient use of college human resources.

The program was launched in June 2012 after several months of joint planning with TCPS. The number of on-site Dual Enrollment courses at Easton High was doubled, and the college guaranteed a specific course sequence through 2015 to aid in long-term planning. Meetings with interested freshman students and their parents, jointly managed by TCPS and college staff, took place at both high schools (Easton and St. Michaels) in June 2012. Follow-up meetings with the entire sophomore class will take place in fall 2012 with testing, long-term academic planning and registration to take place in spring 2013 for this cohort's fall 2013 courses.

While the first cohort won't take classes until fall 2013, the extra resources put into the TCPS Dual Enrollment Program (including moving up the doubling of on-site courses from fall 2013 to spring 2013) already appears to be having an impact. The number of Dual Enrollment students from Talbot County rose from 40 in fall 2011 to 70 in fall 2012, an increase of 75 percent. Spring 2013 enrollment is anticipated to be even higher, with 70 high school campus seats compared to 35 in fall 2012. Chesapeake College's president and the TCPS superintendent are jointly seeking funding so as not to limit access to the program to those who can afford it.

If the pilot program produces the type of enrollment anticipated, a plan (including budget needs) for rolling the program out to the college's other service counties will be developed. It is expected the program will help with recruiting TCPS students after graduation – typically, a Chesapeake College Dual Enrollment student is about twice as likely to attend Chesapeake after high school graduation as a high school student who does not participate in Dual Enrollment – and with program completion.

COLLEGE OF SOUTHERN MARYLAND

Market share of first-time, full-time freshmen (Indicator 10).

Commission Assessment: Performance on this indicator has dropped significantly in the last two years, from 62.9% in Fall 2008 to 58.7% in Fall 2009 to 55.9% in Fall 2010. Discuss the College's analysis of factors contributing to this trend, and any strategies developed to reverse the decline.

Campus Response: CSM continues to retain the majority of tri-county residents enrolled as first-time, full-time freshmen in Southern Maryland. Over the last four years the market share of first-time, full-time freshmen cohort has declined from 62.9% to 56.4%. However, this year's market share has increased one-half percent (56.4%) when compared to last year (55.9%). The college continues to address the market share of first-time full-time freshmen through its Strategic Plan (ISP) and through the Student Success and Goal Completion Plan.

The college is closely monitoring the market share of first-time, full-time freshmen and has highlighted what was accomplished relative to the market share rates. Recruitment activities were conducted at all 13 tri-county public and private high schools. The college participated in the Southern Maryland College and Charles County College Fairs. The Customer Relationship Management (CRM) system was implemented to track and communicate with prospective students. Senior testing was conducted at high schools in the tri-county area for students who applied to CSM prior to graduation high school. The Educational Talent Search (ETS) program was utilized to increase the number of recent high school graduates attending CSM. And finally, the college participated in the Program Advisory Committee for Career Research and Development (CRD) in Charles County Public Schools.

Enrollment in continuing education workforce development courses (Indicator 30)
and
Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure (Indicator 31)
and
Enrollment in contract training courses (Indicator 33).

Commission Assessment: The College's performance on these indicators is improving, at a time when most other colleges are reporting sharp decreases in support by employers for continuing education. The College is commended for its success in this regard. Discuss the factors mitigating these trends in the College's service area, and describe any best practices by the College that might be emulated by other institutions.

Campus Response: Current growth in CSM's Continuing Education (CE) enrollments can be attributed to improvements across a spectrum of inputs including marketing, facilities, programming, student scholarships, and contract training. In fall 2009, CSM launched a concentrated branding/marketing effort for 34 entry-level "Career Starter" certificate programs

across nine high-growth industry sectors. Career Starters enable participants to obtain workplace skills and/or earn certification and/or a license in not more than a 16-week accelerated period to begin working in an entry-level position in a high-demand industry. As the economy contracted in FY2009 and laid-off workers came back to the college to train for new careers, this re-packaging and re-branding of many existing CE certification programs was very appealing. Significant outreach was conducted to market and promote Career Starters with several key partners including public and private high schools, the Department of Labor and Licensing Regulation, Adult Basic Education, and the Department of Social Services. As a result, CSM has experienced phenomenal growth particularly in the construction/trades, healthcare, business, and information technology continuing education certificate programs.

In 2009, CSM opened the doors to our new Center for Trades and Energy Training (CTET) facility. This new 19,000 square foot building hosts four large labs and four classrooms for new trades and energy workforce training including construction apprenticeships and advanced skills training in Electrical, HVAC, Welding, Carpentry and Plumbing. Shortages of skilled trades' workers in these fields have been well-publicized for years. In FY2011, CTET had almost 1,200 course enrollments despite the lagging economy.

The college also designated, built-out and equipped a lab for continuing education Allied Health and Nursing. This has expanded our capacity to train health care workers while greatly improving the quality of our health care professional training courses and programs. As a result, we have expanded enrollments while, at the same time, improving student performance on external certification standards and testing such as the Maryland Board of Nursing (MBON). Since federal Pell funds are not typically available to continuing education students, CSM worked with our foundation to find alternatives to help CE students pay for their training, particularly our new health care and trades courses. Many of these certificate programs were added to the Workforce Investment Act eligible training list to provide public funding for eligible unemployed and underemployed participants. In addition, the CSM Foundation has granted about $50,000 in tuition assistance per year to help CE students cover one-half of their tuition costs.

CSM was awarded two large contracts with the Naval Air Command which have led to nation-wide training of naval employees in Leadership and Wellness at bases across the country. CSM is leveraging our community college partners across the U.S. to deliver this training for naval clients.

COMMUNITY COLLEGE OF BALTIMORE COUNTY

Fall-to-fall retention (Indicator 3)

Commission Assessment: The College's performance on this new indicator shows a gradual increase in retention of developmental students, but sharp fluctuations and a long-term decline for college-ready students. Please provide an analysis of the factors affecting performance on this indicator and any strategies designed to improve performance.

Campus Response: The fluctuations are caused by changing transfer patterns among college ready students. The College Ready Transfer rate rose from 12.4% in Fall 2008 to 19.7% in 2009 and continued to rise to 22.1% in 2010. Many of these students transferred before their second fall term at CCBC. Developmental students did not show a similar pattern of increasing transfer rates. The recent recession may have prompted College Ready students who would have gone to a four year college after high graduation to attend CCBC for one or two semesters.

Successful-persister rate after four years, college-ready students (Indicator 5a).

Commission Assessment: This indicator declined notably, from 79.5% for the Fall 2005 cohort to 74.9% for the Fall 2006 cohort. Explain the factors contributing to this decline and discuss any efforts to improve performance.

Campus Response: CCBC experienced a decline in awards in fiscal years 2006 and 2007. Since 2007, awards have increased in the high single digits. This increase is expected to appear in the Fall 2008 cohort. Cohort size is a factor. Slight changes within a small cohort appear large when reported as a percent change.

FREDERICK COMMUNITY COLLEGE

Successful-persister rate after four years, college-ready students (Indicator 5a)
and
Graduation-transfer rate after four years, college-ready students (Indicator 6a).

Commission Assessment: In each of the last two years, these indicators have declined for college-ready students. Discuss the factors affecting the success rates for these students and describe any steps taken to reverse the trend.

Campus Response: The successful-persister rate after four years for the latest cohort is 86.9% which is 1.9% higher than the 2011 benchmark.

Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions (Indicator 15).

Commission Assessment: This indicator increased from 44.9% in FY 2010 to 48.1% in FY 2011, exceeding the upper limit established by the benchmark on this measure. Describe steps to be taken to hold tuition and fees below the benchmark level.

Campus Response: The tuition and fees for FY 2012 was $3,806.5 for 30 credits per year compared to $7,821 at Maryland public four-year institutions. The rate is 48.7% which is .7% more than 2016 established benchmark.

Tuition and fees have increased over the past several years due to the lack of funding from the State and County. Below are the in-county rates per credit hour by fiscal year.

FY 2009 - $92
FY 2010 - $96
FY 2011 - $103
FY 2012 - $106
FY 2013 - $109

The largest increase in tuition was in FY 2011 (a $7/credit hour increase). This was the year the County cut $1,000,000 from the budget. To compensate for the loss, tuition and fees were increased and a budget savings plan was implemented.

The tuition increases have been necessary due to the state not fully funding the College using the CADE formula. This has created many economic issues for the College.

GARRETT COLLEGE

Market share of part-time undergraduates (Indicator 11).

Commission Assessment: Performance on this indicator dropped from 73.2% in Fall 2009 to 66.7% in Fall 2010. Discuss the College's analysis of factors contributing to this trend, and any strategies developed to reverse the decline.

Campus Response: The downward trend in market share of part-time undergraduates mirrors a similar trend with respect to part-time enrollment. Over the last decade or more the College has seen an enrollment shift where the number of full-time students (most of whom are traditional-aged) has steadily increased while the number of part-time students (who are typically older, i.e., nontraditional) has steadily decreased. Some of this demographic shift, at least more recently, can be attributed to the establishment of the Garrett County Scholarship that benefits recent high school graduates. In addition, within the College's service area there is not as many displaced or underemployed workers as has been the case in the past and therefore fewer adults who may be seeking job retraining or considering a career change. Moreover, because traditional-aged full time students make up the majority of the College's student population, there has been a tendency to focus less on efforts to develop schedules and programs that would be more likely to attract adult students, many of whom would typically attend part-time. However, given Garrett County's declining high school population the College is beginning to focus more of its efforts on better serving the adult population, and this emphasis is reflected in both the College's Academic Plan and its Strategic Plan.

HAGERSTOWN COMMUNITY COLLEGE

Developmental completers after four years (Indicator 4).

Commission Assessment: After a significant increase for the Fall 2004 cohort, performance on this indicator has declined for the past two years. Discuss the factors affecting this trend, and describe any strategies developed to improve performance on this measure.

Campus Response: Overall, the numbers of enrollments increased in developmental courses. However, there was an annual decline in the number of students who placed at the 100 level, which is the highest developmental course level, for the Fall 2004, 2005 and 2006 cohorts. There was an increase of two percent from the Fall 2006 to Fall 2007.

From Fall 2004 to Fall 2007, there has been a decrease of 24.4 percent in the placement into 100 level courses. Meanwhile, enrollments in the two lowest levels - 098 and 099 - increased each year, with the 098 having the greatest increases in enrollment. From Fall 2004 to Fall 2007 there was an 18.5 percent increase in enrollment for the 099 levels, and there was a 31.1% increase in enrollment for the 098 levels.

Placements into the lowest developmental levels are of great concern because it is less likely that a student will succeed or persist. To address completions in developmental courses, the College implemented several strategies within the last 18 months. Courses are offered sequentially within 7.5 week sessions and held back-to-back during a semester, thereby reducing time needed to move through the sequence. In Fall 2012, 50 percent of developmental math offerings were sequenced and 80 percent will be in Spring 2013. All developmental levels across English, ESL, and math are now standardized. Mentors are assigned to all adjunct developmental instructors.

HARFORD COMMUNITY COLLEGE

No response was required.

HOWARD COMMUNITY COLLEGE

No response was required.

MONTGOMERY COLLEGE

Developmental completers after four years (Indicator 4).

Commission Assessment: In the 2011 Performance Accountability Report the College noted what it called a "dramatic" decline in this indicator and reported that it was examining the factors connected to this performance. Discuss the results of this examination and outline any strategies that are being used or will be used to reverse the trend.

