

Maryland Higher Education Commission

Meeting Book

March 25, 2026



Wes Moore
Governor

Aruna Miller
Lt. Governor

Commission Member Roster

Name	Title
Sanjay Rai, Ph.D.	Secretary of Higher Education
Catherine J. “Cassie” Motz	Chair
Chike Aguh	Vice Chair
Kathleen Bands, Ph.D.	Commissioner
Mickey L. Burnim, Ph.D.	Commissioner
Charlene Mickens Dukes, Ed.D.	Commissioner
Barbara Kerr Howe	Commissioner
Narcisa A. Polonio, Ed.D.	Commissioner
Rebecca Taber Staehelin	Commissioner
Sheila D. Thompson, Ph.D.	Commissioner
Craig A. Williams, Ph.D.	Commissioner
Janet E. Wormack, Ed.D.	Commissioner
Sarah Otwey	Student Commissioner

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Craig A. Williams, Ph.D.

Janet E. Wormack, Ed.D.

Sarah Otwey, Student
Commissioner

Assistant Attorney General

Elisabeth Layton

Maryland Higher Education Commission**Meeting Agenda: March 25, 2026**

Time: 10:00 AM

Location: Google Meet: Video call link:

<https://meet.google.com/wnh-hjsn-dta>

Or dial: (US) +1 631-618-4277 PIN: 870 952 482#

More phone numbers: <https://tel.meet/wnh-hjsn-dta?pin=4398846255205>

Key: * = Voting Item

Welcome & Call to Order

A. Chair's and Secretary's Remarks

I. Review & Approval of Previous Minutes

*Review of minutes from the meeting on February 25, 2026

II. Business

A. *2025 Performance Accountability Report – Dr. Yuxin Lin- Associate Director, Research and Policy Analysis, Academic Affairs

B. Legislative Update- Meghan Music, Executive Director of External and Legislative Affairs

C. Maryland Transfer Intensive Update, ASPEN- Dr, Emily Dow, Assistant Secretary of Academic Affairs

D. State Plan Update- Elena Quiroz-Livanis, Deputy Secretary

E. *Maryland Fire-Rescue Education and Training Commission Regulations- Dr. Emily Dow- Assistant Secretary of Academic Affairs

F. Workforce Needs Analysis Update - Dr. Emily Dow- Assistant Secretary of Academic Affairs & Karen King-Sheridan- Director, Workforce Needs

III. Public Comment

[Brief comments from the public (limited to 3 minutes per person)]

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IV. Announcements- The next Commission meeting will be on April 22, 2026 at 10am.

V. Adjournment

Maryland Higher Education Commission Meeting Minutes

Wednesday, February 25, 2026

The Maryland Higher Education Commission (MHEC) met virtually via Google Meet on Wednesday, February 25, 2026, at 10:00 a.m.

Commission Members Present:

Catherine J. "Cassie" Motz, Chair	Chike Aguh, Vice Chair
Kathleen Bands, Ph.D.	Mickey L. Burnim, Ph.D.
Charlene Mickens Dukes, Ed.D.	Barbara Kerr Howe
Narcisa A. Polonio, Ed.D.	Rebecca Taber Staehelin
Sheila D. Thompson, Ph.D.	Craig A. Williams, Ph.D.
Janet E. Wormack, Ed.D.	Sarah Otwey, Student Commissioner

I. Welcome & Call to Order

Chair Motz called the meeting to order, noting a quorum was present.

- **Chair's and Secretary's Remarks**

- Chair Motz opened the meeting by acknowledging the ongoing legislative session and the Commission's role in supporting statewide higher education priorities.

Chair Motz thanked the agency staff for their hard work. She also acknowledged the busy time of the year with financial aid and the legislative session.

- Secretary Rai thanked Chair Motz and Vice Chair Aguh for their continued support and guidance provided. He provided opening remarks highlighting continued legislative engagement, coordination with the Governor's Office, and ongoing operational focus areas, including financial aid implementation, AI cybersecurity and institutional collaboration. He discussed spring semester across campuses and students immersed in their coursework, preparing for exams, completing some capstone projects, and looking ahead to the upcoming commencements. He took a moment to express gratitude to all faculty and staff across the state.

II. Review & Approval of Previous Minutes

- **Review of minutes from the meeting on December 10, 2025**
 - A motion was made to approve the minutes.
 - The minutes were approved unanimously..
 - *Motion by Commissioner Mickey Burnim, seconded by Commissioner Craig Williams.*

III. Business

A. Workforce Pell Implementation

Rachael Stevens Parker and Justin Nalley provided an overview of federal Workforce Pell developments and Maryland's positioning to expand access to short-term credential programs. Discussion emphasized alignment with workforce needs, ensuring program quality, and building sustainable pipelines between education and employment. They engaged in robust dialogue and questions from the Secretary of Higher Education Commission and Commissioners Burnim, Charlene Dukes, Chair Motz, Vice Chair Aguh and Dr. Dow.

B. FY 2028 Community College Construction Grant Program:

Dan Schuster and Deputy Secretary Quiroz-Livanis outlined the State and local cost-sharing framework. Commissioners discussed equity across counties, variability in local capacity, and long-term implications for capital planning and infrastructure investments.

C. Biannual Reports:

Dr. Emily Dow presented the Program Review report, noting 321 total actions between July and December 2025, including new degree and certificate programs. Commissioners acknowledged the volume of activity and discussed the importance of maintaining transparency and efficiency in the review process. Dialogue between Dr. Dow Vice Chair and Chair Aguh with regard to program approval the volume of new programs and achievement in reviewing in record time before the deadline.

D. Legislative Agenda & Updates:

Meghan Music provided an overview of key legislative developments during the 2026 session. Discussion included alignment with administration priorities, stakeholder engagement, and anticipated impacts on institutions and students funding and possible federal changes. She received questions from Commissioner Howe.

E. Financial Aid Updates:

Al Dorsett and Elena Quiroz-Livanis provided updates on financial aid operations, including program implementation challenges and adjustments to ensure compliance with statutory requirements. Commissioners discussed impacts on students, particularly related to funding constraints and award alignment. Al Dorsett answered questions from Chair Aguh and

IV. Public Comment

Ms. Majors confirmed that no public comments were received.

V. Announcements

The next Commission meeting will be held on March 25, 2026 at 10:00am. Chair Motz thanked the staff and commissioners.

VI. Adjournment

The meeting was adjourned.

- *Motion by Commissioner Charlene Dukes, seconded by Vice Chair Aguh, passed unanimously.*

Approved by the Commission:

Catherine J. "Cassie" Motz, Chair

**Governor**

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Lt. Governor

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Secretary

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Commissioner

Principal Counsel**MEMORANDUM**

DATE: March 10, 2026

TO: Maryland Higher Education Commission

FROM: Barbara Schmertz

STAFF: Yuxin Lin

SUBJECT: MSAR #709 2025 Performance Accountability Report

The annual Performance Accountability Report (PAR) serves as an important mechanism by which public colleges and universities in Maryland are held accountable. Through a performance accountability plan, institutions are required to establish and maintain performance standards, and use metrics to assess their effectiveness in tackling institutional and statewide higher education goals. Every year, the governing board of each public institution of higher education is required to submit a written report to the Maryland Higher Education Commission (MHEC) on the institution's progress in attaining the objectives in the performance accountability plan. This summative statewide report includes highlights from Maryland's public institutions' submissions for the 2024-2025 academic year.

The 2024-2025 Performance Accountability Report summarizes institution's progress toward the three key goals of the 2022 State Plan for Higher Education. 2025 marks the conclusion of the 2025 55% completion goal. As Maryland looks beyond 2025 and constructs the new state plan this year, the institutions are required to respond to two prompts regarding the lessons learned and experiences gained through their work toward the 2025 completion goal.

This year, eleven University System of Maryland (USM) institutions updated their Managing for Results (MFR)/PAR metrics and benchmarks (see the detailed analysis in the institutional assessment section). Morgan State

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University and St. Mary's College of Maryland are in the middle of their current cycle. All 16 community colleges concluded their current PAR indicator cycles this year. In summary, four-year public institutions are on a good trend in increasing enrollment and graduation for students. Black students are still below the state average in retention and graduation rates, with the gap widening in the past several years. USM institutions updated MFR metrics to include more indicators for transfer students' and first-generation students' performance. Community colleges face challenges in meeting their benchmarks in credit and non-credit enrollment. The transfer and graduation rates improved significantly, though the gap between Black and Hispanic students and the state average still persists. The full institutional reports in the later part of this volume provide a more detailed summary of the efforts that the institutions made to meet the goals, objectives, and priorities of the State Plan.

As announced at the 2025 Student Success Summit, the Commission has embarked on developing new post-2025 goals as the cornerstone for the forthcoming revisions to the State Plan for Higher Education (due to the General Assembly no later than July 1, 2026). As that work solidifies a vision for higher education for the remainder of this decade, institutions will need to reevaluate their performance metrics and related benchmarks to fulfill their commitment to student success and the goals outlined in the forthcoming revised State Plan for Higher Education.

RECOMMENDATION: It is recommended that the Maryland Higher Education Commission approve the 2025 Performance Accountability Report and ask the Secretary to forward it to the Governor and the General Assembly as required by law.



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Principal Counsel

Performance Accountability Report Maryland Public Colleges and Universities FY 2025

March 2026

**Authored by the Maryland Higher Education
Commission**

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Executive Summary

The annual Performance Accountability Report (PAR) serves as an important mechanism by which public colleges and universities in Maryland are held accountable. Through a performance accountability plan, institutions are required to establish and maintain performance standards, and use metrics to assess their effectiveness in tackling institutional and statewide higher education goals. Every year, the governing board of each public institution of higher education is required to submit a written report to the Maryland Higher Education Commission (MHEC) on the institution's progress in attaining the objectives in the performance accountability plan. This summative statewide report includes highlights from Maryland's public institutions' submissions for the 2024-2025 academic year.

The 2024-2025 Performance Accountability Report summarizes institution's progress toward the three key goals of the 2022 State Plan for Higher Education. 2025 marks the conclusion of the 2025 55% completion goal. As Maryland looks beyond 2025 and constructs the new state plan this year, the institutions are required to respond to two prompts regarding the lessons learned and experiences gained through their work toward the 2025 completion goal.

This year, eleven University System of Maryland (USM) institutions updated their Managing for Results (MFR)/PAR metrics and benchmarks (see the detailed analysis in the institutional assessment section). Morgan State University and St. Mary's College of Maryland are in the middle of their current cycle. All 16 community colleges concluded their current PAR indicator cycles this year. In summary, four-year public institutions are on a good trend in increasing enrollment and graduation for students. Black students are still below the state average in retention and graduation rates, with the gap widening in the past several years. USM institutions updated MFR metrics to include more indicators for transfer students' and first-generation students' performance. Community colleges face challenges in meeting their benchmarks in credit and non-credit enrollment. The transfer and graduation rates improved significantly, though the gap between Black and Hispanic students and the state average still persists.