Campus Response: As noted by the Commission, the proportion of developmental completers after four years (Indicator 4) decreased over the first three cohort years (2004 to 2006) from 50 percent to 26 percent, respectively. The current data show a one-year reversal of the trend, which reflects increased academic and student services resources targeted at increasing retention and success. The College will continue its efforts to maintain and/or exceed its success in areas where the goal has been achieved and direct additional resources to the area that is below expectations.

Percent of expenditures (Indicator 8).

Commission Assessment: The College has established the goal of significantly reordering its spending priorities, moving a substantial amount of funds away from academic support and other expenditures towards expenditures related to instruction. Please briefly describe the methodology for identifying costs for targeted reductions, as well as the instructional areas that are slated to receive additional funds.

Campus Response: A rigorous and focused strategic planning process has enabled the college to carefully and closely examine the degree to which budgetary commitments match institutional strategic and operational priorities. This process has yielded valuable information and insights that will surely impact future budgetary decisions. For example, the college is much more cognizant of the need to include "scalability" as one of the criteria for designating a program as "successful" and thus worth continuing. In the past the college has supported several "boutique" programs requiring expenditures of human and financial resources only to find that some of these initiatives benefitted few profoundly or many only incrementally. A careful attention to return on investment *before* funds are allocated has enabled some academic and student services support funds to be shifted into the classroom to support direct instruction.

An example of the latter is the initiative to completely redesign the developmental mathematics, reading, and writing curricula at the college. More support will be provided in the classroom by instructors serving more as "guides on the side" than "sages on the stage". Students will be able to proceed at their own pace, concentrating on that which they need rather than a wide array of one-size-fits-all concepts and exercises.

In addition, the college is closely examining the manner in which it tracks expenditures to make sure that costs are classified correctly. This reclassification may also result in a distribution more heavily weighted toward instruction.

WOR-WIC COMMUNITY COLLEGE

Fall-to-fall retention (Indicator 3)

Commission Assessment: The College's performance on this new indicator shows a fairly stable rate for college-ready students, but sharp fluctuations for developmental students. Please provide an analysis of the factors affecting performance on this indicator.

Campus Response: Fifty percent of the developmental students who started in the fall of 2007 returned the following fall. The fall-to-fall retention rate increased to 54.4 percent for developmental students who started in the fall of 2008. For the fall 2009 and 2010 cohorts, the rate decreased to 47 percent.

To increase student retention and progression through developmental coursework, policy changes were implemented in the fall of 2009 that require students who need developmental coursework to enroll in at least one developmental course in any term during which they take more than one course. The college also implemented an intrusive advising program 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.

In the summer of 2011, the college began requiring new students to attend Mandatory Student Orientation, Advising and Registration (SOAR) sessions. Combined and accelerated courses, designed to help developmental students move more quickly to college-level coursework, and the Persistence and Student Success (PASS) program, designed to increase access to support services, were piloted in FY 2012. Changes were also made to the college's required student success course to increase the retention of new students.

Graduation-transfer rate after four years, college-ready students (Indicator 6a).

Commission Assessment: Performance on this measure declined significantly, from 75.0% for the Fall 2005 cohort to 67.2% for the Fall 2006 cohort. Explain the factors contributing to this decline, especially in the context of a rising successful-persister rate for this population, and discuss any strategies designed to improve performance.

Campus Response: The graduation-transfer rate for college-ready students was 75 percent for the fall 2004 and 2005 cohorts. The rate dropped to 67.2 percent for the fall 2006 cohort and 64.1 percent for the fall 2007 cohort. Between 36 and 41 percent of the college-ready students in each cohort graduated within four years. More than 35 percent of the college-ready students in the fall 2004 and 2005 cohorts transferred without earning an award. This percentage dropped to 31 percent for the fall 2006 cohort and 23 percent for the fall 2007 cohort. At the same time, persisting students increased for the fall 2006 and 2007 college-ready student cohorts, resulting in the highest successful-persister rate (85.9 percent) of the four cohort years.

First-time college students are required to create educational plans during the college's mandatory student development course. As a pilot in the fall of 2012, students will be inputting their plans into the college's computer system and will be unable to register for classes until their advisors review and approves their plans. Required educational plans are also being piloted for students on academic probation and suspension. These changes are intended to encourage the relationship between students and their advisors, as well as reduce "time to degree" by helping students avoid taking unnecessary courses.
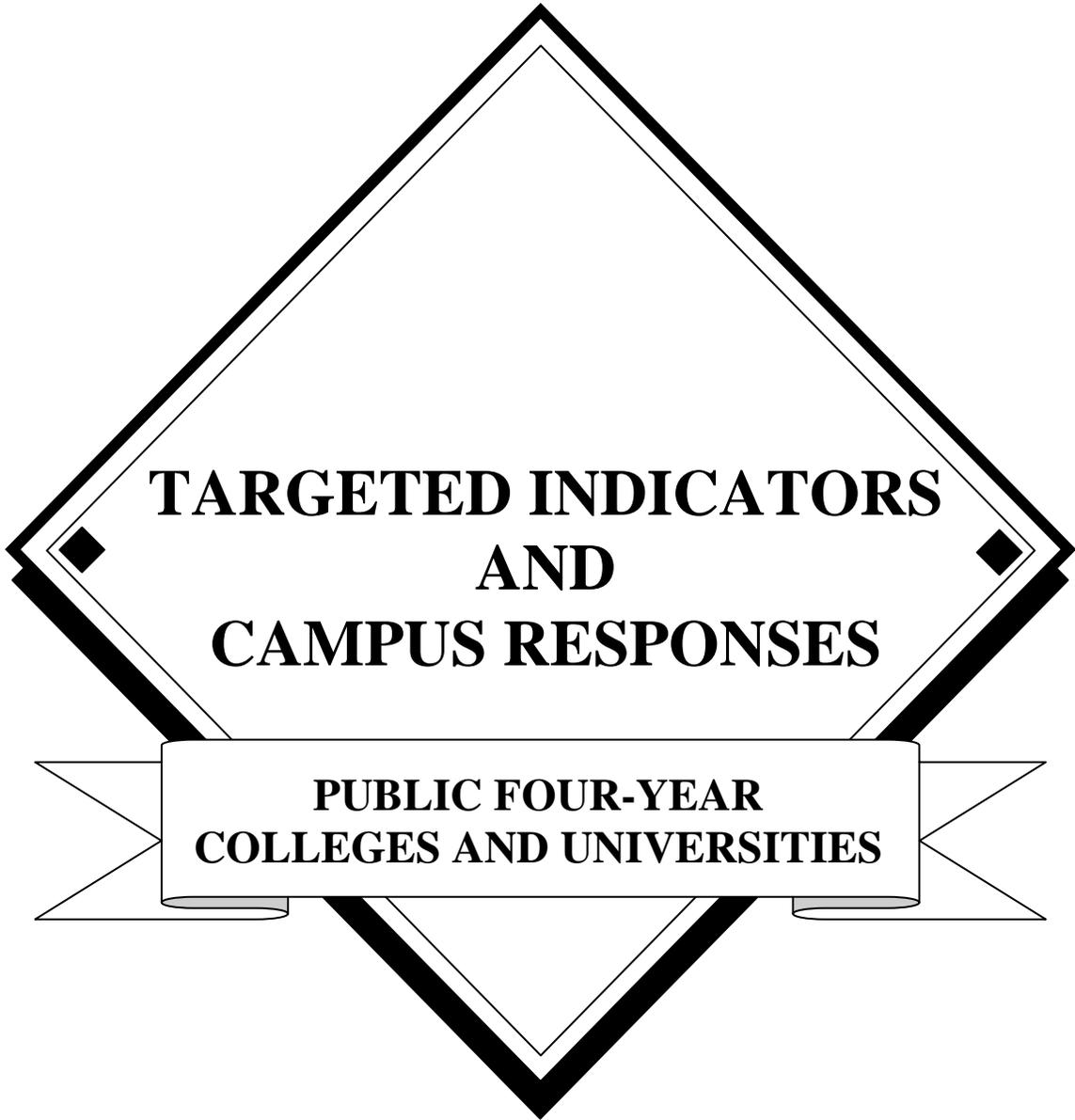
TARGETED INDICATORS
AND
CAMPUS RESPONSES

PUBLIC FOUR-YEAR
COLLEGES AND UNIVERSITIES

BOWIE STATE UNIVERSITY

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

Commission Assessment: Specify the strategies that the University has used or will use to identify programs, other than the RN-to-BSN program in nursing, which will be delivered online.

Campus Response: The focus of previous reports has been on the BSN program, due in part to the receipt of grant funding. Other programs that are in the process of being built out include the Masters of Science in Management Information Systems (MIS) and the Masters of Science in Nursing (MSN). During FY 2012, the MIS program offered 9 courses online and the MSN program offered 3. Additional courses are under development. When the appropriate threshold is reached, requests for approval will be sent to USM, MHEC and MSCHE.

A number of other activities were completed in FY 2012 to support further development of online education. The University implemented the *BSU Online Policy* by evaluating current online and hybrid course offerings against the Quality Matters rubric. As of the fall 2012 semester, only 9 of the over 100 courses still needed further development to meet standards. The Academic Computing unit responsible for distance education activities was reorganized and now reports to the Division of Academic Affairs. The University provided extensive training to faculty to support the conversion to Blackboard Learn. The University Testing Services office expanded its responsibilities to support testing of students in online courses. The Faculty Evaluation Committee of the Faculty Senate approved a course evaluation form for online courses. Academic Computing also completed an analysis of the University's progress in meeting the MSCHE distance education Nine Hallmarks of Quality. All this is being done in preparation for a substantive change request to MSCHE to offer an online program in the next two academic years.

Objective 4.3 – Increase the amount of grant funding from $9.4 million in 2009 to $11 million in 2014.

Commission Assessment: The amount of funding received in 2011 has declined for the last two years. Identify the strategies that the University will use to increase the number and quality of applications for grant funding.

Campus Response: Bowie State University recognizes the importance of research and scholarship in enhancing the academic enterprise. As part of its vision, the University is committed to providing "its diverse student population with a course of study that ensures a broad scope of knowledge and understanding that is deeply rooted in expanded research activities. " Furthermore, the first Goal in the University's strategic plan is to provide high-quality and affordable academic programs and support services for all students. This includes offering students experiential learning opportunities like research and service that foster student engagement and workforce preparation.

The University hired a full-time Director of Research and Sponsored Programs in summer 2012. The new Director is committed to expanding the core functions of the Office of Research and Sponsored Programs (ORSP). ORSP is dedicated to providing support to BSU faculty, staff, administrators, students, and partners in seeking external funding that can enhance and expand opportunities for teaching, research, scholarship and to support the mission and vision of Bowie State University. In an effort to increase funding through grants and contracts, ORSP is continuing to enhance its services through coordinating proposal development training, offering grant writing assistance, encouraging faculty involvement in research and scholarly conferences, professional organizations and grant review panels, finding funding opportunities and fostering relationships with funding agencies.

ORSP provides direct training and coordinates additional external workshop/conference opportunities in proposal development. These opportunities also provide attendees with an understanding of factors that are important to effectively positioning oneself and the University for external funding. In order to identify pertinent funding opportunities, ORSP subscribes to funding databases, and the office is considering additional opportunities for membership such as the Grants Resource Center that can strategically assist in identifying funding opportunities, in the solicitation of external funding and in providing best practices of grants management and sponsored programs. ORSP is also providing opportunities for one-on-one and group training in the use of these resources and in tailoring the offices services to meet the needs of individual faculty and staff. In addition, ORSP actively promotes the involvement of faculty and staff as grant reviewers for pertinent funding agencies, and in conferences and professional organizations in their fields.

ORSP is also building its capacity to assist faculty by offering direct grant writing assistance. A Sponsored Programs staff member will be sought who will assist the institution in pre-award services including proposal development. In addition, boilerplate documents for topics such as the University's history, research capacity and mission will be made available to make the grant development process less time-consuming. In addition, a Grants Research staff member will be sought to help identify additional data and literature to support, and to assist in reviewing grants prior to submission.

ORSP also recognizes the importance of relationship building to expand BSUs capacity for external support. A focused effort will continue that enables ORSP to facilitate discussions with program officers for specific RFPs and information–gathering to identify agency priorities and the best fit for the research/teaching goals of faculty. In addition, the University will look to broaden its connections with government and other non-profit and for-profit organizations through partnership and collaboration. ORSP will continue to expand its services and work directly with faculty, staff and administrators throughout the campus to increase opportunities for student learning, faculty growth and the research and scholarly capacity of the institution.

COPPIN STATE UNIVERSITY

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

Commission Assessment: The University's six-year retention rate increased slightly from 17.5% in 2010 to 18.2% in 2011, arresting a decline of several years' duration. For the last two years, the Commission has asked the University to discuss the graduation rate, and the University has responded by describing strategies to improve second-year retention. While these strategies are commendable, and although retention is clearly related to graduation, the University's graduation rate is substantially lower than that of other State public universities with comparable second-year retention rates. This suggests that there are other factors affecting students' ability to persist beyond the second year. Describe the factors that the University has identified that impede students' progress after the first year, provide evidence related to these factors, and identify strategies for addressing these obstacles.

Campus Response: Factors that impede students' progression:
- Lack of financial resources
- Lack of strong academic preparation from High School; lacking specific knowledge in math, reading and writing.
- Stop out for family issues and career advancements
- Overall academic challenges

The Summer Academic Success Academy (SASA) was piloted in the summer of 2010, and was fully operational during summer of 2011. This intensive, six-week comprehensive program is designed to help new-direct-from high school students improve their academic skills, bridge their transition to the University, and increase their placement test scores so that they are prepared to move strategically to graduation. The program affords participants the opportunity to:

• Develop the English, math, and reading skills required for university work while earning university credits.

• Develop the social, intellectual, and emotional strategies for successful integration into the University

• Improve placement test scores (in post-testing)

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

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

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

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

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

FROSTBURG STATE UNIVERSITY

Objective 6.2 – Increase students' involvement in community outreach to 4,000 in 2014, from 3,538 in 2009.

Commission Assessment: Student involvement in community outreach declined by 10.9% from 2010 to 2011. Discuss the factors affecting student participation in outreach programs and the strategies that are used or will be used to increase student participation.

Campus Response: The decline in the number of students involved in community outreach in 2011 can be partly attributed to a vacancy in the director's position of the Office of Leadership and Civic Engagement (OCLE) during the spring and summer of 2011. While the director position was vacant, the associate director was charged with managing FSU's student community service components as well as its leadership programs. In order to ensure the execution of the large scale programs and events that account for a large portion of the University's student volunteer population (e.g., Relay for Life, the Sloop Institute for Excellence in Leadership, the President's Leadership Circle programs, and the Day of Caring and Sharing), several of the smaller leadership and service programs were not included in the spring semester's schedule.

In July 2011, the Office of Leadership and Civic Engagement was split into two offices, a Director was hired for Leadership and Experiential Learning, and the associate director assumed the responsibility of the newly formed Office of Volunteerism and National Service. During the following year of transition, volunteer numbers again began to climb as programming and volunteer opportunities were added back into the portfolio. As a result, the number of students involved in community outreach has increased to 3,535 for the current reporting cycle.

Objective 6.3 – Increase the number of faculty awards from 33 in 2009 to 50 in 2014.

Commission Assessment: The number of awards decreased by 56% from 2010 to 2011. Identify plans to increase recognized achievement by University faculty.

Campus Response: Commensurate with its Strategic Plan, Frostburg State University seeks to promote an environment where faculty are valued and appreciated. The institution is fully committed to featuring and recognizing faculty accomplishments, and the Office of the Provost encourages all faculty to present and attend at regional, national, and international conferences.

In March 2012, President Gibralter announced the establishment of the President's Distinguished Faculty Award. This prestigious award recognizes faculty who engage in activities that advance the University in ways that are consistent with FSU's mission, goals, and action priorities as outlined in the Strategic Plan. The FSU Foundation Opportunity Grants are awarded to projects developed by students, faculty, and staff that are aligned with the Strategic Planning priorities. The grants are designed to facilitate a sense of ownership within the University. The program has grown from $41,000 in support of eight projects in 2009 to over $101,100 to fund 43 projects in FY 2012.

Finally, through a collaboration with the Faculty Senate chair and the President's Advisory Council on Institutional Effectiveness, Frostburg also offers the President's Experiential Learning Enhancement Fund. This fund, which has awarded $35,000 for the second consecutive year, was created to support faculty projects that specifically engage students in an experiential learning opportunity.

SALISBURY UNIVERSITY

Objective 3.1 – Increase the percentage of African-American undergraduates from 11.7% in 2009 to 12.5% in 2014.

Commission Assessment: This indicator decreased slightly in 2011, but the long-term trend is flat. Discuss the obstacles to recruiting qualified African-American undergraduates and plans for overcoming these obstacles.

Campus Response: While the data show a flat trend in the percentage of African-Americans represented in SU's undergraduate class, it provides an incomplete picture of minority enrollment on campus. The primary reason why the African-American percentages have remained relatively flat is because, in fall 2010, race/ethnicity categories and reporting requirements were modified to comply with new federal regulations. These modifications now provide an opportunity for students to select their race/ethnicity from more options and to indicate if they consider themselves to be two or more races.

Based on these reporting modifications, Hispanic and multi-race students represent a larger percentage of our undergraduate student population. In fact, since the reporting change, minority and Hispanic student representation has increased 2.3 and 1.4 percentage points, respectively. While these increases are certainly noteworthy, the University is always seeking ways to enroll a more diverse group of students. The Office of Admissions makes a concentrated effort to target geo-markets with large diverse populations with the purpose of recruiting and retaining academically qualified diverse students; specifically African-American, Asian and Hispanic students. As a part of their Diversity Plan, the office of Admissions has identified several goals and action steps.

Goals:
- Deepen relationships with counselors, teachers, and access program coordinators within schools that serve students from diverse backgrounds.
- Increase the number of minority applicants by 5%.
- Increase the percentage of diverse students in the incoming class by 5%.

Plan of Action:
- Counselors will identify College Access organizations in their assigned territories to establish relationships and build diversity recruitment pipelines.
- Organize bus trips to SU for diverse students and their guidance counselors.
- Conduct on-site admissions program at feeder high schools with large diverse populations. (Pilot program)
- Attend diversity recruitment college fairs sponsored by college access organizations, such as: College Bound, National Hispanic College Fair, College Summit, etc.
- Purchase names of minority students in Maryland and the surrounding states, who have taken the SAT, with the intent to target those students for direct mailing; providing information regarding campus visits, the application process, and academic opportunities.

- Collaborate with Multicultural Students Services to conduct the minority visitation weekend program for prospective freshmen students.
- Partner with the Office of the Vice Chancellor for Communications for University System of Maryland to conduct a community outreach program for underrepresented populations on Salisbury's campus through the *Way to Go Maryland* program

Objective 4.5 – The six-year graduation rates of SU first-time, full-time African-American freshmen will increase from 64% in 2009 to 66% in 2014.

Commission Assessment: This indicator decreased by 4.6 percentage points in 2011. Some fluctuation can be expected given the small size of the cohort. In its 2011 Performance Accountability Report, the University alluded to strategies undertaken to encourage greater student success for minority students. Describe these strategies in greater detail and specify why the University believes they will help realize the target graduation rate.

Campus Response:

Though the six-year graduation rates for African-American students declined during the 2011 reporting cycle, the rates increased this year by 2.8 percentage points. In fact, the 2011 decline in African-American student graduation rates was a trend at all but two USM schools last year. SU attributes the increase in this year's rates to the continued expansion of retention initiatives that were first piloted in fall 2009.

The early positive effects are evidenced by two consecutive years of retention rate increases for the overall, African-American, and minority comparisons. Since the 2009 implementation of Supplemental Instruction (SI) and mid-semester reports and the expansion of living-learning communities (LLCs), retention rates increased 2.2 percentage points. Additionally, African-American and minority retention increases have been even greater: 2.8 and 4.8 percentage points, respectively. The preliminary results for these initiatives are included here:

- Supplemental Instruction (SI) course offerings continue to expand. The expansion is based on two years of positive results. During academic years 2009-10 and 2010-11, students who attended five or more SI sessions had significantly higher first-year grades than students who attended fewer than five SI sessions. Additionally, SI students who attended five or more sessions had higher second-year retention rates than the overall first-time student cohort. Based on these positive results, SI has expanded from 16 sections (2009-10) to an estimated 50 SI course sections in fall 2012 alone.
- Based on positive data from the previous two academic years, the LLC program has also been expanded. Students enrolled in LLCs earned higher first-year grades and were retained at a greater rate than those that were not in an LLC during their first year at SU. These positive results led the University to expand from nine LLCs in 2009 to 15 LLCs in 2012.
- As another remediation effort, all first-time, first-year students with a "D" or "F" are contacted by the Center for Student Achievement (CSA) to offer academic support, advising and/or tutorial assistance. Students that sought assistance from the CSA following their poor mid-semester performance were tracked to determine if their semester performance (i.e., grades) and retention were similar to those with failing mid-semester grades that did not seek remediation from the CSA. For the past two years, students that attended the CSA for

academic support had higher grades at the end of their first year than those that had a "D" or "F" at mid-semester but did not attend the CSA. Additionally, students that attended the CSA following poor mid-semester performance were retained into their second year at higher rates than students that did not seek out assistance at the CSA. Based on these positive results, the CSA expanded the number of tutors and opened remote sites in two campus buildings in fall 2011.

TOWSON UNIVERSITY

Objective 3.9 – Increase the number of Veterans and Service Members from 246 in FY 2009 to 300 in FY 2014.

Commission Assessment: The University described its Veterans' Center in its 2011 Performance Accountability Report and outlined its role in improving the experience of veterans attending the University. However, the number of veterans and active duty military personnel has decreased for the last two years. Describe strategies to increase enrollment by veterans and active duty personnel.

Campus Response: Towson University is, and remains, firmly committed to serving our country's veterans and military service members. The state goal of increasing the number of enrolled and graduating veterans and military service members is one component of this support. Towson University's Admissions Office houses a staff member who has been charged to serve as the point of contact for veterans and military service members and for their recruitment. The office also has a strong relationship with ROTC (our students take their ROTC classes at Loyola University of MD), and this year the office joined the Leadership Scholar Program with the Marine Corps. TU also houses a dedicated Veteran's Center (www.towson.edu/veterans/index.asp) with a director and advisor and also maintains a student veterans group and assists student veterans with the transition to TU and with issues or concerns.

Nonetheless, in 2009 TU stated a goal of increasing the number of veterans and service members from 246 in fiscal year 2009 to 300 in fiscal year 2014, and this goal has not been met. Consequently, with new leadership in the enrollment management and institutional research offices we completed a thorough review of what might have happened to hamper attainment of this goal.