The full institutional reports in the later part of this volume provide a more detailed summary of the efforts that the institutions made to meet the goals, objectives, and priorities of the State Plan.

Overview of the Accountability Report

The annual Performance Accountability Report (PAR) provides an opportunity for the State, the Maryland Higher Education Commission (MHEC), colleges and universities, and individual governing boards to review and evaluate institutions' efforts to advance the goals of the State and fulfill their missions. Maryland's public colleges and universities' commitment to this is demonstrated by their ongoing efforts to provide detailed and high-quality reports to the Commission each year. This is the 30th Performance Accountability Report published by the Commission.¹ In addition to the annual reporting requirement in which institutions report on their progress toward stated goals and benchmarks, the Commission requested that institutions respond to the following two prompts for the institutional response:

1. Given the complex needs of today's students, what innovative supports (academic, financial, mental health, basic needs) has your college found most effective in boosting student success? How might these be expanded or reimaged to support long-term degree completion goals?
2. In what ways has your institution changed (e.g., structures, policies, practices, or culture) as a result of pursuing the 55% completion goal? What lessons have you learned about sustaining institutional change over time?

This statewide report includes a summary of highlights from institutional submissions for the 2024-2025 academic year reporting cycle². In addition, this volume contains the full, unedited performance accountability reports for all of the public two- and four-year institutions in Maryland.

In 2000, the Commission approved major revisions to the accountability process. As a result, the accountability reporting requirements differ for the community colleges and four-year public institutions, although the general indicator-and-benchmark system has been maintained for both segments.

Community colleges developed and refined a common set of indicators across all 16 community colleges. Each community college may also choose to include additional campus-specific measures.

The community colleges'³ reports include:

- An update regarding their performance on the indicators in each "mission/mandate" area;

¹ For a more detailed history of the accountability process in Maryland, please see the 2017 Performance Accountability Report Volume1 and the 2016 Performance Accountability Report found here under the section of "Performance Accountability Reports":

<https://mhec.maryland.gov/publications/Pages/research/index.aspx>

² Institutional submissions for the 2025 Performance Accountability Report are based on analysis of data collected in the 2024-2025 academic year. The measures used to evaluate the institution's performance may have a lag, depending on the frequency and period of data collection.

³ The community colleges are: Allegany College of Maryland, Anne Arundel Community College, Baltimore City Community College, Carroll Community College, Cecil College, Chesapeake College, College of Southern Maryland, Community College of Baltimore County, Frederick Community College, Garrett College, Hagerstown Community College, Harford Community College, Howard Community College, Montgomery College, Prince George's Community College, and Wor-Wic Community College.

- Their progress toward meeting the goals of the 2022 Maryland State Plan for Postsecondary Education most applicable to the community colleges;
- A discussion of how well the campuses are serving their communities;
- Degree Progress Analysis;
- Benchmarks for each indicator and performance on these benchmarks; and
- Four years of trend data for each measure.

Four-year colleges and universities created a single document framework that incorporated the elements of both the Commission’s PAR and the Department of Budget and Management (DBM)’s Managing for Results process (MFR). The MFR process accounts for goals established in institutional strategic plans and connects institutional performance to the budgeting process overseen by DBM. The task of merging the two reports was undertaken in conjunction with DBM, the Department of Legislative Services, and representatives from the four-year public institutions and their governing boards.

The reports from the four-year public institutions⁴ include:

- An update regarding their performance on the indicators in each “mission/mandate” area;
- Their progress toward meeting the goals of the 2022 Maryland State Plan for Postsecondary Education;
- A list of their accountability goals and objectives;
- An update regarding their progress toward meeting their goals;
- Objectives and performance measures as submitted to the state for *Managing for Results* (MFR); and,
- Five years of trend data for each measure.

This report contains two distinct sections: the Overview of the Key Indicators provides the key indicators of post-secondary education in Maryland. These include enrollment, retention, transfer and graduation trends as well as a discussion of the indicators by demographic groups. The Institutional Assessment section summarizes institutions’ performance on their institutional goals, measures and benchmarks as well as their responses to the two prompts tied to advancing student completion goals.

⁴ The four-year public institutions are: Bowie State University, Coppin State University, Frostburg State University, Morgan State University, Salisbury University, St. Mary’s College of Maryland, Towson University, University of Baltimore, University of Maryland, Baltimore, University of Maryland, Baltimore County, University of Maryland, College Park, University of Maryland Eastern Shore, and University of Maryland Global Campus.

Institutional Assessment by the Maryland Higher Education Commission

The 2025 Performance Accountability Report (PAR) highlights institutions' performance on their progress toward meeting their established goals, metrics and performance standards, with a focus on those aligned with the three goals of the 2022 State Plan for Postsecondary Education⁵ (access, success, and innovation). This report begins with an overview of key indicators, which provides necessary context through a discussion of enrollment trends, retention rates, and graduation rates.

In sum, indicators provide a mixed picture of the state of post-secondary education in the state. Overall, student enrollment continues to rebound from its lowest level in 2022 in two decades. Indicators such as the percentage of students receiving the Pell grant, statewide racial and ethnic demographics of enrolled students, and tuition and fees have remained stable. In addition, graduation rates for both four-year public institutions and community colleges reflect persistent gaps in outcomes among racial and ethnic student groups. More detailed discussion is provided below.

Overview of the Key Indicators: Enrollment Trends, Retention, and Completion Outcomes

Enrollment

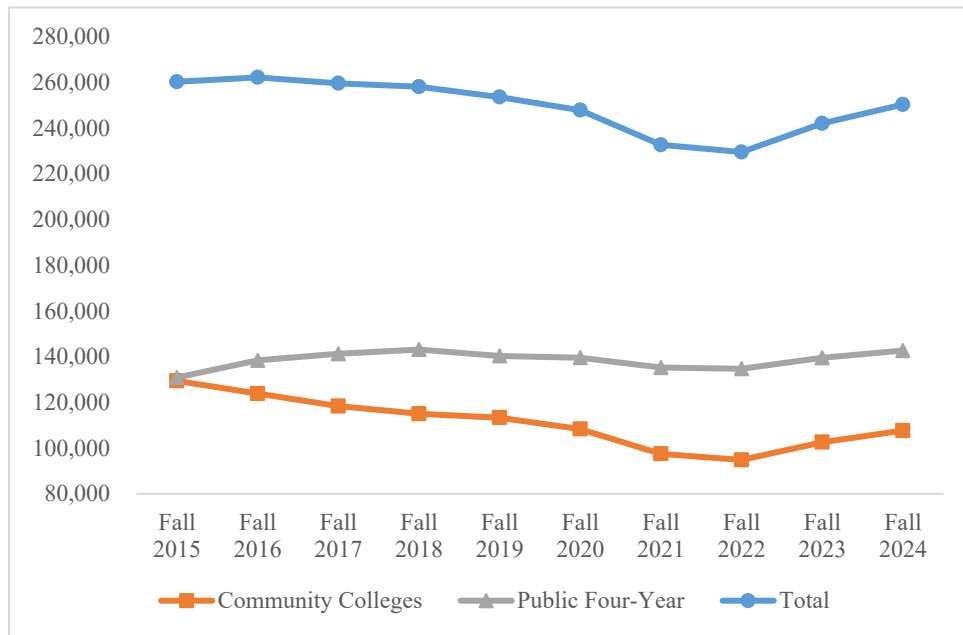
Data from the 2024-2025 academic year indicate that enrollment at Maryland postsecondary institutions is returning to pre-pandemic levels. In fall 2024, the total undergraduate credit enrollment of Maryland public colleges and universities increased by 3.4% as compared to fall 2023. Undergraduate enrollment in four-year public institutions increased by 2.3%, reaching the second highest level in over a decade. Community colleges experienced a 5.0% rise, returning to the enrollment levels of fall 2020. The upward trend continued in fall 2025, with preliminary data demonstrating an overall increase in undergraduate enrollment by 4.1%.⁶ In addition, the proportion of minority enrollment remained stable, with slight increases in the proportions of Black and Hispanic students and students of other races⁷ (Figure 2).

⁵ 2022 Maryland State Plan for Higher Education: <https://mhec.maryland.gov/Documents/2022-Maryland-State-Plan-for-Higher-Education.pdf>

⁶ Maryland Higher Education Commission. November 2025. Opening Fall Enrollment. Baltimore, MD: Maryland Higher Education Commission, retrieved from <https://mhec.maryland.gov/About/Pages/Dashboards.aspx>. Note that undergraduate enrollment includes students who are dually enrolled in high school and college.

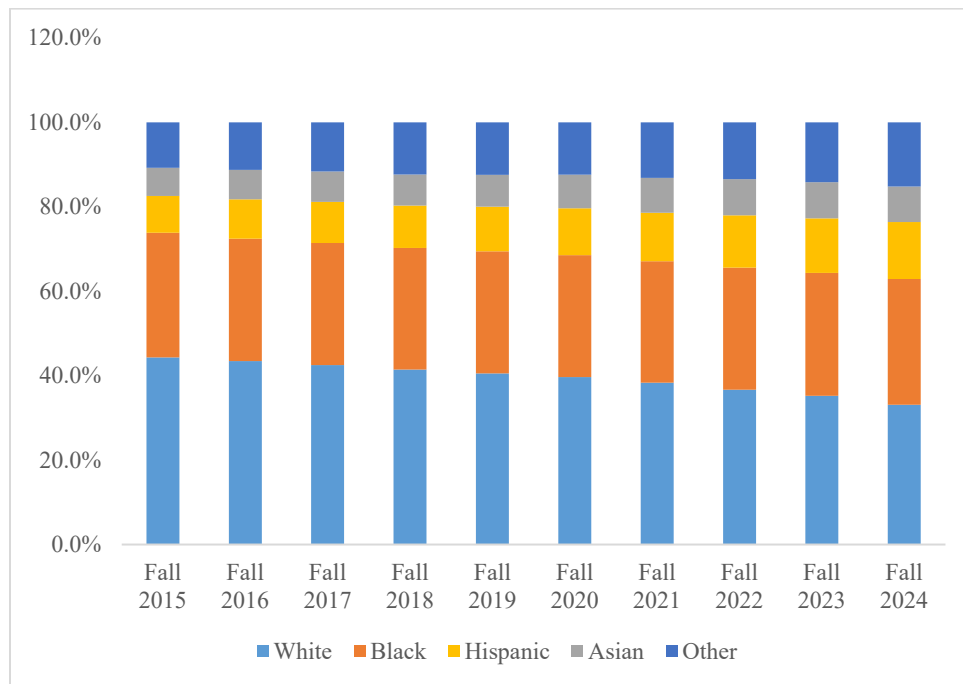
⁷ Other races include American Indian or Alaskan Native, Native Hawaiian or Other Pacific Islander, students with two or more races, students whose race is unknown, and U.S. non-residents.