Most significantly we found that the data used in previous years to establish and also to gauge progress on this goal was problematic. In previous years, TU's enrollment management and institutional research offices had identified veteran students by tallying students who claimed veteran's benefits as part of their financial aid. This means of identifying veteran students was inaccurate for a variety of reasons, mainly: a) some dependents of veterans and military service members can claim veterans' benefits, b) not all veterans and military service members claim veterans' benefits even if they are eligible, and c) no other verifiable means of identifying veterans and military service members had been used. Therefore the validity of the numbers that TU has reported for Objective 3.9 as well as the initial number used to establish specific goals for this objective are poor and inaccurate.

Now that we have identified these difficulties Towson University feels that the data / information reported for 2012 and 2013 in the Managing for Reports document are a more accurate representation of the state of affairs at TU. Steps taken included identifying means to verify and certify veterans and military service members who claim veterans' benefits and those participating in the Veteran's Center and other organizations on campus. Next year TU will re-examine its objectives concerning enrollment and graduation of veterans and military service

members to derive a more reasonable and accurate goal concerning its veterans and military service members.

UNIVERSITY OF BALTIMORE

Objective 4.1 – Increase the percentage of research dollars coming from federal resources to 20% or greater by 2014.

Commission Assessment: The percentage of research dollars deriving from federal sources has declined from 18% in 2009 to 7% in 2011. Identify approaches to improving the University's ability to obtain research funding from federal sources.

Campus Response: While we agree that the percentage share of the research dollars deriving from federal sources has declined, UB has been successful in increasing the share of subawards from competitive federal grants and contracts. For example, in 2012, while the direct federal share of awards was close to 10% ($600k), we received an additional 8% share ($476k) of subawards from the Small Business Administration through the University of Maryland, College Park. We believe the best approach to obtaining federal grants and contracts is to pursue collaborative proposals with other institutions, which often result in subawards instead of direct federal funding.

The Office of Sponsored Research has implemented several programs and strategies to improve our faculty's ability to seek and obtain direct federal funding. For example, we have initiated a grants workshop series, where we invite federal program managers to campus once a semester to talk to faculty about their grant programs and requirements. In 2011 UB was visited by program officers from the National Endowment for the Humanities (NEH) and the State Department Fulbright program. We have also established internal seed grant programs to help projects gets started while external funding is pursued, and are working proactively with new faculty (19 in fall 2012) to encourage and support the submission of single investigator proposals, particularly in the sciences.

UNIVERSITY OF MARYLAND, BALTIMORE

Commission Assessment (not tied to a specific indicator): Please clarify how each of the University's goals and objectives contribute to one or more goals of the 2009 State Plan for Higher Education. If the University is implementing goals from its new strategic plan, these new goals should be placed in the context of the State Plan.

The campus response to this issue was integrated into its institutional narrative, as each objective was identified as relating to one or more goals of the State Plan. All goals and objectives are listed below, along with a corresponding State Plan goal or goals. Readers are encouraged to consult the institutional narrative for more details.

Goal 1 – Evolve and maintain competitive edge as a center of excellence in the life and health sciences, law and social work and as a campus of professions committed to addressing complex social issues at local, state, and international levels.

Objective 1.1 – *By fiscal year 2012 demonstrate the quality and preeminence of all UM professional schools by achieving Top Ten status among public schools.* State Plan Goal 1

Objective 1.2 – *By fiscal year 2012 increase nationally recognized memberships and awards to UM faculty to 16.* State Plan Goal 1

Objective 1.3 – *By fiscal year 2012 increase scholarly productivity by increasing scholarly publications and activities per full-time faculty member to 7.5.* State Plan Goal 1

Goal 2 - **Conduct recognized research and scholarship in the life and health sciences, law and social work that fosters social and economic development.**

Objective 2.1 – *By fiscal year 2012 increase extramural funding for research, service and training projects to $600 million.* State Plan Goal 5

Objective 2.2 – *By fiscal year 2012 produce and protect intellectual property, retain copyright, and transfer university technologies at a level appropriate to budget resources by maintaining the number of U.S. patents issued and the number of licenses/options executed annually at 50% of 2009 levels.* State Plan Goal 5

Goal 3 – Recruit outstanding students, increase access for disadvantaged students, provide excellent graduate and professional education, and graduate well-trained professionals who will be leaders in the fields and in the development of public policy.

Objective 3.1 – *By fiscal year 2012 increase the number of master's and doctorate nursing graduates, PharmD graduates and DDS graduates by 20% on average compared to 2009.* State Plan Goals 2, 3

Objective 3.2 – *By fiscal year 2012 maintain support for financial aid scholarships and grants at 2009 levels.* State Plan Goals 2, 3

Objective 3.3 – *By fiscal year 2012 maintain high rates of graduate employment and educational satisfaction compared to 2008.* State Plan Goals 4, 5

Goal 4 – Encourage, support and reward faculty entrepreneurship; increase fundraising and philanthropic support.

Objective 4.1 – *By fiscal year 2012 attain capital campaign goal of $93 million a year.* State Plan Goal 1

Objective 4.2 – *By fiscal year 2012 increase university endowment from all sources to $243 million.* State Plan Goal 1

Objective 4.3 – *By fiscal year 2012 increase the number of grant applications and the average grant award from federal and other sources supporting traditional research and technology transfer by 25% compared to 2009.* State Plan Goal 5

Goal 5 – Provide public service to citizens in all sectors and geographic regions of Maryland; provide outstanding clinical care appropriate to mission.

Objective 5.1 – *By fiscal year 2012, maintain the number of days that faculty spend in public service with Maryland's governments, businesses, schools, and communities at 10 days per full-time faculty member.* State Plan Goal 1

Objective 5.2 – *By fiscal year 2012 maintain a level of charity care at 2009 levels.* State Plan Goal 1

Goal 6 – Increase efficiency, effectiveness and accountability; respond creatively to fiscal pressures, both those that are unique to academic health centers and those affecting higher education generally.

Objective 6.1 – *From fiscal year 2009 through fiscal year 2012 attain annual cost savings of at least 3% of the total budget based on enhanced efficiency and effectiveness.* State Plan Goal 2

Objective 6.2 – *By fiscal year 2012 achieve a completion rate of annual action items in the Campus Strategic IT plan of at least 95%.* State Plan Goal 1

UNIVERSITY OF MARYLAND, BALTIMORE COUNTY

Objective 3.1 – Maintain through FY 2014 the number of companies graduating from UMBC incubator programs each year at 3.

Commission Assessment: The number of graduating programs declined from three in 2010 to one in 2011. Explain the factors affecting the number of new companies in incubator programs and their ability to graduate from incubator programs. Discuss strategies for maintaining the number of graduating companies.

Campus Response: bwtech@UMBC Incubator requires interested technology companies to complete an application, an executive summary and a financial statement to enter the program. Initial review is conducted by staff and members of the business advisory board. Once accepted the company enters into a three year agreement. Our entrepreneur in residence, staff and business advisory board work to provide the necessary resources to assist the company. There are a number of factors which can extend the companies' term in the program. Biotechnology companies generally take four to five years to become self-sustaining and graduate from the program. The downturn in the economy has greatly affected all companies including early stage companies in incubator programs. Our program graduated three companies in 2010, one in 2011 and five in 2012. The companies, whose graduation was delayed, are biotechnology companies and needed an additional year in the program due to the poor economy.

Objective 2.2 – Increase the average degree credits earned through non-traditional options by bachelor's degree recipients from 26 in 2009 to 30 in 2014.

Commission Assessment: The number of credits earned through non-traditional options remains flat. Discuss strategies to increase completions of these types of credit.

Campus Response: The University is focusing on initiatives that benefit the educational enterprise. Specifically, see reference to a new Blended Learning initiative in New and Revised Programs in Goal 2.

> This year, the University launched a new initiative to develop innovative learning opportunities for students. With funding from the Office of the Senior Vice President and Provost, 10 courses were modified to use blended learning methodologies to enhance student learning, and offered in the 2011-2012 academic year. A blended learning course involves a combination of face-to-face and online interactions, built on a rich collaboration environment that includes a variety of information sources such as multimedia data, simulations, and visualization for individual and collaborative learning. Such an environment can serve to both enhance student-faculty interaction and at the same time use institutional resources more efficiently.

Education Abroad opportunities continue to grow.

> Education Abroad served approximately 2,200 students in FY2012, representing a 4% increase in credit-bearing international experiences over the previous year. New pre-college summer faculty-led programs for freshmen focused on Engineering in China, Leadership in Norway and Landscape Architecture in Italy.

In addition, the University continues to grow its programs at Shady Grove. See Accessibility also in Goal 2.

> The University of Maryland is committed to providing residents of Maryland with an accessible, affordable college education. To achieve this goal, UMD continues to build its undergraduate and graduate programs at the Universities at Shady Grove in neighboring Montgomery County. The University currently offers programs in Communication, Criminology and Criminal Justice, Public Health Science, Business, Biological Sciences, Education, Engineering, Library Science and Information Management at Shady Grove. The Freshmen Connection (FC) program enables freshmen admitted for the spring to take classes through Extended Studies and participate in activities in the fall before their spring enrollment. This program takes advantage of spring openings that occur as a

result of December graduations and fall attrition. Virtually all students in the first six fall cohorts of FC have enrolled at UMD the following spring. FC students have had high retention rates, are academically successful and graduate on schedule with fall term admits. The program is serving 786 students in Fall 2012, a 2% increase over last year.

Objective 2.3 – Reduce the difference in six-year graduation rates between all students and African-American students from 11 percentage points in 2008 to 7 percentage points in 2014.

Commission Assessment: The University notes that it is recognized for the large number of degrees it awards to African-American students. However, the gap between the graduation rate for all students and that for African-American students suggests that this achievement might be more attributable to effective enrollment strategies rather than effective methodologies for ensuring student completions. The persistence of the graduation rate gap for African-American students appears all the more puzzling because the University is also improving its graduation rates for Hispanic students. Describe any internal studies about or evidence of the factors affecting African-American graduation rates, and outline approaches to improving graduation rates for this population.

Campus Response: The graduation rate for African American students has improved in this reporting year, from 69% to 73%, so there is evidence of initiatives improving this benchmark. One of the most effective initiatives to improve all of our graduation rates, including those of this subset, is the implementation of four-year plans, and this year's graduating cohort is the first to have experienced this program. See Retention, Graduation, and Closing the Achievement Gap in Goal 2.

The University sets high expectations for student success, employing practices to ensure that undergraduates achieve their educational goals in a timely fashion. The Student Academic Success-Degree Completion Policy provides regular advising, development of four-year graduation plans, benchmarks for majors, and help for students who do not achieve these benchmarks.

In spring 2010, the Task Force on Retention and Graduation Rates made a number of recommendations for improvement. Among them were recommendations to develop a program for Transitional Advising in Letters and Sciences and to develop a Student Success Office. After one year, both operations have proved to be central to improving the advising experiences for students, and University officials are certain that in a few years we will be able to measure this success with improved retention and graduation rates. The Transitional Advising Program (TAP) provides comprehensive academic advising and academic support services to currently enrolled high-credit (60+) students moving between colleges due to change in interest, inability to meet benchmarks or lack of sufficient G.P.A. The Student Success Office coordinates reenrollment, centralizes tutoring resources, coordinates data from exiting students, and leads other retention initiatives. It also includes the pre-transfer advising services. In FY11, the University implemented a process for identifying at-risk students during the

semester (based on mid-term grades) and between semesters (based on cumulative GPA). College Deans are sent information on their students who meet at-risk criteria so that students can be contacted in time for interventions that may change this trajectory.

The University has submitted two reports to USM describing programs and results concerning these issues; see <u>Closing the Achievement Gap Annual Report</u> of December 2011, and <u>Programs of Cultural Diversity</u> of February 2012.