Figure 1: Undergraduate Fall Headcount Credit Enrollment in Maryland Public Colleges and Universities, Fall 2015- Fall 2024



Source: MHEC Enrollment Information System

Figure 2: Undergraduate Fall Headcount Credit Enrollment in Maryland Public Colleges and Universities, by Race/Ethnicity - Fall 2015- Fall 2024

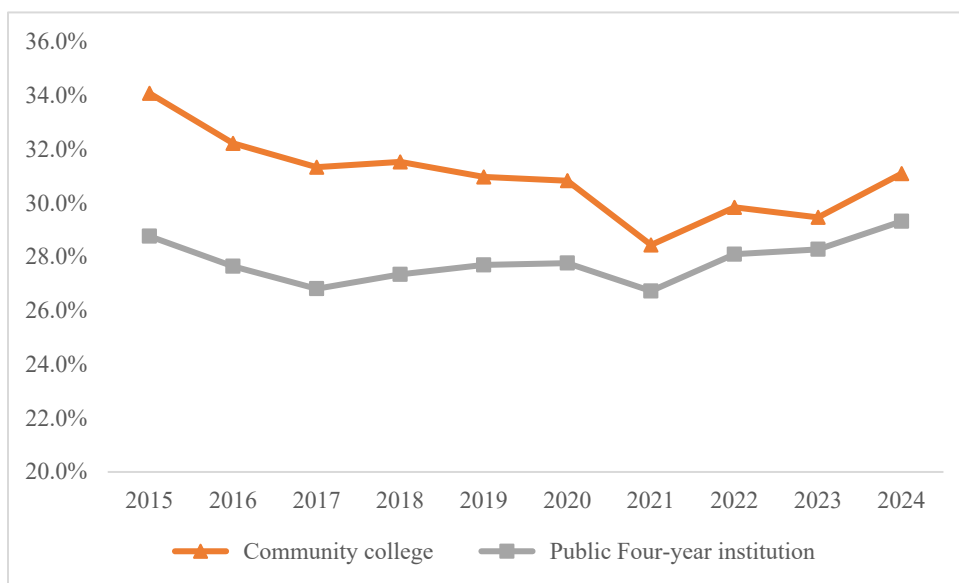


Source: MHEC Enrollment Information System

Pell Grants

The Federal Pell Grant Program is designed to help low-income undergraduate students. Around 30.0% of Maryland undergraduate students enrolled in public colleges and universities received Pell grants in academic year 2023-24⁸, which is comparable to the national average of 29.7%⁹. In Maryland, community colleges enrolled a slightly higher proportion of Pell grant recipients (31.1%) when compared to four-year public institutions (29.3%). This difference was larger in 2013-14. The trend in the proportion of undergraduate students receiving Pell Grants shows a notable divergence between community colleges and four-year public institutions. Over the past decade, community colleges have seen an overall decline in the percentage of students receiving Pell Grants, falling below levels recorded ten years ago. This decline reached its lowest point in the 2020-21 academic year, during the pandemic. However, the proportion among community college students has started to recover. In contrast, four-year public institutions have consistently maintained a stable percentage of Pell grant recipients over time, with a notable increase in recipients in the last three years.

Figure 3: Percent of undergraduate students receiving Pell Grants: AY2014-15 – AY2023-24



Source: MHEC Interactive Data Dashboards

Affordability

An indicator of college affordability is the trend in tuition and fees at public institutions. Despite the 2024 Budget Reconciliation and Financing Act reducing the Senator John A. Cade Funding Formula for community colleges from 29% to 27.2% of state funds allocated to four-year public institutions, Maryland's tuition and fees remained stable for the 2024-2025 academic year.

⁸ Maryland Higher Education Commission. May 2025. Pell Grant Dashboard. Baltimore, MD: Maryland Higher Education Commission, retrieved from <https://mhec.maryland.gov/About/Pages/Dashboards.aspx>.

⁹ See the national data on the website of National Center for Education Statistics (NCES) <https://nces.ed.gov/ipeds/TrendGenerator/app/answer/8/35>. The most current year of the national data is 2022-23 as of the report publication.

Community colleges saw a slight increase of 0.6% in tuition and fees compared to the previous year¹⁰. Four-year public institutions saw a 2.2% increase¹¹. In 2024-2025, on average, an in-state, in-district, full-time community college student paid \$3,888. An in-state four-year public full-time student paid \$10,449 per year, \$179 more than the average tuition and fees amount in 2023-2024. In comparison to the national average, the cost of attending Maryland community colleges is slightly higher, while the cost of attending four-year public institutions in Maryland is slightly lower¹².

Retention and Graduation –Four-Year Public Colleges and Universities

Trends in student success outcomes have shown a stable pattern compared to last year. The overall second-year retention rate for the Fall 2023 cohort of first-time, full-time students was 79.6%, 1.2 percentage points lower than that of the Fall 2022 cohort for the four-year public institutions (see Figure 4). While most racial subgroups did not experience large declines in retention rates, Black students observed a decrease of 1.6 percentage points, marking the second consecutive year of decline¹³. However, the statewide retention rate is still significantly lower than that of the Fall 2014 cohort (10 cohorts ago), which was 82.5%, as well as the pre-COVID era (Fall 2019 Cohort), which was 84.0%.

The six-year graduation rate for first-time, full-time students for the Fall 2018 cohort¹⁴ (Figure 5) increased by 1.6 percentage points compared to the Fall 2017 cohort, reaching the highest level seen in the past six cohorts. All racial and ethnic groups experienced an approximate increase of 1 percentage point, except for Asian students, who saw a slight decrease of 0.4 percentage points in their six-year graduation rate. One concerning finding is that the gap between Black students' graduation and retention rates and the state average has increased over the past six cohorts. Specifically, the retention rate gap has widened from 4.4% to 6.9%, while the graduation rate gap has grown from 14.0% to 16.8%.

¹⁰ Tuition and fees for full-time in-state students of service area.

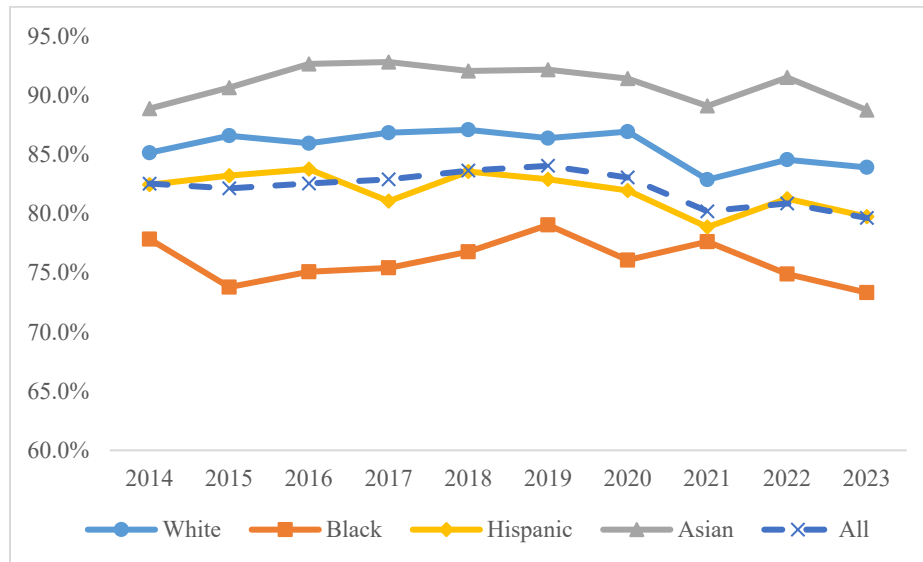
¹¹ Maryland Higher Education Commission. January 2026. Tuition and Fees. Baltimore, MD: Maryland Higher Education Commission, retrieved from <https://mhec.maryland.gov/About/Pages/Dashboards.aspx>.

¹² Due to the methodological differences, the national average figures are not fully comparable to the MD figures. Thus, this comparison is conducted on the basis of the published national and state average figures (data source: Ma, Jennifer, Matea Pender, and Xiaowen Hu (2025). Trends in College Pricing and Student Aid 2025, New York: College Board.). The average tuition and fees for four-year public institutions in the nation is \$11,610, while for community colleges, the average is \$4,050. In Maryland, the figures are slightly lower, with four-year public institutions charging an average of \$11,156 and community colleges at \$5,002.

¹³ This figure represents data for the four race/ethnicity categories representing the largest student groups in the State: Asian, Black/African American, White and Hispanic. Data on smaller race and ethnic categories are excluded in alignment with the suppression policy of the agency.

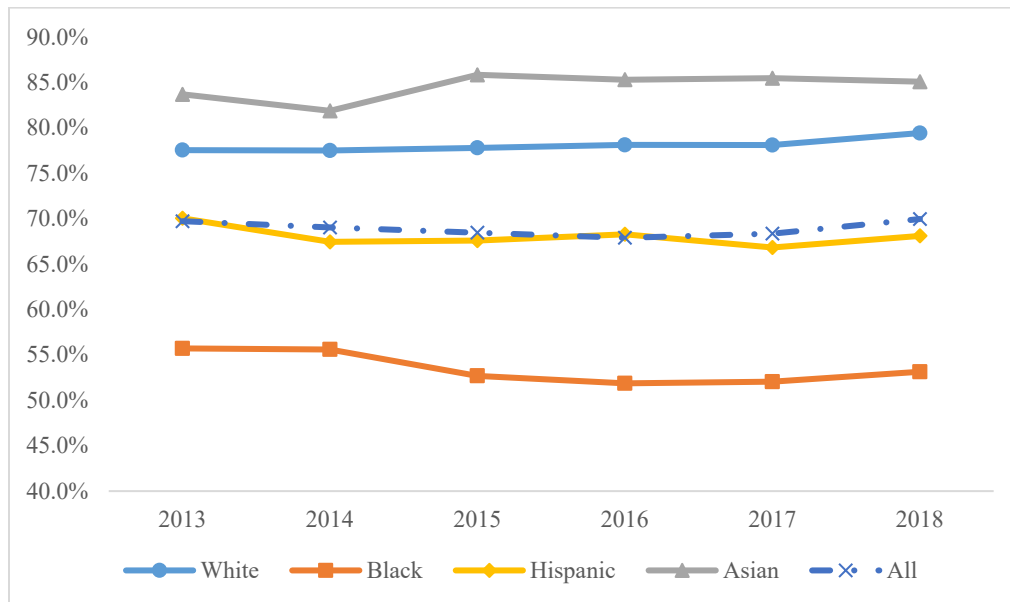
¹⁴ In 2024, MHEC reconstructed the definitions and data analysis for the data file that informs the retention and graduation outcomes. Therefore, the graduation outcomes of the earlier cohorts published in the previous Reports may not fully match the trend data in this report.

Figure 4: Second-Year Retention Rates of Four-Year Public Colleges and Universities: Fall 2014 Cohort – Fall 2023 Cohort



Source: MHEC Interactive Data Dashboards¹⁵

Figure 5: Six-Year Graduation Rates of Four-Year Public Colleges and Universities: Fall 2013 Cohort - Fall 2018 Cohort



Source: MHEC Interactive Data Dashboards¹⁶

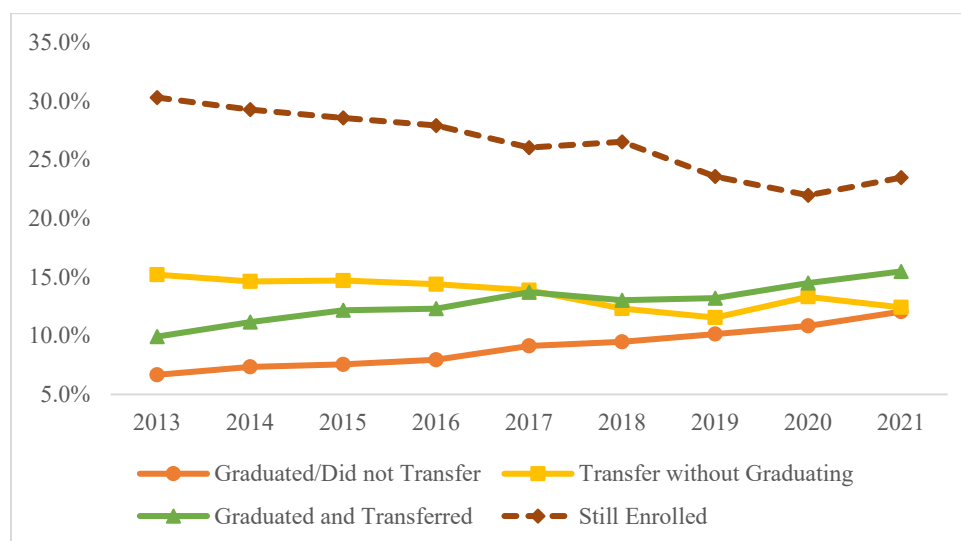
¹⁵ Maryland Higher Education Commission. October 2025. Trends in Graduation Rates in Maryland Four-Year Institutions. Baltimore, MD: Maryland Higher Education Commission, retrieved from <https://mhec.maryland.gov/About/Pages/Dashboards.aspx>.

¹⁶ Maryland Higher Education Commission. November 2023. Retention and Graduation in Maryland Four-Year Institutions. Baltimore, MD: Maryland Higher Education Commission, retrieved from <https://mhec.maryland.gov/About/Pages/Dashboards.aspx>.

Transfer and Graduation – Community Colleges

For the community colleges, measures related to students' three-year completion and transfer outcomes provide a similar framework to the second-year and six-year outcomes reported for the four-year public institutions¹⁷. This section involves analysis of four important, three-year outcomes for first-time, full-time students: (a) students who graduate from a community college and do not transfer to a four-year institution, (b) students who graduate from a community college and do transfer to a four-year institution, (c) students who transfer to a four-year institution but do not earn their associate degree first, and (d) students who are still enrolled in any community college. Data for these three-year outcomes show that the proportion of first-time, full-time students from the Fall 2021 entering cohort who graduated and did not transfer, as well as those who graduated and transferred, improved when compared to both the 2020 cohort and the data from the earlier cohorts. The proportion of students who transferred without graduating continued declining and remained significantly lower than that of the Fall 2013 entering cohort. This suggests that overall, more community college students are transferring to Maryland four-year institutions within three years, with a higher proportion of students transferring after earning an associate degree first (Figure 6). The total of the students who achieve one of the four outcomes – transfer only, graduation only, transfer and graduation, and enrollment – represents the proportion of students who either complete their degrees or remain actively engaged in the higher education system. This rate has been steadily increasing over the years; for the Fall 2021 cohort, 63.5% achieved one of these four outcomes, which is a 2.9 percentage point increase compared to the previous cohort.

Figure 6: Three-Year Graduation and Transfer Rates of Community Colleges: Fall 2013 Cohort – Fall 2021 Cohort



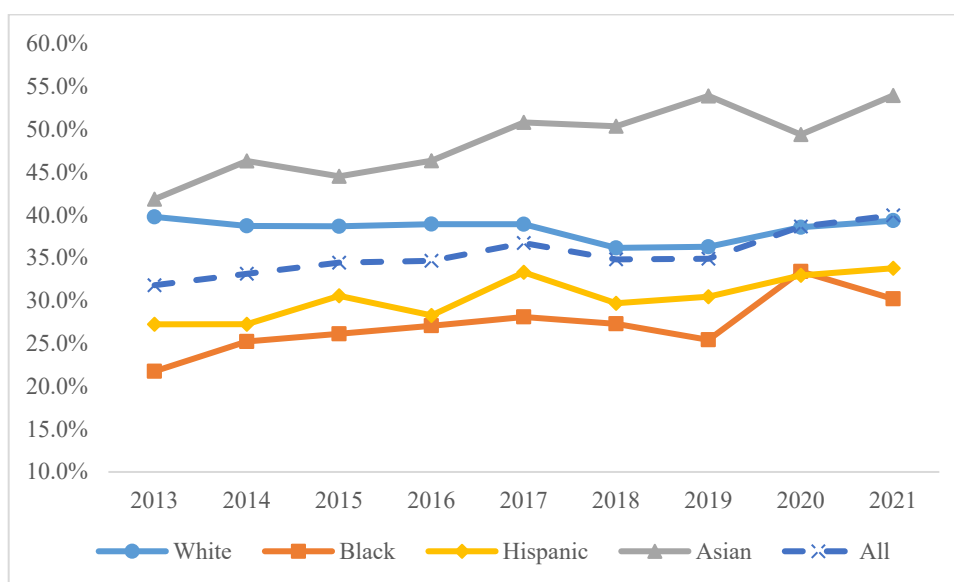
Source: MHEC Interactive Data Dashboards¹⁸

¹⁷ More transfer-related measures will be available from the Maryland Transfer Intensive coordinated collaboratively by the Aspen Institute and MHEC.

¹⁸ Maryland Higher Education Commission. December 2025. Trends in Graduation and Transfer Rates in Maryland Community Colleges. Baltimore, MD: Maryland Higher Education Commission, retrieved from <https://mhec.maryland.gov/About/Pages/Dashboards.aspx>.

Figure 7 presents the combined graduation and transfer rates (a summation of the three graduation and transfer trends in Figure 6) by racial/ethnic subgroups. Compared to the previous cohort of first-time, full-time college students who entered in Fall 2020, the combined graduation and transfer rate for the 2021 cohort increased for all groups except Black students. However, Black students still achieved a graduation and transfer rate that is higher than previous cohorts and at a historically high level. Both Black and Hispanic students tend to have lower graduation and transfer rates than the statewide average.

Figure 7: Combined Three-Year Graduation and Transfer Rates of Community Colleges by Race/Ethnicity: Fall 2013 Cohort – Fall 2021 Cohort



Source: MHEC Interactive Data Dashboards

The multi-year trend in retention and graduation outcomes of four-year public institutions (Figures 4 and 5) and graduation and transfer outcomes for the community colleges (Figures 6 and 7) show that disparities persist and even worsen in recent years for some measures, such as the six-year graduation rate at four-year public institutions and the three-year transfer and graduation rates at community colleges. Community colleges reflect in the reports that the Fall 2020 cohort began their studies during the pandemic shutdown, which impacted their experience. Colleges speculate in their reports that it may take years to see the achievement gaps narrow.

In an effort to better understand these differences in outcomes among students, MHEC has chosen to deepen the investigation of this year's Performance Accountability Report on completion, transfer, and student educational and career success in Maryland public universities and colleges, with a special focus on equity. Both this statewide analysis and the institutions' reports aim to address this topic. The next section will summarize the institutional assessment on

Maryland public colleges and universities' performance over the last year, discussing institutional performance tied to their selected PAR indicators, benchmarks and goals.¹⁹

Institutional Assessment

MHEC staff conducted a review of the institutions' data submissions as well as their annual narrative reports. What follows contains highlights of that review with a focus on the goals of the 2022 Maryland State Plan for Higher Education and the responses to reporting prompts. Since 2000, the accountability reporting requirements have differed for the community colleges and four-year public institutions.

It is challenging to assess, at the statewide level, the success of Maryland's four-year public institutions in meeting their individual and unique performance metrics and goals. This is due, in part, to the fact that none of the 13 four-year public institutions' performance indicators, goals, and benchmarks are the same across institutions. This is driven by the institutions' varied missions and strategic priorities as well as the agreement in 2000 that the Department of Budget and Management's MFR format/metrics would serve as the framework from which to assess four-year public institutions' accountability and performance.

In contrast, the 16 community colleges in Maryland share common PAR metrics, and the accountability indicators used for reporting are tightly aligned with the State Plan. Therefore, the assessment for four-year public institutions in the following summary is based on a small group of the metrics that are commonly reported in a subset of the institutions. The assessment for community colleges covers a broader set of indicators of all 16 colleges, unless stated otherwise.

Another distinction between the four-year public institutions and community colleges are the cycles in which metrics, benchmarks, and goals are determined. Maryland's four-year public institutions have different cycles for establishing their Performance Accountability/MFR metrics (e.g. benchmarking year or next cycle update). In 2025, all 11 USM institutions updated their MFR measures and entered new cycles, with six institutions establishing their MFR benchmarks set for 2029²⁰ and three not specifying the benchmarking year. Morgan State University (Morgan) updated their MFR in 2023 and the new benchmarks are set for 2027. St. Mary's College of Maryland (SMCM) does not specify a concluding year of its MFR cycle. Thus, the institutions are at different points of progress toward their established benchmarks. As a

¹⁹ These indicators, benchmarks and goals are established by the institutions; community colleges establish these on a five-year cycle and align them with the State Plan for Higher Education and the four-year public institutions' metrics, benchmarks, and goals are established through their Managing for Results process. The 2017 Performance Accountability Report Volume 1 and the 2016 Performance Accountability Report introduced more detailed history of the accountability process in Maryland.

²⁰ These six institutions are Frostburg State University (FSU), Salisbury University (Salisbury), Towson University (Towson), University of Baltimore (UB), University of Maryland, Baltimore County (UMBC), and University of Maryland Global Campus (UMGC). Bowie State University's (Bowie), Coppin State University (Coppin), and University of Maryland, College Park (UMCP) did not indicate their benchmarks or the corresponding year of the benchmarks. University of Maryland Eastern Shore (UMES) and University of Maryland, Baltimore (UMB) still anchor their performance to the year of 2024 even though the measures have been updated in 2025. Seven USM institutions' MFR indicates that the year 2024 marks the conclusion of their current cycle and associated benchmarks. The remaining four institutions either did not specify an end year or indicated an end year beyond 2024. However, all eleven USM institutions updated their MFR metrics in 2025. For a detailed list of the last MFR cycle and the institution names, please refer to the 2024 Performance Accountability Report.

comparison, all community colleges started their current cycle from 2021, conclude in 2025, and are benchmarked to the goals of 2026²¹. Therefore, this year's report assesses whether the community colleges met their stated final benchmarks. For four-year institutions, however, since 11 out of 13 institutions just entered new cycles and began to report on new measures, this year the assessment focuses on summarizing the measures and their benchmarks, rather than evaluating the annual progress toward the benchmarks.