UNIVERSITY OF MARYLAND EASTERN SHORE

Objective 2.4 – Increase the number of students enrolled in courses at off-campus sites from 225 in 2009 to 300 in 2014.

Commission Assessment: The number of off-campus enrollments has been flat since 2009. Describe the University's plans to increase enrollment at off-campus sites.

Campus Response: Increasing enrollment at off-campus sites at the Universities at Shady Grove (USG) – Construction Management Technology (CMT) and Hotel and Restaurant Management (HRM) programs; and Baltimore Museum of Industry - Career and Technology Education program is a matter of strategic priority to UMES as it focuses attention on providing more opportunities to non-traditional students and community college transfers. To address the flat enrollment trend at off-campus sites the University has instituted major administrative changes to the program leadership at these sites effective fall 2012. A new director with significant industry experience has been appointed to head the CMT program at USG. Also, the retired director for the HRM program at USG has been replaced by someone that will build on the progress made by the former director. Similarly, a new coordinator has been appointed to head the graduate program in Career & Technology Education at the Maryland Center for Career & Technology Education Studies at the Baltimore Museum of Industry (BMI). The new leadership for these sites has a sound vision for growing enrollment and providing students with necessary services and support to achieve their goals.

Planned changes for the Master's Degree in Career and Technology Education at BMI include: 1) combining selected 400 and 600 level courses to group students into a common class with one instructor; 2) increasing the number of adjunct faculty accredited to teach graduate level courses at BMI; 3) developing two new online courses to meet state certification standards for Professional and Technical Certification; 4) building a master schedule where courses are only offered once a year to increase enrollment; 5) disseminating course schedules and instructions directly to adjuncts, state CTE leaders, district supervisors and certification specialists in order to reach potential student enrollment in individual course sections; and 6) participating in conferences and state CTE meetings to showcase the program.

Strategies for increasing enrollment for HRM and CMT programs at Shady Grove include: 1) developing and implementing articulation agreements with community colleges in the immediate geographic region (i.e., increasing the number of such agreements from two to six); 2) meeting with program planners in regional community colleges to help align the curriculum in the community colleges with the CMT program at Shady Grove Campus; 3) conducting regular visits to local community colleges to promote the UMES/CMT program which will help inform students of those course offerings that could assist in the smooth transition to the two-by-two program at Shady Grove; 4) being proactive about student use of support services provided at Shady Grove to enhance their chances of success; and 5) developing and offering more online courses to meet alternative credit requirements. This approach makes the programs more accessible to the target market that is entirely made up of commuter students. We believe that

these strategies will assist in turning around the flat enrollment trend and transform it into upward trajectory.

Objective 4.1 – Increase the second-year retention rate for all UMES students from 71% in 2009 to 80% in 2014.

Commission Assessment: The second-year retention rate decreased from 74% in 2010 to 68% in 2011. In its 2011 Performance Accountability Report, the University described a variety of tactics designed to improve retention. Discuss any additional approaches or further campus-specific research studies that have been identified as potential contributors to the realization of the University's extraordinarily ambitious goal for this measure.

Campus Response: It bears note that our second-year retention rate for FY 2012 has increased to 72%. In addition, during the spring of 2012 academic semester, we extended our current efforts to better identify factors that impeded the academic success and retention of our students. An internal assessment and meetings with an external Noel Levitz consultant positioned us to design specific academic and retention strategies for our targeted populations. As a result of these meetings, the following programs were developed with the purpose of increasing our second-year retention rate. The following new programs have been developed this fall by the Division of Student Affairs and Enrollment Management, in collaboration with the Division of Academic Affairs.

1. **Adopt-A-Residence Hall:** This initiative provides academic support programming in the primarily freshman residence halls in the evenings and/or on weekends. Topics include, but are not limited to, tutoring assistance, time management and study skills, and advising assistance. Many of these sessions are mandatory since the Center for Access Academic Success (CAAS) staff also serve as Freshman Year Experience instructors and because the Area Directors in Residence Life are required to provide an educational component as a part of their overall responsibilities. The program targets approximately 800 freshmen and sophomores.
2. **Supplemental Instruction:** Student Affairs and the Math Department have partnered to develop a faculty tutoring program. The Mathematics Department has assigned math faculty, during their office hours to hold daily supplemental tutoring sessions in the CAAS. The purpose of this retention effort is to enhance the academic support provided to students in developmental math. Supplemental Instruction is a "Best Practice" in retention.
3. **Student Success Workshop Series:** CAAS has developed, in partnership with Academic Affairs, a series of workshops throughout the fall and spring semesters designed to strengthen students' foundation. The workshops focus on both social and academic integration into higher education and are entitled
   - *"Seeds 2 Roots 2 Growth,"* which is required for freshmen students and addresses topics such as: Time Management, Adjusting to College, De-stress 4 Midterms, High Risk Drinking, Learning Styles, Goal Setting and Career Planning, and more; and
   - *"Connections,"* a University-wide mentoring program that CAAS is piloting in spring 2013. The mentoring program will connect incoming freshmen and

continuing sophomores with upper classmen who can assist them in navigating the "pit-falls" of higher education, as well as direct/connect students with campus resources. University-wide mentoring programs for freshmen and sophomores are considered a "Best Practice" in retention.

Finally, in addition to the above approaches, the 2011- 2016 Strategic Annual Operation Plans, put together by UMES academic departments use specific, measurable, achievable, realistic and time-bound (SMART) objectives and appropriate steps to increase retention for every program. We expect the strategies above to positively impact on retention for all students at all levels and consequently, to increase UMES' four years and six years graduation rates.

UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE

No response was required.

MORGAN STATE UNIVERSITY

No response was required.

No response was required.

ONE PAGE PROFILES

ALL PUBLIC COLLEGES AND UNIVERSITIES

ALLEGANY COLLEGE OF MARYLAND

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

Performance Indicator	FY 2008	FY2009	FY2010	FY2011	Benchmark FY 2015
Annual unduplicated headcount:					
Credit students	4,713	5,082	4,805	4,782	**4,850**
Noncredit students	8,716	9,137	9,011	8,515	**9,200**

Performance Indicator	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Benchmark Fall 2015
Market share of first-time, full-time freshmen	61.6%	67.6%	63.2%	58.7%	**65.1%**

Performance Indicator	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Fall 2007 Cohort	Benchmark Fall 2011 Cohort
Graduation- transfer rate after four years					
a. College-ready students	60.2%	59.0%	54.8%	73.4%	**60.0%**
b. Developmental completers	50.8%	45.6%	49.5%	64.1%	**48.0%**
c. Developmental non-completers	26.2%	25.2%	21.7%	55.4%	**n/a**
d. All students in cohort	42.5%	43.6%	40.2%	64.3%	**42.0%**

Performance Indicator	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Fall 2007 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years					
a. African American	12.2%	19.8%	18.0%	67.2%	**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	2014 Benchmark
Graduate satisfaction with goal achievement	96%	95%	93%	97%	**95%**
Graduate satisfaction with transfer preparation	82%	91%	90%	84%	**90%**
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 2008	Fall 2009	Fall 2010	Fall 2011	Benchmark Fall 2015
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	10.2%	10.1%	9.5%	10.7%	**8.2%**
b. Percent non-white service area population, 18 or older	9.1%	8.5%	12.2%	11.7%	**n/a**

Campus-Specific Performance Indicator	FY 2009	FY 2010	FY 2011	FY 2012	Benchmark FY 2016
Tuition and fees as a % of tuition and fees at MD public four-year institutions	44.4%	43.4%	45.4%	43.7%	**45.1%**

	AY 2007-2008	AY 2008-2009	AY 2009-2010	AY 2010-2011	Benchmark AY 14-15
Academic performance at institutions of transfer: Mean GPA after first year	2.74	2.90	2.90	2.97	**2.93**

ANNE ARUNDEL COMMUNITY COLLEGE

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

Performance Indicator	FY2008	FY2009	FY2010	FY2011	Benchmark FY 2015
Annual unduplicated headcount:					
Credit students	21,752	22,927	24,750	25,941	**25,666**
Noncredit students	37,634	34,707	30,937	29,522	**31,242**

Performance Indicator	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Benchmark Fall 2015
Market share of first-time, full-time freshmen	60.3%	58.8%	57.9%	53.1%	**63.0%**

Performance Indicator	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Fall 2007 Cohort	Benchmark 2011 Cohort
Graduation- transfer rate after four years					
a. College-ready students	66.3%	66.2%	66.6%	70.6%	**68.0%**
b. Developmental completers	62.0%	56.7%	60.5%	62.7%	**63.0%**
c. Developmental non-completers	21.9%	31.5%	31.3%	28.9%	**n/a**
d. All students in cohort	49.8%	51.0%	52.7%	53.5%	**54.0%**

Performance Indicator	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Fall 2007 Cohort	Benchmark 2011 Cohort
Graduation-transfer rate after four years					
a. African American	35.2%	42.2%	43.1%	47.3%	**54.0%**
b. Asian, Pacific Islander	53.7%	63.6%	57.3%	55.7%	**58.0%**
c. Hispanic	42.9%	57.1%	48.3%	43.4%	**54.0%**

Performance Indicator	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	2008 Follow-up Survey	2014 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 2008	Fall 2009	Fall 2010	Fall 2011	Benchmark Fall 2015
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	25.6%	26.4%	28.5%	31.5%	**30.0%**
b. Percent non-white service area					
population, 18 or older	23.0%	23.4%	25.2%	25.3%	**n/a**

Campus-Specific Performance Indicator	AY 2007-2008	AY 2008-2009	AY 2009-2010	AY 2010-2011	Benchmark AY 2014-2015
Market share of recent, college-bound high school graduates	73.6%	70.2%	70.6%	72.0%	**70.0%**
Academic performance at institutions of transfer: GPA after 1st year	2.74	2.82	2.80	2.82	**2.85**

	FY 2008	FY 2009	FY2010	FY2010	Benchmark FY 2015
Annual course enrollments in contract training courses	47,043	44,917	35,235	34,739	**36,997**

BALTIMORE CITY COMMUNITY COLLEGE

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

Performance Indicator	FY2008	FY 2009	FY 2010	FY 2011	Benchmark FY 2015
Annual unduplicated headcount:					
Credit students	10,299	10,599	10,390	10,444	**13,500**
Noncredit students	12,297	10,948	10,932	10,767	**11,500**

Performance Indicator	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Benchmark Fall 2015
Market share of first-time, full-time freshmen	24.0%	18.9%	19.3%	24.7%	**23.0%**

Performance Indicator	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Fall 2007 Cohort	Benchmark Fall 2011 Cohort
Graduation- transfer rate after four years					
a. College-ready students	53%	57%	31.2%	61.5%	**42.0%**
b. Developmental completers	43%	32%	37.7%	48.7%	**48.0%**
c. Developmental non-completers	17%	21%	29.4%	31.3%	**n/a**
d. All students in cohort	27%	27%	31.6%	37.6%	**38.0%**

Performance Indicator	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Fall 2007 Cohort	Benchmark Fall 2011 Cohort
Graduation-transfer rate after four years					
a. African American	23%	23.4%	30.6%	36.0%	**30%**
b. Asian, Pacific Islander	na (n=3)	na (n=10)	na	na (n=6)	**30%**
c. Hispanic	na (n=7)	na (n=9)	na	na (n=4)	**30%**

Performance Indicator	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	2008 Follow-up Survey	2014 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 2008	Fall 2009	Fall 2010	Fall 2010	Benchmark Fall 2015
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	91.0%	90.9%	91.0%	89.7%	Not benchmarked
b. Percent non-white service area					
population, 18 or older	68%	67%	68.7%	68.5%	**n/a**