In summary, the following institutional assessment will be discussed from the perspectives of the 2022 State Plan, Access, Success, and Innovation for two segments, respectively.

- **Access - Ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents.**

Maryland Four-Year Public Colleges and Universities

The trend in undergraduate enrollment is one of the key measures to assess student access to higher education. MHEC data shows that ten²² of the 13 institutions' enrollment increased in this reporting year (Fall 2024). In total, undergraduate enrollment of four-year public institutions rose by 2.3%. The majority of the four-year public institutions report on the measures reflecting enrollment diversity in their MFRs. Eleven four-year institutions²³ set benchmarks for minority students, economically disadvantaged students, and/or enrollment of Pell Grant recipients. Five institutions report on first-generation students' enrollment, and this is new for the current cycle²⁴. Several institutions also set goals tied to specific subpopulations of undergraduates. For example, six institutions (Bowie State University [Bowie], Coppin State University [Coppin], Frostburg State University [FSU], Salisbury University [Salisbury], University of Maryland, Baltimore County [UMBC], and University of Maryland Global Campus [UMGC]) chose to report enrollment in undergraduate STEM programs in their MFRs. Many institutions remain optimistic about recruiting and graduating more students in STEM majors as more new STEM programs have been approved and will be offered soon. Notably, three institutions track the enrollment of transfer students (University of Baltimore [UB], Morgan, and SMCM), reflecting their effort in receiving transfer students in partnership with Maryland community colleges.

Community Colleges

Different from four-year institutions, community colleges serve a more diverse student body. Their data show that the majority of community college enrollment is part-time students (approximately 70%)²⁵. Besides credit enrollment, community colleges enroll a comparably

²¹ Depending on the availability of data, some benchmarks are anchored to FY 2026 while others may be aligned with FY 2025. Some benchmarks for retention, graduation, and transfer outcomes are set based on the most recent entering cohort that has enough subsequent years of data available to track progress to FY 2026.

²² These ten are Coppin, FSU, Salisbury, UB, UMBC, UMCP, UMES, UMGC, Morgan, and SMCM.

²³ Bowie and UB do not report similar measures in their MFR.

²⁴ They are Salisbury, Towson, UMBC, UMCP, and UMES.

²⁵ Community colleges also provide the same 11 commonly defined "Student & Institutional Characteristics" metrics in their PAR reports. These metrics help clarify institutional missions and offer context for interpreting performance outcomes. They cover various aspects of college enrollment, including enrollment intensity, college readiness, English learner status, age, race/ethnicity, employment status, and modality. Additionally, these metrics provide an overview of the college's revenue and expenditures, which further aids in understanding the financial context

sizeable number of students in non-credit academic programs to those enrolled in credit programs. In academic year 2023-24, over 140,000 students enrolled in non-credit courses in Maryland community colleges, versus approximately 149,000 students enrolled in credit courses. In addition, community colleges enroll over one-third of students assessed as unprepared for college-level courses, such as those needing developmental or remedial education in math or English.

Because the current PAR indicators and their corresponding benchmarks were developed in early 2021, community colleges were unable to anticipate the COVID-19 pandemic and its profound impact on enrollment. As a result, the benchmarks for the annual unduplicated headcount (credit and non-credit) remain too ambitious for most colleges to achieve in this reporting cycle (annual enrollment for FY 2024), despite a considerable improvement in enrollment compared to the recession experienced during the pandemic. Eleven community colleges were significantly behind their stated PAR benchmarks in credit enrollment²⁶. Despite the fact that non-credit enrollment increased after the COVID-19 pandemic, all colleges except for Allegany College of Maryland (ACM) and Montgomery College (Montgomery) missed their target of FY 2025.

One notable indicator of enrollment is high school student enrollment in the community colleges, namely through dual enrollment courses and early/middle college programs. Thirteen community colleges either have exceeded or are close to the benchmarks set for high school student enrollment for Fall 2025²⁷. In their narrative reports, the community colleges underscored the importance of high school student enrollment amidst the challenges faced in maintaining overall enrollment. Community colleges summarized their efforts on partnering with local school systems in the section “Community Outreach and Impact” of their reports.

In addition to enrollment, community colleges also monitor various "market shares" to analyze institutional standing and recruitment effectiveness in their service areas. In this cycle, they face challenges in maintaining their market share of first-time full-time students²⁸ and recent college-bound high school graduates²⁹. Most are not on track to meet their benchmarks. Conversely, a small number of colleges have exceeded their stated benchmarks, moving beyond what they had hoped to achieve by fall 2025. Three colleges' market shares of first-time full-time students and five colleges' market shares of recent high school graduates were close or exceeded their established benchmarks for fall 2025³⁰.

²⁶ Allegany College of Maryland (ACM), Frederick Community College (FCC), Garrett College (Garrett), Hagerstown Community College (Hagerstown), and Howard Community College (Howard) are the only five colleges whose for-credit enrollment unduplicated headcounts meet the benchmark for FY2025.

²⁷ Anne Arundel Community College (AACC), Baltimore City Community College (BCCC), and Cecil College (Cecil) fell behind the benchmark for high school enrollment.

²⁸ Market share of first-time full-time students refers to the percentage of service area residents enrolled as first-time, full-time freshmen at any Maryland college or university who are attending the community college.

²⁹ Market share of recent college-bound high school graduates refers to the percentage of recent service area public high school graduates enrolled at any Maryland college or university the following fall who are attending the community college.

³⁰ Three colleges that reached the benchmarks for the first-time, full-time market share are: Garrett, Hagerstown, and Prince George's Community College (PGCC). Five colleges that reached the benchmarks for the market shares of recent high school graduates are ACM, Cecil College (Cecil), FCC, Garrett, and PGCC.

- **Success- Promote and implement practices and policies that will ensure student success.**

Maryland Four-Year Public Colleges and Universities

A set of common metrics four-year public institutions use to measure student success are retention and graduation measures, disaggregated by student characteristics (e.g., race/ethnicity and socioeconomic status). For this reporting cycle, several USM institutions have ceased reporting retention and graduation rates for racial and ethnic groups. Instead, they have shifted their focus to reporting success measures for Pell Grant recipients, underrepresented students, economically disadvantaged students, and first-generation college students. Among 10 four-year public institutions reporting retention rates in their MFRs, most reported an increase or remained stable (less than one percentage point change) from the last year³¹. Six institutions have measures on retention rates of Pell Grant recipients, underrepresented students, economically disadvantaged students, and/or first-generation college students, and five of them set the corresponding benchmarks. Among 11 institutions reporting six-year graduation rates, seven experienced an increase or remained at the same level compared to last year³². Eight institutions have measures on the graduation rate of Pell Grant recipients, underrepresented students, economically disadvantaged students, and first-generation college students, and set benchmarks for these measures³³. Most of them were able to improve or keep the rate stable in this reporting year³⁴.

A notable addition made to the MFR is that institutions started paying closer attention to their transfer students and their success. Six institutions (Bowie, Coppin, UB, UMBC, University of Maryland, College Park [UMCP], and SMCM) report the success measures for transfer-in students, including retention rate, graduation rate, and time-to-degree. Five of them created corresponding benchmarks for these measures.

Some institutions outline the initiatives they plan to implement to enhance their measures. These efforts include improving student advising support, strengthening partnerships with local community colleges, and promoting high-impact practices (e.g., undergraduate research, internships, and community engagement).

Community Colleges

Like four-year institutions, community colleges monitor the first-time full- and part-time student's fall-to-fall retention rate as one of the success metrics³⁵. For this reporting year, most community colleges were able to maintain their progress on their retention goals. Eleven colleges³⁶ reported that they met or were close to their established accountability benchmarks in fall-to-

³¹ Coppin and Salisbury experienced a decline from last year. UMB and UMGC do not have retention-related MFR measures. UB does not report the overall retention rate. Note that the assessment is conducted based on the data institutions reported in the MFR, which may not match the MHEC published retention and graduation rates due to the different data sources and methodologies.

³² UB, UMES, and SMCM experienced a decrease in the graduation rate. UMGC does not have graduation related MFR measures. UMB does not report the overall graduation rate.

³³ BSU, Coppin, FSU, Towson, UMBC, UMD, Morgan and SMCM.

³⁴ SMCM reported a decline in graduation rates of first-generation and Pell Grant recipients.

³⁵ Note that the assessment is conducted based on the data institutions reported in the PAR metrics, which may not match the MHEC published retention rates due to the different data sources and methodologies.

³⁶ Community College of Baltimore County (CCBC), College of Southern Maryland (CSM), Garrett, Montgomery College (Montgomery), and PGCC did not meet the benchmarks.

fall retention. The retention indicators are also disaggregated by students' assessed "college readiness" and by Pell grant recipients. Colleges overall reached the goal in the retention of Pell students – 13 colleges met or almost met their benchmarks³⁷. In contrast, about half could not meet their established retention goals for the developmental students³⁸ and college-ready students respectively³⁹.

In addition to retention rates, community colleges utilize the Degree Progress Analysis (see appendix in the institutional submission for an example) to monitor other success metrics, such as persistence, transfer rates, and graduation rates for students by their college readiness status and race/ethnicity. This analysis focuses on a specific cohort of students who attempted at least 18 credits over first 2 years and selects their graduation-transfer rates after four years as an additional measure for assessing colleges' performance in student success⁴⁰. For this reporting cycle, the colleges' performance is tied to graduation-transfer (Fall 2020 entering cohort); performance on these metrics is significantly improved compared to the last PAR reporting cycle. All but one college met or were close to meeting the goal for graduation and transfer⁴¹ and all of them experienced an increase in this rate compared to last year. However, many institutions face challenges in meeting the graduation and transfer rate goals for developmental completers⁴² and college-ready students. Nine colleges did not meet the benchmarks for developmental completers⁴³ and seven colleges did not meet the benchmarks for college-ready students⁴⁴. Another important finding is that only 29.6% of the Fall 2020 cohort are identified as needing developmental education according to the Degree Progress Analysis, 37 percentage points lower than the previous cohort (from 47.0% to 29.6%). This trend may be linked to community colleges' increased emphasis on using multiple measures to identify students in need of remediation.

To eliminate the barriers to retention, facilitate completion, and smooth transfer to four-year institutions, the community colleges summarized various initiatives implemented on campuses. Examples include but are not limited to: redesigning developmental education, adopting a student-centered advising model, providing financial support, and forming partnerships with four-year public institutions on transfer student success. Institutions stated that they will continue to monitor short- and long-term outcomes for students at-risk and provide necessary support to improve their success.

- **Innovation** - Foster innovation in all aspects of Maryland higher education to improve access and student success

³⁷ CSM, Garrett, and Montgomery did not meet the benchmarks.

³⁸ These are AACC, Cecil, CSM, FCC, Garrett, Harford Community College (Harford), and Montgomery.

³⁹ These are AACC, Carroll, CCBC, CSM, Garrett, Hagerstown, MC, and PGCC.

⁴⁰ Note that these measures are distinct from the MHEC published three-year graduation and transfer rate of community colleges (Figure 6 & 7) in terms of student population as well as time horizon.

⁴¹ The exception is PGCC.

⁴² Developmental completers are students who, within four years, successfully completed all recommended developmental coursework or completed a college-level course in the recommended areas.

⁴³ These are AACC, BCCC, Carroll, Cecil, Chesapeake, CSM, MC, PGCC, and Wor-Wic Community College (Wor-Wic)

⁴⁴ These are CCBC, FCC, Hagerstown, Howard, MC, PGCC, and Wor-Wic.

Maryland Four-Year Public Colleges and Universities

This year the assessment focuses on the professional licensure pass rates, graduates of education programs, and research engagements as metrics that reflect the institution's effort on innovatively increase student success. Eight institutions⁴⁵ reported the pass rates in various licensure examinations. The primary licensure exams that the students in four-year public institutions complete are Praxis (teaching) and NCLEX (nursing). UMB also reported pass rates for law, medicine, pharmacy, physical therapy, and social work licensure. In general, the licensure exam pass rates remain consistent this year for most institutions. Most of them were able to maintain the pass rate above their benchmarking level or improve the rate⁴⁶. Furthermore, institutions report that there remains a significant shortage of teacher graduates. Eight institutions⁴⁷ incorporated the number of teacher preparation program graduates into their MFRs and established a specific benchmark for this metric; however, five of these institutions saw a decline in the number of their teacher preparation program graduates⁴⁸. Some of these institutions reported that they worked more closely with their colleges of education in order to recruit more undergraduates into teacher education programs. Four institutions (UB, UMBC, UMCP, and Morgan) report their engagement in research. One common indicator they measure is the Research and Development (R&D) Expenditures, though the definitions and areas of focus are different from each other, and not all of them are benchmarked. Three of them experienced an increase in R&D expenditures from 2024 to 2025 (UMBC, UMCP, and Morgan).

Community Colleges

Community colleges documented various indicators regarding their performance tied to the innovation goal, including workforce outcomes for the graduates, licensure pass rates, and non-credit enrollment in continuing education.

Using data obtained from the Maryland Longitudinal Data System (MLDS)⁴⁹ on post-graduation workforce outcomes, the community colleges report that employment for community college graduates remained stable in this reporting year. Many colleges saw a modest growth in the employment rate within one year of graduation. MLDS data reflect that, three years after graduation, community college graduates earned 2.75 times higher wages than they did before enrollment.

Community colleges play an important role in providing education and training for employment that requires licensure/certification. The major licensure exams covered in the report include nursing, physical therapy, dental hygiene, medical technician, and other miscellaneous professions. The pass rate of various licensure exams improved from the last reporting year.

⁴⁵ These eight are: Bowie, Coppin, FSU, Salisbury, Towson, UB, UMB, and UMES.

⁴⁶ UMB had a decline and fell below their targeted level in the BAR exam.

⁴⁷ These eight are: Bowie, Coppin, FSU, Towson, UMBC, UMD, UMES and Morgan.

⁴⁸ These five are: Coppin, FSU, Towson, UMBC and Morgan.

⁴⁹ See "Community College Workforce Participation Metrics" here <https://mldscenter.maryland.gov/CenterReports.html>

Twelve colleges' licensure exam pass rates are either stable or higher than the last cycle⁵⁰. Despite the improvement, four colleges failed to meet the goals; they indicated in their reports that they are working with professional organizations and studying the preparation strategy for the examination.

Last but not least, community colleges create goals and track continuing education course enrollment in workforce development, professional education leading to government or industry-required certificate or licensure, and contract training courses as part of their innovation goal metrics. Although the total course enrollment numbers increased in FY2024, the majority of colleges have not yet recovered from the impact of COVID-19. Only four colleges partially met the benchmarks they created for FY 2025⁵¹.

- **Assessment summary**

In sum, the vast majority of four-year public institutions (11 of the 13) established their new metrics and benchmarks in 2025 and are reporting them for the first time in their PAR reports. Many of them introduced new metrics that reflect their priorities on transfer students, low-income students, and/or first-generation students. Since the majority of the four-year public institutions are still at the beginning of the cycle, our analysis this year focuses on the annual change, instead of the progress toward the benchmarks. In general, most institutions saw stable trends in enrollment, retention, graduation, and licensure pass rate last year. However, there are still challenges in the performance indicators of underrepresented subgroups and some specific fields of study (teacher preparation, STEM, etc.) As for community colleges, the pandemic had a profound impact on them as well as a lasting nationwide decline in community college enrollment. All these challenges have made it difficult for many of these institutions to achieve their access goals, even with recent improvements to enrollment in recent years. However, partnerships with high schools have made dual enrollment and early/middle college programs an important source of new students for community colleges. In regards to success, students who are deemed "not college-ready" continue to face challenges in retaining their enrollment and completing their studies. Although reforms in developmental education have allowed more students to directly enroll in college-level credit-bearing courses, the issue of how to effectively support academically unprepared students still needs to be addressed.

Responses to MHEC Prompts

Last year, institutions responded to the prompts related to the institutional strategies and initiatives for student success. As Maryland looks beyond its 2025 55% completion goal, this year, institutions were required to respond to two prompts regarding the lessons learned and experiences gained through their work toward the 2025 completion goal. The prompts MHEC included in the 2025 reporting guidelines to institutions are noted below, and institutional responses are summarized in the bulleted section that follows.

MHEC Prompts:

⁵⁰ Carroll, Chesapeake, and PGCC are the three colleges experiencing declines. Garrett did not report this measure. AACC, Cecil, Chesapeake, and Wor-Wic did not meet the benchmarks.

⁵¹ These colleges are ACM, CCBC, CSM, and Hagerstown.

1. **Given the complex needs of today's students, what innovative supports (academic, financial, mental health, basic needs) has your college found most effective in boosting student success? How might these be expanded or reimaged to support long-term degree completion goals?**
2. **In what ways has your institution changed (e.g., structures, policies, practices, or culture) as a result of pursuing the 55% completion goal? What lessons have you learned about sustaining institutional change over time?**

Summary of Institutional Responses to Question 1:

This section highlights key takeaways from the 13 four-year public institutions' and 16 community colleges' narrative reports.

These supports were found effective in boosting student success according to institutions' responses.

1. Academic support and reform

- **Academic advising:** Various academic services are provided in all institutions. Common supports include coaching, tutoring, supplemental instruction, profession advising, peer mentorship, intrusive advising, expanded counselling, etc.
- **Curriculum redesign:** Institutions attempt to offer flexible learning options (e.g. summer bridge program, online courses) to meet students' needs. They also redevelop courses or curriculum to better reflect the industry demand, especially in high-demand fields. The reform in developmental education is another common topic mentioned by the community colleges. By placing more students in the college-level courses through corequisite or multiple assessment processes, institutions aim to remove the long-standing barriers for students to enroll and complete credit-bearing courses.

2. Non-academic support

- **Mental health:** Mental health became a central focus of the student non-academic support, especially during and after the pandemic. 24/7 virtual counseling is available through various platforms, based on the institutions' reports. Same-day/next-day appointments or walk-in appointments are also offered on several campuses.
- **Basic needs:** To address food and resource insecurity, institutions provide various forms of help to meet students' basic needs, such as food pantries, Supplemental Nutrition Assistance Program (SNAP), and emergency funds. Because community colleges serve a great portion of student parents, many of them also provide childcare services or assistance with childcare costs.
- **Financial Assistance:** Institutions recognize that finances are often a barrier to student completion. They applied for and received grant funds that directly support the complex financial needs of students. Effective initiatives that increase the subsidies for students in need include promoting timely FAFSA completion,

subsidizing non-credit credentialing programs, offering “last-dollar” funding, removing administrative barriers for students to apply for the aid, etc.

3. Data-based strategy

- **Early Alert:** Many institutions establish early alert systems to identify students at-risk earlier in order to provide necessary support to students sooner.
- **Data-based decision support:** Various data dashboards, predictive analytics, and trackers help administrative staff, faculty, and leadership closely monitor student performance and help with decision making.
- **Technologies:** AI and new applications/platforms (e.g. Starfish, CREDO, Ellucian, and Canvas) not only provide key measures for institutions to guide advising and allocate resources, but also help students plan for their completion.

Not all institutions answer the second part of the question explicitly. However, from the institutions’ responses, we summarized that institutions hope to reimagine or expand their supports in the following aspects.

- **Holistic support system:** Institutions remain committed to expanding integrated student support that combines academic, financial, and wellness interventions.
- **Investment in expanding the current services:** Institutions plan to sustain or expand effective practices for a broader student population to increase the number of beneficiaries. They stated that they intend to secure additional grants and funds to extend eligibility for benefits.
- **Stronger community partnerships:** Partnerships with communities and entities will extend the reach of supports.

Summary of Institutional Responses to Question 2

Institutions highlighted the two major types of change as a result of pursuing the completion goal.

1. Structural change

- **Office creation or reorganization:** Led by institutional leadership (Provosts/Vice Presidents), institutions integrate the existing functions or launch new offices/programs to oversee the student success policies, procedures, and practices. With the structural change, institutions can focus holistically on enhancing student success by applying best practices, removing barriers, increasing student engagement, boosting financial aid for students.
- **Collaboration and partnership:** Institutions are actively engaging in collaborative initiatives, forming strategic partnerships with local organizations, businesses, and community leaders to enhance student success. By developing clear communication channels and sharing best practices, these partnerships create a comprehensive support system.

2. Cultural change

- Institutions have transformed their culture to prioritize student success in their daily operations. They are now more flexible and open to adopting changes that

have been shown to effectively improve students' outcomes. This culture of care has become an essential element, not only among advisors, faculty, and staff but also within college leadership. Finally, most institutions have accelerated the cultural shift toward data-informed decision making.

Not all institutions answered the second part of the question explicitly. However, the institutions' responses reflect that some of the major lessons learned about sustaining institutional change over time are the following:

- **Collaboration matters.** Long-term institutional change requires collaborations across all departments within the institution. One of the commonly mentioned strategies is embedding goals in the strategic plan, reinforced by shared accountability and governance. To sustain momentum beyond individual leaders or funding cycles, it is crucial to maintain continuous communication. Finally, effective leadership is key to inspiring and guiding teams through this collaborative journey, promoting a culture of synergy and innovation across the institution.
- **Presidential implementation is key.** The successful execution of initiatives relies on strong leadership from the president. Meaningful change will be sustained over time, depending on the effectiveness of the mechanisms through which the institution listens to students, collaborates respectfully, and measures, assesses, and communicates its efforts.
- **A culture that prioritizes data-informed decision-making enhances support and effectiveness.** Institutions stress the importance of meaningful assessments. To maintain long-term change, one of the lessons they learn is that they must proactively identify and address student needs through the strategic use of technology and data-driven approaches. This includes conducting comprehensive assessments of student learning, administrative effectiveness, student satisfaction, and employee satisfaction. Monitoring the impact of these changes ensures that all stakeholders have a voice in shaping the institution's policies and practices.