CARROLL COMMUNITY COLLEGE

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

Performance Indicator	FY2008	FY2009	FY 2010	FY 2011	Benchmark FY 2015
Annual unduplicated headcount:					
Credit students	4,825	4,908	5,442	5,600	**5,500**
Noncredit students	9,221	9,266	9,110	8,969	**9,300**

Performance Indicator	Fall 2008	Fall 2009	Fall 2010	Fall 2010	Benchmark Fall 2015
Market share of first-time, full-time freshmen	50.8%	54.6%	51.1%	47.0%	**50.0%**

Performance Indicator	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Fall 2006 Cohort	Benchmark Fall 2011 Cohort
Graduation- transfer rate after four years					
a. College-ready students	81.7%	82.1%	81.7%	72.1%	**70.0%**
b. Developmental completers	64.3%	66.4%	64.9%	68.7%	**70.0%**
c. Developmental non-completers	18.8%	25.0%	23.0%	26.5%	**n/a**
d. All students in cohort	55.9%	58.6%	57.9%	58.8%	**60.0%**

Performance Indicator	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Fall 2007 Cohort	Benchmark Fall 2011 Cohort
Graduation-transfer rate after four years					
a. African American	N<50	N<50	N<50	N<50	**60.0%**
b. Asian, Pacific Islander	N<50	N<50	N<50	N<50	**60.0%**
c. Hispanic	N<50	N<50	N<50	N<50	**60.0%**

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

Performance Indicator	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Benchmark Fall 2015
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	5.9%	6.6%	7.7%	8.2%	**8.0%**
b. Percent non-white service area population, 18 or older	7.9%	7.9%	7.7%	8.0%	**n/a**

Campus-Specific Performance Indicator	FY 2008	FY 2009	FY 2010	FY 2011	Benchmark FY2015
Annual course enrollments in contract training courses	5,085	5,227	4,698	5,495	**5,500**
Annual course enrollments in workforce development courses	8,606	8,908	8,695	9,421	**9,000**

	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Fall 2007 Cohort	Benchmark Fall 2011 Cohort
Successful-persister rate after four years					
a. College-ready students	84.1%	93.6%	92.5%	90.4%	**85.0%**
b. Developmental completers	87.7%	86.4%	83.6%	91.8%	**85.0%**
c. Developmental non-completers	35.9%	37.5%	40.7%	42.0%	**n/a**
d. All students in cohort	74.5%	75.3%	75.1%	79.3%	**75.0%**

CECIL COLLEGE

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

Performance Indicator	FY2008	FY 2009	FY 2010	FY 2011	Benchmark FY 2015
Annual unduplicated headcount:					
Credit students	2,968	3,110	3,277	3,275	**3,700**
Noncredit students	4,661	4,687	4,679	4,827	**5,100**

Performance Indicator	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Benchmark Fall 2015
Market share of first-time, full-time freshmen	67.7%	53.5%	60.3%*	61.7%	**60.0%**

Performance Indicator	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Fall 2007 Cohort	Benchmark Fall 2011 Cohort
Graduation- transfer rate after four years					
a. College-ready students	63%	53%	60%	68%	**70%**
b. Developmental completers	54%	53%	57%	58%	**70%**
c. Developmental non-completers	26%	28%	24%	24%	**n/a**
d. All students in cohort	45%	41%	44%	48%	**60%**

Performance Indicator	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Fall 2007 Cohort	Benchmark Fall 2011 Cohort
Graduation-transfer rate after four years					
a. African American	n<50	n<50	n<50	n<50	**n/a**
b. Asian, Pacific Islander	n<50	n<50	n<50	n<50	**n/a**
c. Hispanic	n<50	n<50	n<50	n<50	**n/a**

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

Performance Indicator	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Benchmark Fall 2015
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	10.9%	10.8%	11.5%*	13.3%*	**15.0%**
b. Percent non-white service area population, 18 or older	8.6%	9.9%	10.8%	10.8%	**n/a**

*Indicates revised data

CHESAPEAKE COLLEGE

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

Performance Indicator	FY 2008	FY 2009	FY 2010	FY 2011	Benchmark FY 2015
Annual unduplicated headcount:					
Credit students	3,493	3,579	3,914	3,956	4,188
Noncredit students	8,484	10,357	9,127	9,672	9,766

Performance Indicator	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Benchmark Fall 2015
Market share of first-time, full-time freshmen	52%	52%	53.7%	48.3%	54.0%

Performance Indicator	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Fall 2007 Cohort	Benchmark Fall 2011 Cohort
Graduation- transfer rate after four years					
a. College-ready students	71%	67%	64%	64%	65%
b. Developmental completers	52%	44%	45%	52%	50%
c. Developmental non-completers	21%	25%	18%	19%	n/a
d. All students in cohort	44%	43%	41%	45%	43%

Performance Indicator	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Fall 2007 Cohort	Benchmark Fall 2011 Cohort
Graduation-transfer rate after four years					
a. African American	33%	39%	24%	23%	35%
b. Asian, Pacific Islander	<50	<50	<50	<50	n/a
c. Hispanic	<50	<50	<50	<50	n/a

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

Performance Indicator	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Benchmark Fall 2015
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	18.0%	21.0%	23.1%	23.8%	21%
b. Percent non-white service area population, 18 or older	19.0%	19.0%	19.6%	18.1%	n/a

Campus-Specific Performance Indicator	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Benchmark Fall 2015
Market share of part-time undergraduates	73%	73%	72.8%	74.7%	73.0%

	FY 2008	FY 2009	FY 2010	FY 2011	Benchmark FY 2015
Enrollment in online courses					
a. Credit	2,054	2,391	3,219	3,518	3,541
b. Non-credit	261	338	615	486	357

	FY 2009	FY 2010	FY 2011	FY 2012	Benchmark FY 2016
Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	46.3%	46.0%	49.9%	48.0%	50%

COLLEGE OF SOUTHERN MARYLAND

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

Performance Indicator	FY2008	FY 2009	FY 2010	FY 2011	Benchmark FY 2015
Annual unduplicated headcount:					
Credit students	10,309	11,036	11,685	12,468	**13,000**
Noncredit students	12,234	12,568	12,673	14,520	**14,000**

Performance Indicator	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Benchmark Fall 2015
Market share of first-time, full-time freshmen	62.9%	58.7%	55.9%	56.4%	**60.0%**

Performance Indicator	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Fall 2007 Cohort	Benchmark Fall 2011 Cohort
Graduation- transfer rate after four years					
a. College-ready students	67.7%	61.6%	63.8%	59.1%	**67.0%**
b. Developmental completers	52.4%	45.9%	52.1%	44.9%	**54.0%**
c. Developmental non-completers	42.4%	45.9%	27.7%	29.2%	**n/a**
d. All students in cohort	61.8%	54.3%	55.6%	51.5%	**59.0%**

Indicates revised data.

Performance Indicator	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Fall 2007 Cohort	Benchmark Fall 2011 Cohort
Graduation-transfer rate after four years					
a. African American	52.7%	48.4%	44.8%	41.4%	**53.0%**
b. Asian, Pacific Islander	N<50	N<50	N<50	N<50	**n/a**
c. Hispanic	N<50	N<50	N<50	N<50	**n/a**

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

Performance Indicator	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Benchmark Fall 2015
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	31.7%	31.7%	34.2%	37.1%	**35.0%**
b. Percent non-white service area population, 18 or older	30.8%	31.2%	32.1%	32.4%	**n/a**

Campus-Specific Performance Indicator	FY 2009	FY 2010	FY 2011	FY 2012	Benchmark FY 2016
Tuition and fees as a % of tuition and fees at MD public four-year institutions	50.7%	50.7%	51.5%	50.5%	**50.0%**

	FY 2008	FY 2009	FY 2010	FY 2011	Benchmark FY 2015
Nursing License Exam (NCLEX) - RN pass rates	88.8%	88.9%	85.0%	81.9%	**90%**
Percentage of expenditures on instruction	47.4%	46.5%	45.7%	44.3%	**47.0%**

THE COMMUNITY COLLEGE OF BALTIMORE COUNTY

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

Performance Indicator	FY2008	FY 2009	FY 2010	FY 2011	Benchmark FY 2015
Annual unduplicated headcount:					
Credit students	28,251	30,120	33,817	35,498	**34,500**
Noncredit students	36,653	37,921	38,418	35,902	**39,000**

Performance Indicator	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Benchmark Fall 2015
Market share of first-time, full-time freshmen	43.1%	43.1%	40.6%	40.9%	**43.0%**

Performance Indicator	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Fall 2007 Cohort	Benchmark Fall 2011 Cohort
Graduation- transfer rate after four years					
a. College-ready students	55.1%	60.3%	57.7%	53.0%	**58.0%**
b. Developmental completers	49.5%	53.9%	51.8%	53.3%	**55.0%**
c. Developmental non-completers	27.3%	28.8%	26.8%	26.8%	**n/a**
d. All students in cohort	45.3%	45.5%	42.9%	42.1%	**47.0%**

Performance Indicator	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Fall 2007 Cohort	Benchmark Fall 2011 Cohort
Graduation-transfer rate after four years					
a. African American	36.2%	36.4%	35.6%	37.1%	**38.0%**
b. Asian, Pacific Islander	54.4%	64.9%	55.5%	52.5%	**57.0%**
c. Hispanic	40.6%	37.7%	35.8%	31.7%	**38.0%**

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

Performance Indicator	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Benchmark Fall 2015
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	41%	44%	50%	51%	**52%**
b. Percent non-white service area population, 18 or older	31%	32%	34%	35%	**n/a**

Campus-Specific Performance Indicator	FY 2009	FY 2010	FY 2011	FY 2012	Benchmark FY 2016
Tuition and fees as a % of tuition and fees at Maryland public four-year institutions	43.2%	46.7%	46.9%	45.2%	**46.0%**

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Benchmark Fall 2015
Percent minorities of full-time faculty	17.0%	18.0%	20.0%	23.0%	**23.0%**
Percent minorities of full-time administrative/professional staff	28.0%	28.0%	30.0%	30.0%	**32.0%**

FREDERICK COMMUNITY COLLEGE

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

Performance Indicator	FY2008	FY 2009	FY 2010	FY 2011	Benchmark FY 2015
Annual unduplicated headcount:					
Credit students	7,650	8,580	9,087	9,012	**9,360**
Noncredit students	10,905	10,450	9,937	9,823	**10,200**

Performance Indicator	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Benchmark Fall 2015
Market share of first-time, full-time freshmen	56.0%	56.1%	55.6%	55.4%	**56.0%**

Performance Indicator	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Fall 2007 Cohort	Benchmark Fall 2011 Cohort
Graduation- transfer rate after four years					
a. College-ready students	79.2%	78.0%	75.7%	82.5%	**77.0%**
b. Developmental completers	57.3%	62.0%	60.4%	63.8%	**60.0%**
c. Developmental non-completers	34.3%	42.0%	36.4%	56.2%	**n/a**
d. All students in cohort	62.3%	64.0%	62.4%	65.4%	**63.0%**

Performance Indicator	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Fall 2007 Cohort	Benchmark Fall 2011 Cohort
Graduation-transfer rate after four years					
a. African American	55.0%	n<50	n<50	64.7%	**n/a**
b. Asian, Pacific Islander	n<50	n<50	n<50	n<50	**n/a**
c. Hispanic	n<50	n<50	n<50	57.9%	**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%	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 2008	Fall 2009	Fall 2010	Fall 2011	Benchmark Fall 2015
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	24.9%	25.0%	25.3%	26.9%	**25.0%**
b. Percent non-white service area					
population, 18 or older	18.1%	18.4%	19.6%	19.6%	**n/a**

GARRETT COLLEGE

Garrett College provides accessible, quality education in a supportive environment to a diverse student population. We offer associate degrees and certificate programs as well as continuing education to meet the transfer, career, workforce development, and lifelong learning needs of our students and the community. We are committed to the ongoing development of engaging, innovative, and sustainable curricula, programs, and initiatives that are responsive to a changing world.