Conclusion

Seven of the 13 four-year public institutions concluded their MFR cycles in 2024, while 11 institutions updated their MFR cycles in 2025⁵². Meanwhile, sixteen community colleges concluded their PAR cycles in 2025 and will launch the new cycle next year. In general, both segments faced some challenges to meet the goals they established for student success before the pandemic; the challenge is especially severe for the historically underrepresented students. For community colleges, the significant impact on their enrollment is a major challenge in their performance accountability. Institutions either revised or will revise their benchmarks for the next cycle to better reflect their objectives and goals. Overall, universities and colleges remain committed to the goals of the 2022 State Plan for Higher Education and the vision established through their institutional missions.

⁵² See footnote 19 for details.

As announced at the 2025 Student Success Summit, the Commission has embarked on developing new post-2025 goals as the cornerstone for the forthcoming revisions to the State Plan for Higher Education (due to the General Assembly no later than July 1, 2026). As that work solidifies a vision for higher education for the remainder of this decade, institutions will need to reevaluate their performance metrics and related benchmarks to fulfill their commitment to student success and the goals outlined in the forthcoming revised State Plan for Higher Education.

RECOMMENDATION: It is recommended that the Maryland Higher Education Commission approve the 2025 Performance Accountability Report and ask the Secretary to forward it to the Governor and the General Assembly as required by law.

BOWIE STATE UNIVERSITY

MISSION

As Maryland's first historically black public university, Bowie State University empowers a diverse population of students to reach their potential by providing innovative academic programs and transformational experiences as they prepare for careers, lifelong learning, and civic responsibility. Bowie State University supports Maryland's workforce and economy by engaging in strategic partnerships, research, and public service to benefit our local, state, national, and global communities (2019).

INSTITUTIONAL ASSESSMENT

Overview

Bowie State University (BSU) has a rich and vibrant history as the State's oldest historically black institution. Many of the founding values continue to resonate through the University's mission statement and the FY 2026 – FY 2029 *Boldly Forward* Strategic Plan. The four goals in Bowie's *Boldly Forward* strategic plan align with the priorities in the Maryland Higher Education Commission's 2022 *Maryland State Plan for Postsecondary Education*, herein known as the *State Plan*. This section is organized by *State Plan* priority area and Bowie State MFR performance measures which were revised this cycle to align with the new Bowie State strategic plan. It summarizes the progress Bowie State University has made in achieving the benchmarks set in 2025 that align with the current BSU Strategic Plan and the *State Plan*.

Continuing Commitment to Access and Affordability

Bowie State University continues its founding mission to offer educational opportunities to African Americans and other students who benefit from a culture that empowers students to reach their full potential. The University has enrolled over 5,100 undergraduate students each fall term since 2018. Of the 6,353 students enrolled in fall 2024, 22 percent were a race or ethnicity other than African American. Since the fall of 2020, Bowie State freshmen admissions requirements have been test-optional. The average new freshman high school GPA increased from 3.01 (fall 2020) to 3.16 (fall 2024).

Focus on Student Success through High-Quality Academic Programs and Co-Curricular Experiences, and Lifelong Learning

Two Bowie State University Strategic Plan goals align directly with the *State Plan* student success priorities:

- Goal 1: Advancing Academic Distinction
- Goal 2: Transforming the Student Experience

Bowie State continuously improves its academic programs. It provides a high-quality educational experience for students by creating a learning environment that combines up-to-date, evolving curricula and co-curricular learning opportunities (*State Plan* Priority 5). During FY 2025, BSU received Maryland Higher Education Commission (MHEC) approval for bachelor's degrees in accounting and in dance, and master's degrees in project management and in English for

Speakers of Other Languages (ESOL). ESOL was also approved as an upper-division certificate and a post-baccalaureate certificate. New programs are developed to train underrepresented populations in fields critical for Maryland's workforce and to expand Bowie State's STEM programming. Enrollment in recently approved academic programs grew 170 percent between fall 2023 and fall 2024. The PhD in Counselor Education and Supervision program welcomed its second cohort of 21 students in fall 2024.

The university has several MFR indicators aligned to *State Plan* Priority 5 and Bowie State's academic distinction strategic goal. The number of professionally accredited programs (**MFR Objective 1.1**) remained the same during FY 2025. The undergraduate Sport Management program received candidacy approval by the Commission on Sport Management Accreditation (COSMA) in the summer 2025. The Sport Management program is now preparing to be in compliance with COSMA's accreditation principles, which will lead to a comprehensive self-study and a site visit review.

Bowie State added new MFR objectives that focus on graduate students and baccalaureate post-graduate outcomes. **MFR Objective 1.6** monitors the overall growth of graduate programs. **MFR Objective 1.7**, the number of doctoral degrees conferred, aligns with NSF measures of research distinction. In FY 2025, Bowie State awarded 40 doctoral degrees in computer science and educational leadership – the most ever. **MFR Objective 1.8** examines baccalaureate post-graduate employment and life-long education. Employment and wages are tracked through the Maryland Longitudinal Data System, and graduate school enrollment through the National Student Clearinghouse.

MFR indicators 1.2 – 1.4 demonstrate Bowie State's commitment to supporting Maryland workforce development and workforce readiness by focusing on preparing underrepresented populations to work in STEM, education, and healthcare.

Bowie State University continues to see sustained STEM enrollment and degree production (**MFR Objective 1.2**). Undergraduate STEM majors have been over 1,000 in each of the past five years. One hundred and forty-seven (147) undergraduates received a STEM degree in FY 2025. Bowie State has well-established undergraduate STEM programs in biology, bioinformatics, chemistry, computer science, computer technology, and mathematics. New STEM programs in Cyber Operations Engineering, Data Science, Software Engineering, and Virtual Reality & Gaming are expected to contribute to the growth rate within five years.

Enrollment in the undergraduate and graduate initial teacher certification programs (**MFR Objective 1.3**) has averaged 365 students over the past four fall semesters. Partnerships with several public school systems to offer initial certification training to teacher aides are critical to initial certification program enrollment. Ninety-five (95) initial teacher certification degrees were awarded in FY 2025.

The Nursing Department has made significant progress on its 2020 Maryland Board of Nursing (MBON) improvement plan (**MFR Objective 1.4**). NCLEX-RN pass rates for FY 2024 were 86% and the preliminary pass rate for FY 2025 is 90%.

The university's core performance indicators for student success are improvements in retention and graduation rates (*State Plan* Priority 6). The second-year retention rate (**MFR Objective 2.1**) for the fall 2023 cohort was 70 percent. Due to the pandemic, achieving the six-year graduation rate MFR target of 50 percent will be challenging. The six-year graduation rate from BSU or another public university in Maryland (**MFR Objective 2.2**) was 42 percent for the 2018 MHEC cohort. The six-year graduation rate of Pell Grant recipients (**MFR Objective 2.3**) moved up to 34 percent.

Bowie State added additional objectives to monitor completion rates of transfer and graduate students. **MFR Objective 2.4** tracks the new undergraduate transfer rates at the four-year mark. The goal is to increase the four-year graduation rate to 50 percent. Presently, the rate is at 44 percent. **MFR Objective 2.5** monitors graduate time to degree against the 86 percent benchmark. The percentage of FY 2025 master's degree recipients who completed their degree within 200% of the program length was 89%.

Bowie State is committed to student-centered learning experiences, using innovative delivery methods from technology-enhanced traditional courses and fully online courses and programs, aligning with *State Plan* Priority 7: Enhance the ways postsecondary education is a platform for ongoing lifelong learning. A new objective (**MFR Objective 1.5**) was added to Bowie State's MFR to document the institution's commitment to access through regional centers and online programs, and *State Plan* Priority 7. Bowie State anticipates that over 600 students will be enrolled in an online program and/or taking a class at a regional center in fall 2025.

During FY 2025, Bowie State faculty offered nine fully online programs for the fall 2024 semester - three undergraduate programs (Computer Science, Computer Technology, and Criminal Justice); five master's programs (Computer Science, Culturally Responsive Teacher Leadership, Information Systems & Sciences, Internet of Things & Internet Technologies, and Reading Education); and the doctoral program in Educational Leadership. In addition to offering distance education, Bowie State has expanded its program offerings at the Eastern Shore Higher Education Center, Universities at Shady Grove, and the University System of Maryland at Southern Maryland. Beginning in fall 2024, courses will be offered at the University System of Maryland at Hagerstown. The undergraduate business administration program is offered in a 2+2 format at the Laurel College Center. Bowie State also offers a prison education program at Jessup Correctional Institution.

Promoting a Culture of “Bold” to Ensure Bowie State's Future through Growth and Innovation

State Plan Priority 8 is reflected in Bowie State's pledge to expand the breadth and depth of resource acquisition to generate supplementary revenue through grants, contracts, fundraising, and auxiliary enterprises for continuous infrastructure, academic programs, and resource improvement.

In FY 2024, 1,160 Bowie State alumni gave \$643,146 – a 57 percent increase over FY 2023. Total gift dollars were \$6.92M in FY 2024 (**MFR Objective 4.1**). Bowie State received over \$23.5M in FY 2024 external grant and contract revenue, reflecting increased faculty grant activity (**MFR Objective 4.2**).

Maintaining the campus infrastructure is a critical component of student success. Bowie's funding for facilities renewal as a proportion of the replacement value is 18 percent (**MFR Objective 4.4**). The FY 2024 percentage of expenditures for instruction was 34 percent (**MFR Objective 4.5**).

Bowie State University has demonstrated its commitment to its mission and strategic plan throughout the institutional assessment section. The theme of continuous improvement permeates the FY 2026 – FY 2029 *Boldly Forward* Strategic Plan. The four goals in Bowie's current strategic plan – Advancing Academic Distinction, Transforming the Student Experience, Fostering a Culture of Inclusivity, Equity, Civic Engagement, & Social Justice, and Ensuring Bowie State's Future through Growth & Innovation- align with the priorities in the Maryland Higher Education Commission's 2022 *Maryland State Plan for Postsecondary Education*, and the University System of Maryland's Vision 2030 Strategic Plan.