Performance Indicator	FY2008	FY 2009	FY 2010	FY 2011	Benchmark FY 2015
Annual unduplicated headcount:					
Credit students	1,004	1,039	1,095	999	**1,260**
Noncredit students	3,638	3,199	3,705	3,881	**4,000**

Performance Indicator	Fall 2007	Fall 2009	Fall 2010	Fall 2011	Benchmark Fall 2015
Market share of first-time, full-time freshmen	78.9%	79.4%	78.6%	82.6%	**80.0%**

Performance Indicator	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Fall 2007 Cohort	Benchmark Fall 2011 Cohort
Graduation- transfer rate after four years					
a. College-ready students	82.8%	79.2%	93.2%	77.1%	**90.0%**
b. Developmental completers	84.2%	58.0%	62.6%	74.4%	**75.0%**
c. Developmental non-completers	71.4%	44.0%	44.2%	47.9%	**n/a**
d. All students in cohort	81.4%	59.9%	69.6%	69.5%	**75.0%**

Performance Indicator	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Fall 2007 Cohort	Benchmark Fall 2011 Cohort
Graduation-transfer rate after four years					
a. African American	<50	<50	<50	<50	**n/a**
b. Asian, Pacific Islander	<50	<50	<50	<50	**n/a**
c. Hispanic	<50	<50	<50	<50	**n/a**

Performance Indicator	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	2008 Follow-up Survey	2008 Benchmark
Graduate satisfaction with goal achievement	88%	96%	96%	91%	**95%**
Graduate satisfaction with transfer preparation	75%	91%	69%	N/A	**80%**
Graduate satisfaction with job preparation	69%	84%	89%	57%	**79%**
Employer satisfaction with career program graduates	100%	100%	50%	N/A	**90%**

Performance Indicator	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Benchmark Fall 2015
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	14.7%	13.4%	17.5%	22.1%	**20.0%**
b. Percent non-white service area population, 18 or older	2.1%	2.0%	2.1%	2.0%	**n/a**

Campus-Specific Performance Indicator	AY 07-08	AY 08-09	AY 09-10	AY 10-11	Benchmark AY 14-15
Market share of recent, college-bound high school graduates	73.1%	81.5%	77.8%	75.1%	**83.0%**
Academic performance at institutions of transfer: GPA after 1st year	3.04	3.05	2.79	2.57	**2.95**

	FY 2009	FY 2010	FY 2011	FY 2012	Benchmark FY 2016
Tuition and fees as a % of tuition and fees at Maryland public four-year institutions	44.7%	44.1%	44.0%	44.1%	**50.0%**

HAGERSTOWN COMMUNITY COLLEGE

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

Performance Indicator	FY2008	FY 2009	FY 2010	FY 2011	Benchmark FY 2015
Annual unduplicated headcount:					
Credit students	5,531	5,901	6,523	6,850	**7,000**
Noncredit students	10,573	10,334	9,888	9,478	**9,900**

Performance Indicator	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Benchmark Fall 2015
Market share of first-time, full-time freshmen	63.8%	65.5%	70.4%	64.5%	**71.0%**

Performance Indicator	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Fall 2007 Cohort	Benchmark Fall 2011 Cohort
Graduation- transfer rate after four years					
a. College-ready students	77.9%	75.0%	85.4%	76.4%	**86.0%**
b. Developmental completers	63.8%	61.5%	69.1%	62.1%	**70.0%**
c. Developmental non-completers	28.8%	38.6%	28.9%	42.8%	**n/a**
d. All students in cohort	59.6%	60.0%	64.2%	61.6%	**65.0%**

Performance Indicator	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Fall 2007 Cohort	Benchmark Fall 2011 Cohort
Graduation-transfer rate after four years					
a. African American	*	*	*	64.2%	**n/a**
b. Asian, Pacific Islander	*	*	*	*	**n/a**
c. Hispanic	*	*	*	*	**n/a**

Cohort for analysis is less than 50 students.

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

Performance Indicator	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Benchmark Fall 2015
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	14.4%	14.5%	19.0%	20.2%	**20.0%**
b. Percent non-white service area					
population, 18 or older	14.1%	14.2%	14.7%	14.9%	**n/a**

HARFORD COMMUNITY COLLEGE

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

Performance Indicator	FY2008	FY 2009	FY 2010	FY 2011	Benchmark FY 2015
Annual unduplicated headcount:					
Credit students	8,297	8,616	9,720	9,560	**11,268**
Noncredit students	17,685	17,849	15,289	15,150	**16,500**

Performance Indicator	Fall 2009	Fall 2010	Fall 2010	Fall 2011	Benchmark Fall 2015
Market share of first-time, full-time freshmen	60.7%	64.8%	64.8%	64.2%	**62.0%**

Performance Indicator	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Fall 2007 Cohort	Benchmark Fall 2011 Cohort
Graduation- transfer rate after four years					
a. College-ready students	62.4%*	74.2%*	74.5%	73.5%	**75.0%**
b. Developmental completers	59.0%*	61.7%*	64.1%	57.6%	**65.0%**
c. Developmental non-completers	22.4%*	22.6%*	32.6%	23.6%	**n/a**
d. All students in cohort	51.1%*	57.0%*	59.7%	55.4%	**60.0%**

Indicates revised data.

Performance Indicator	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Fall 2007 Cohort	Benchmark Fall 2011 Cohort
Graduation-transfer rate after four years					
a. African American	37.3%	49.4%	52.0%	45.9%	**60.0%**
b. Asian, Pacific Islander	n < 50	n < 50	n < 50	n < 50	**n/a**
c. Hispanic	n < 50	n < 50	n < 50	n < 50	**n/a**

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

Performance Indicator	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Benchmark Fall 2015
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	18.4%	20.4%	22.4%	24.3%	**26.0%**
b. Percent non-white service area					
population, 18 or older	17.1%	17.3%	18.2%	18.4%	**n/a**

HOWARD COMMUNITY COLLEGE

Providing pathways to success.

Performance Indicator	FY2008	FY 2009	FY 2010	FY 2011	Benchmark FY 2015
Annual unduplicated headcount:					
Credit students	11,274	11,771	12,851	13,753	**11,535**
Noncredit students	17,056	17,467	16,780	16,426	**15,701**

Performance Indicator	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Benchmark Fall 2015
Market share of first-time, full-time freshmen	43.5%	43.6%	43.0%	37.3%	**45.0%**

Performance Indicator	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Fall 2007 Cohort	Benchmark Fall 2011 Cohort
Graduation- transfer rate after four years					
a. College-ready students	67.6%	72.2%	71.0%	76.3%	**75.0%**
b. Developmental completers	66.1%	64.6%	66.4%	59.6%	**70.0%**
c. Developmental non-completers	37.9%	34.9%	33.6%	34.3%	**n/a**
d. All students in cohort	57.1%	57.1%	57.1%	56.2%	**60.0%**

Performance Indicator	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Fall 2007 Cohort	Benchmark Fall 2011 Cohort
Graduation-transfer rate after four years					
a. African American	47.3%	47.4%	46.4%	49.4%	**50.0%**
b. Asian, Pacific Islander	58.9%	58.7%	62.8%	65.1%	**60.0%**
c. Hispanic	n<50	n<50	43.1%	45.7%	**43.0%**

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

Performance Indicator	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Benchmark Fall 2015
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	39.8%	41.3%	48.2%	50.3%	**45.0%**
b. Percent non-white service area population, 18 or older	34.6%*	35.5%	38.0%	38.6%	**n/a**

Campus-Specific Performance Indicator	FY 2008	FY 2009	FY 2010	FY 2011	Benchmark FY 2015
Employer satisfaction with contract training	100%	100%	100%	100%	**100%**

MONTGOMERY COLLEGE

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

Performance Indicator	FY 2008	FY 2009	FY 2010	FY 2010	Benchmark FY 2015
Annual unduplicated headcount:					
Credit students	34,248	35,604	37,510	37,391	**41,636**
Noncredit students	26,035	25,636	24,881	23,624	**25,435**

Performance Indicator	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Benchmark Fall 2015
Market share of first-time, full-time freshmen	42.9%	49.4%	49.2%	45.1%	**52.0%**

Performance Indicator	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Fall 2007 Cohort	Benchmark Fall 2011 Cohort
Graduation- transfer rate after four years					
a. College-ready students	61.7%	54.3%	62.1%	69.7%	**65.0%**
b. Developmental completers	52.2%	56.8%	51.1%	52.9%	**55.0%**
c. Developmental non-completers	28.0%	29.7%	42.6%	27.2%	**n/a**
d. All students in cohort	54.3%	48.5%	52.9%	54.3%	**55.0%**

Performance Indicator	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Fall 2007 Cohort	Benchmark Fall 2011 Cohort
Graduation-transfer rate after four years					
a. African American	50.8%	44.5%	44.3%	46.7%	**50.0%**
b. Asian, Pacific Islander	60.3%	51.5%	52.8%	56.2%	**55.0%**
c. Hispanic	44.0%	35.5%	33.5%	35.7%	**36.0%**

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

Performance Indicator	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Benchmark Fall 2015
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	56.4%	60.3%	64.2%	68.0%	**68.0%**
b. Percent non-white service area					
population, 18 or older	44.8%	45.6%	48.3%	34.8%	**n/a**

PRINCE GEORGE'S COMMUNITY COLLEGE

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

Performance Indicator	FY 2008	FY 2009	FY 2010	FY 2011	Benchmark FY 2015
Annual unduplicated headcount:					
Credit students	17,840	17,996	20,305	21,136	**20,000**
Noncredit students	24,286	22,771	21,157	22,787	**23,000**

Performance Indicator	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Benchmark Fall 2015
Market share of first-time, full-time freshmen	28.0%	29.2%	28.2%	28.3%	**40.0%**

Performance Indicator	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Fall 2007 Cohort	Benchmark Fall 2011 Cohort
Graduation- transfer rate after four years					
a. College-ready students	43%*	55%	62%*	60%	**66%**
b. Developmental completers	49%*	52%*	51%*	55%	**53%**
c. Developmental non-completers	23%*	27%*	25%*	24%	**n/a**
d. All students in cohort	40%*	41%*	38%*	39%	**57%**

Performance Indicator	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Fall 2007 Cohort	Benchmark Fall 2011 Cohort
Graduation-transfer rate after four years					
a. African American	35.9%*	41.2%*	35.7%*	37.3%	**50.0%**
b. Asian, Pacific Islander	59.7%*	46.7%*	45.9%*	51.5%	**65.0%**
c. Hispanic	38.7%*	25.3%*	36.4%*	35.3%	**50.0%**

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

Performance Indicator	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Benchmark Fall 2015
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	91.7%	93.1%	94.0%*	94.0%	**81.0%**
b. Percent non-white service area population, 18 or older	80.3%	80.9%	83.0%	83.0%	**n/a**

Campus-Specific Performance Indicator	AY 07-08	AY 08-09	AY 09-10	AY 10-11	Benchmark AY 14-15
Market share of recent, college-bound high school graduates	45.9%	40.6%	47.3%	39.2%	**50.0%**

WOR-WIC COMMUNITY COLLEGE

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

Performance Indicator	FY2008	FY 2009	FY 2010	FY 2011	Benchmark FY 2015
Annual unduplicated headcount:					
Credit students	4,862	5,293	5,645	5,539	**5,800**
Noncredit students	7,040	6,792	6,759	7,008	**7,000**

Performance Indicator	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Benchmark Fall 2015
Market share of first-time, full-time freshmen	49.8%	51.8%	49.9%	50.3%	**55.0%**

Performance Indicator	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Fall 2007 Cohort	Benchmark Fall 2011 Cohort
Graduation- transfer rate after four years					
a. College-ready students	75.0%	75.0%	67.2%	64.1%	**75.0%**
b. Developmental completers	58.5%	64.4%	66.0%	51.6%	**68.0%**
c. Developmental non-completers	19.0%	34.8%	23.9%	26.5%	**n/a**
d. All students in cohort	43.1%	53.1%	48.7%	42.7%	**55.0%**

Performance Indicator	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Fall 2007 Cohort	Benchmark Fall 2011 Cohort
Graduation-transfer rate after four years					
a. African American	23.6%	47.1%	31.6%	33.0%	**45.0%**
b. Asian, Pacific Islander	*	*	*	*	**n/a**
c. Hispanic	*	*	*	*	**n/a**

Cohort for analysis is less than 50 students.

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

Performance Indicator	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Benchmark Fall 2015
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	28.0%	29.2%	30.6%	30.5%	**29.0%**
b. Percent non-white service area					
population, 18 or older	27.0%	27.4%	28.9%	28.4%	**n/a**

Campus-Specific Performance Indicator	FY 2008	FY 2009	FY 2010	FY 2011	Benchmark FY 2015
Employer satisfaction with contract training	97.0%	100.0%	100.0%	93.5%	**95.0%**

	FY 2008	FY 2009	FY 2010	FY 2011	Benchmark FY 2015
Passing rate: Licensed Practical Nurse	100.0%	100.0%	100.0%	100.0%	**100.0%**
Passing rate: Radiologic Tech, AART	100.0%	100.0%	100.0%	100.0%	**100.0%**

BOWIE STATE UNIVERSITY
2012 Accountability Profile

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

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

Indicator	2002 Cohort	2003 Cohort	2004 Cohort	2005 Cohort	2014 Benchmark
Six year graduation rate	45%	43%	41%	44%	50%

Indicator	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2014 Benchmark
Second year retention rate	70%	71%	70%	74%	76%

COPPIN STATE UNIVERSITY
2012 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	2002 Follow-Up Survey	2005 Follow-Up Survey	2008 Follow-Up Survey	2011 Follow-Up Survey	2014 Benchmark
Student satisfaction with grad/prof school prep	99%	100%	97%	89%	70%

Indicator	2002 Cohort	2003 Cohort	2004 Cohort	2005 Cohort	2014 Benchmark
Six year graduation rate of all students	18.3%	17.5%	18.2%	18.5%	26.0%
Six year graduation rate of African Americans	18.5%	17.4%	17.4%	18.3%	23.0%

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

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

FROSTBURG STATE UNIVERSITY
2012 Accountability Profile

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

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

Indicator	2002 Cohort	2003 Cohort	2004 Cohort	2005 Cohort	2014 Benchmark
Six year graduation rate of all students	57.3%	60.5%	56.3%	53.0%	61.7%
Six year graduation rate of African Americans	51.5%	53.9%	49.7%	51.1%	54.0%

Indicator	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2014 Benchmark
Second year retention rate	74.0%	72.0%	74.0%	71.0%	76.0%

Indicator	Fall 2008	Fall 2009	Fall 2010	Fall 2011	2014 Benchmark
Percent African-American of all undergraduates	21.9%	23.7%	23.2%	24.4%	21.9%

Indicator	2002 Follow-Up Survey	2005 Follow-Up Survey	2008 Follow-Up Survey	2011 Follow-Up Survey	2014 Benchmark
Employment rate of graduates	97%	91%	94%	90%	97%

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

Indicator	2002 Follow-Up Survey	2005 Follow-Up Survey	2008 Follow-Up Survey	2011 Follow-Up Survey	2014 Benchmark
Student satisfaction with job preparation	92%	97%	99%	95%	98%
Student satisfaction with grad/prof school prep	98%	99%	100%	100%	98%

Indicator	2002 Cohort	2003 Cohort	2004 Cohort	2004 Cohort	2014 Benchmark
Six year graduation rate of all students	74.9%	72.4%	76.7%	71.6%	76.7%
Six year graduation rate of African Americans	64.3%	64.6%	60.0%	62.8%	66.0%

Indicator	2007 Cohort	2008 Cohort	2009 Cohort	2009 Cohort	2014 Benchmark
Second year retention rate	85.6%	83.3%	84.6%	85.5%	86.1%

Indicator	Fall 2008	Fall 2009	Fall 2010	Fall 2010	2014 Benchmark
Percent African-American of all undergraduates	11.7%	11.9%	11.4%	10.8%	12.5%

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

TOWSON UNIVERSITY
2012 Accountability Profile

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

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

Indicator	2002 Cohort	2003 Cohort	2004 Cohort	2005 Cohort	2014 Benchmark
Six year graduation rate of all students	70.6%	75.1%	72.4%	68.7%	70.0%
Six year graduation rate of African Americans	69.9%	75.9%	76.6%	56.7%	70.0%

Indicator	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2014 Benchmark
Second year retention rate	83.7%	85.3%	87.4%	86.2%	87.0%

Indicator	Fall 2008	Fall 2009	Fall 2010	Fall 2010	2014 Benchmark
Percent African-American of all undergraduates	11.7%	12.2%	12.5%	13.4%	13.5%

UNIVERSITY OF BALTIMORE
2012 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 2008	Fall 2009	Fall 2010	Fall 2011	2014 Benchmark
Percent African-American of all undergraduates	38.0%	43.0%	45.0%	46.0%	42.8%

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

Indicator	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2014 Benchmark
Second year retention rate	81.8%	78.0%	76.6%	76.6%	70.0%

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

UNIVERSITY OF MARYLAND, BALTIMORE
2012 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	2009 Actual	2010 Actual	2011 Actual	2012 Actual	2012 Benchmark
Number of nationally recognized memberships and awards	17	15	15	13	16
Number of scholarly publications / activities per full-time faculty	6.6	6.8	8.4	7.3	7.5

Indicator	2009 Actual	2010 Actual	2011 Actual	2012 Actual	2012 Benchmark
Grant/contract awards ($M)	$516.0	$566.0	$557.4	$524.9	$600.0
Number licenses/options executed per year	21	16	14	21	14

Indicator	2009 Actual	2010 Actual	2011 Actual	2012 Actual	2012 Benchmark
Graduates in Nursing, Pharmacy, and Dental					
Nursing	288	321	326	362	345
Pharmacy	121	114	147	156	145
Dental	115	117	128	123	138
Scholarships, grants, and assistantships ($M)	$22.6	$22.7	$22.3	$23.0	$22.6

Indicator	2009 Actual	2010 Actual	2011 Actual	2012 Actual	2012 Benchmark
Campaign giving, annual ($M)	$80.0	$75.7	$90.8	$87.0	$93.0
Average grant award	$225,398	$237,963	$239,164	$209,706	$281,747

Indicator	2009 Actual	2010 Actual	2011 Actual	2012 Actual	2012 Benchmark
Number days in public service per full-time faculty	11.0	10.0	9.0	8.5	10.0

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

UNIVERSITY OF MARYLAND BALTIMORE COUNTY
2012 Accountability Profile

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

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

Indicator	2002 Cohort	2003 Cohort	2004 Cohort	2005 Cohort	2014 Benchmark
Six year graduation rate of all students	66.3%	67.9%	66.8%	64.8%	68.0%
Six year graduation rate of African Americans	62.2%	65.6%	64.9%	62.9%	68.0%

Indicator	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2014 Benchmark
Second year retention rate	90.2%	88.9%	86.6%	86.1%	90.0%

Indicator	Fall 2008	Fall 2009	Fall 2010	Fall 2011	2014 Benchmark
Percent African-American of all undergraduates	16.7%	16.5%	16.4%	16.1%	17.0%

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

UNIVERSITY OF MARYLAND, COLLEGE PARK
2012 Accountability Profile

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

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

Indicator	2001 Cohort	2002 Cohort	2003 Cohort	2004 Cohort	2014 Benchmark
Six year graduation rate of all students	81.8%	81.7%	81.5%	81.8%	83.0%
Six year graduation rate of African Americans	67.7%	70.4%	69.1%	73.2%	76.0%

Indicator	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort	2014 Benchmark
Second year retention rate	94.0%	93.2%	95.2%	94.5%	95.0%

Indicator	Fall 2008	Fall 2009	Fall 2010	Fall 2011	2014 Benchmark
Percent of minority undergraduate students enrolled	n/a	n/a	37%	38%	35%

UNIVERSITY OF MARYLAND EASTERN SHORE
2012 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	2002 Follow-Up Survey	2005 Follow-Up Survey	2008 Follow-Up Survey	2011 Follow-Up Survey	2014 Benchmark
Student satisfaction with job preparation	85%	85%	89%	82%	90%
Student satisfaction with grad/prof school prep	95%	95%	96%	88%	90%

Indicator	2002 Cohort	2003 Cohort	2004 Cohort	2005 Cohort	2014 Benchmark
Six year graduation rate of all students	42%	36%	37%	36%	50%
Six year graduation rate of African Americans	43%	37%	36%	37%	50%

Indicator	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2014 Benchmark
Second year retention rate	71%	74%	68%	72%	80%

UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE
2012 Accountability Profile

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

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

Indicator	Fall 2008	Fall 2008	Fall 2009	Fall 2010	2009 Benchmark
Percent African-American of all undergraduates	30%	31%	32%	33%	30%

Campus-Specific Indicators	2009	2010	2011	2012	2014 Benchmark
Number online enrollments/registrations worldwide*	196,331	222,268	234,243	262,708	240,000
Number off-campus/distance ed enrollments/registrations worldwide*	253,271	282,627	296,492	327,608	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
2012 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	2009	2010	2011	2012	2017 Benchmark
Student satisfaction with job preparation	96%	91%	90%	81%	98%
Student satisfaction with grad/prof school prep	100%	94%	93%	100%	98%

Indicator	2002 Cohort	2003 Cohort	2004 Cohort	2005 Cohort	2017 Benchmark
Six year graduation rate of all students	34%	35%	34%	31%	40%
Six year graduation rate of African Americans	35%	35%	34%	30%	40%

Indicator	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort	2017 Benchmark
Second year retention rate	68%	68%	68%	72%	78%

Campus-Specific Indicators	2008	2009	2010	2011	2017 Benchmark
Percent of diverse students enrolled	9%	10%	11%	10%	15%
Number of doctoral degrees awarded	36	31	32	37	35
Number of students receiving baccalaureate degrees in STEM fields	191	160	168	181	200

ST. MARY'S COLLEGE OF MARYLAND
2012 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	2001 Cohort	2002 Cohort	2003 Cohort	2004 Cohort	Benchmark
Six year graduation rate of all students	75%	79%	77%	79%	75%

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

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

Campus- Specific Indicators	2008	2009	2010	2011	Benchmark
Graduate/professional school going rate (within five years)	59%	59%	57%	72%	65%