MHEC Additional Prompts

- 1. Given the complex needs of today's students, what innovative supports (academic, financial, mental health, basic needs) has your college found most effective in boosting student success? How might these be expanded or reimaged to support long-term degree completion goals?**

Between FY 2011 and FY 2025, Bowie State University awarded 11,786 baccalaureate degrees, 491 more than MHEC's projections. The growth in bachelor's degrees is directly linked to increasing the number and throughput of new freshmen and transfer students, thus solidifying the student pipeline. The complex needs of today's students require coordinated, cross-functional interventions. Bowie State has made significant progress in bringing together academic affairs, enrollment management, student affairs, and administration and finance personnel to continuously improve academic and non-academic supports throughout the student enrollment cycle. The highlighted below are selected scale initiatives that have had a significant impact on degree completion. However, Bowie State recognizes that smaller-scale initiatives and personal interactions contribute just as much to student success and degree completion.

Select Academic Supports

- Varied Tutoring Options – Bowie State offers in-person, online and embedded tutoring to support student success. Bowie State's Embedded Tutoring Program links tutors and faculty throughout the course to help students understand course concepts and enhance student engagement. The program has evolved from short-term initiatives to a sustainable model supporting student success across multiple disciplines. Originally focused on frequently failed courses, the program has expanded to include historically difficult and research-intensive courses. The Smith Vidal Literacy and Language Center and the Math Lab leverage a combination of peer tutors and professional staff to help students overcome challenges in writing and mathematics. 24/7 tutoring services are available through CircleIn. These programs serve as a cornerstone of Bowie State's academic success strategy.
- College-based student success efforts - to encourage sustained student engagement in academic support activities, the university has shifted its student success efforts from a

university-based model to one that focuses on individual colleges and the academic departments within. College-based retention coordinators, professional and faculty advisors, and graduate program coordinators support this effort as they often have a direct connection and relationship with the students.

Select Non-Academic Student Supports

- Multifaceted Mental Health Services – since the pandemic, Bowie State has invested more fiscal and human resources towards student mental health services. In addition to one-on-one services, the Counseling Center offers online tools tailored to college students such as Therapy Assistant Online (TAO) and the Counseling Center Assessment of Psychological Symptoms (CCAPS). These mental health screening tools help students to identify potential areas of distress or concern. Additionally, the Counseling Center has a support group for neurodivergent students that meets in a sensory-friendly environment and includes social skills training, academic support, and peer mentors. It also hosts De-Stress Fest, a weeklong series of mental health programs, workshops, and activities such as mindfulness training, calming rooms, meditation, art therapy, and a mental health symposium.
- Strategic use of institutional financial aid – data prepared by USM each year demonstrates that Bowie State’s institutional aid awarding strategy positively impacts retention and graduation rates. Recently, additional multi-year merit awards were made to students in selected disciplines. The impact of this new strategy will be monitored as well.
- Access to financial aid - Bowie State implemented the **ScholarshipUniverse platform** to manage applications for institutional, private donor, and merit scholarships. Since December 2023, the platform has provided uniform access for students to apply to and be considered for internal private donor and merit scholarships, allowing all awards for the academic year to be made by May 1st before the start of the academic year. Understanding the increased financial need across the student body, this platform also reviews thousands of external national scholarships. It provides students with a ‘click and apply’ process for applying to external/third-party scholarships that match critical qualifying criteria.

To facilitate continuous improvement in aligning student success strategies with current best practices, Bowie State engaged CREDO to complete a comprehensive review of retention-related activities during AY 2025. CREDO compiled core data as well as student, faculty, and staff focus group analyses to evaluate activities and identify opportunities for improvement. The analysis identified specific activities, including greater collaboration in student onboarding, revision of the freshmen seminar course, formation of academic care teams, ensuring transparent academic pathways, and refined assessment practices. The university embraced the recommendations. During the spring 2025 semester, a team of faculty, professional advisors, and staff revised the freshmen seminar course and implemented the revised course in fall 2025. Faculty in one college, working with technical consultants, the Registrar, and academic leadership, have completed the academic pathways alignment. The university is continuing to implement recommendations and assess their impact. It is anticipated that further gains in student success and completion will be made as a result of this comprehensive review.

2. In what ways has your institution changed (e.g., structures, policies, practices, or culture) as a result of pursuing the 55% completion goal? What lessons have you learned about sustaining institutional change over time?

In pursuit of the 55% completion goal, Bowie State University made significant structural, policy, practice, and cultural changes designed to strengthen student success and institutional sustainability. These efforts include reorganizing divisions to create more seamless student support, revising admissions and placement policies to expand access, investing in new technologies to enhance recruitment and retention, and embedding experiential and research opportunities into the curriculum. At the same time, the university has cultivated a more inclusive and supportive campus culture by promoting belonging, expanding mental health services, and enhancing decision-making through data-driven insights. Together, these changes reflect not only a commitment to improving degree completion but also a deeper understanding of how to sustain institutional transformation through collaboration, innovation, and a student-centered approach.

Structures

- Established the Enrollment Management Division – In July 2018, the university established the Enrollment Management Division as a separate Cabinet-level unit. The Vice President and the Assistant Vice President of Enrollment Management lead the Office of Admissions, New Student Orientation (NSO), Office of Financial Aid, and the Office of the Registrar. Post-pandemic, the Student Affairs and Enrollment Management divisions were merged to provide a seamless support system that enhances the student experience and strengthens access to non-academic resources to cultivate a vibrant and inclusive campus life that promotes student success.
- Invested in recruitment and retention technologies to support comprehensive and coordinated support services – Bowie State continues to leverage technology to enhance the student experience. Examples of new platforms/technologies include: customer relationship management (CRM), financial aid, chatbots, ticketing/queuing, call center, early alert, LMS, tutoring, and peer-led learning.

Policies

- Revised admissions policy for greater access - Bowie State University's move to test-optional allows prospective students to be admitted without SAT or ACT scores if the high school GPA is 2.5 or higher.
- Promoted timely FAFSA completion – The Financial Aid Office hosts numerous events to encourage timely FAFSA submissions so that new and returning students can make informed decisions about funding their education.
- Revised English and Mathematics readiness protocols – both the Language, Literature, and Cultural Studies (LLCS) and Mathematics departments revised college readiness standards during the pandemic and have maintained those standards since then. All students are now placed directly into college-level English. Math placement is determined by college major, high school GPA, and high school math course grades. Students can choose to take a placement test as well.

Practices

- Created new academic programs and expanded modalities and locations to meet student and workforce needs – Over the past five years, Bowie State has added 24 new credentials that support workforce needs in STEM, education, counseling, business, arts, and health care. Undergraduate upper-division and post-baccalaureate certificates were added to provide shorter-term credentials. Nine undergraduate majors, 5 master's programs, and Bowie's first PhD program were added as well. Bowie received approval to offer online academic programs in 2021. Thirty programs are currently available online. During the same period, Bowie State's presence at regional centers has expanded to include the Laurel College Center, the Eastern Shore Higher Education Center, and the USM at Hagerstown.
- Embedded undergraduate research and career-connected experiences into the curriculum – Bowie State has been intentional about adding experiential learning opportunities within new academic programs and is in the process of incorporating experiential learning opportunities at each student level. These experiences support enhanced academic and professional skills and promote community engagement.
- Sustained commitment for the One Step Away program – Over the past decade, Bowie State University has been a recipient of MHEC One Step Away (OSA) grants. OSA was developed to directly support the 55% completion goal. The MHEC OSA grant targets seniors who were in good standing and have been out of school for at least two consecutive semesters. Bowie State's OSA program has supported over 85 seniors in completing their degrees.

Culture

- Promoted a sense of belonging – Bowie State continues to be intentional about building an inclusive community where all students feel valued and connected. Inclusive curricula, student organizations, peer mentorship programs, celebrating difference, targeted outreach, and safety monitoring are just a few examples of how the university promotes connections.
- Funded student mental health services – as described earlier, Bowie State continues to make investments in student mental health at the same time it promotes a culture that destigmatizes mental health discussions.
- Expanded decision-support information – Expanding decision support through a centralized data warehouse and accessible dashboards equips the university with timely, accurate information to guide student success initiatives. With clearer insight into patterns of enrollment, retention, and academic progress, challenges can be identified earlier. This leads to the ability to respond with targeted support. This not only improves the likelihood of students staying on track to complete their degrees but also creates a culture where decisions are consistently informed by evidence rather than assumptions. Over time, this transparency and shared access to information build a campus community more focused on collaboration, accountability, and a collective commitment to student achievement.

Bowie State has made significant progress in bringing together academic affairs, enrollment management, student affairs, and administration and finance personnel to continuously improve academic and non-academic support that has led to increased student completion. Improvements in structure, policies, and practices have generally followed change management principles. In order to sustain institutional change, university leadership has committed to transparent communication, assessment and continuous improvement; dedicated leadership at multiple levels, and appropriate human and fiscal resources.

USM - Bowie State University

MISSION

As Maryland's first historically black public university, Bowie State University (BSU) empowers a diverse population of students to reach their potential by providing innovative academic programs and transformational experiences as they prepare for careers, lifelong learning, and civic responsibility. Bowie State University supports Maryland's workforce and economy by engaging in strategic partnerships, research, and public service to benefit our local, state, national, and global communities.

VISION

Bowie State University will be widely recognized as one of the nation's best public comprehensive universities that is a model for academic excellence, innovation, and student success.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. Achieving academic distinction

Obj. 1.1 Increase the number of professionally-accredited programs from six in 2024

Obj. 1.2 Increase the number of science, technology, engineering and math (STEM) program students from 1169 in 2024 and graduates from 157 in 2024

Obj. 1.3 Increase the number of teacher education students from 368 in 2024 and graduates from 58 in 2024.

Obj. 1.4 Increase the number of Bachelor of Science in Nursing (BSN) students and graduates from 23 in 2024 and maintain licensure pass rates to at least the statewide BSN average.

Obj. 1.5 Increase the number of students enrolled in online programs and/or regional centers/other off-campus locations from 532 in 2024.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Number of professionally-accredited programs	6	6	6	6	6	6	7
Number of undergraduates in STEM programs	1,002.0	1,045.0	1,079.0	1,169.0	1,138.0	1,114.0	1,130.0
Number of degrees awarded in undergraduate STEM programs	144.0	177.0	160.0	157.0	147.0	150.0	160.0
Number of undergraduates and Masters of Arts in Teaching (MAT) post-baccalaureate in teacher education	339.0	369.0	357.0	368.0	369.0	273.0	295.0
Number of undergraduates and MAT post-baccalaureate	43	32	39	58	95	75	78
Number of undergraduates enrolled in nursing	536	543	514	479	481	446	450
Number of BSN graduates	35	25	30	23	36	38	40
Percent of nursing graduates passing the licensure exam	57%	39%	82%	83%	86%	90%	90%
Number of students enrolled in in online programs and/or regional centers/other off-campus locations	13	176	120	388	532	692	710

Obj. 1.6 Increase the number of graduate students (fall) from 1217 in 2024.

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Obj. 1.7 Increase the number of doctoral degrees conferred from 10 in 2024.

Obj. 1.8 Maintain baccalaureate degree recipient median wage 2 years after graduate and increase the percentage of these graduates enrolled in graduate education after 2 years.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Number of graduate students enrolled	896	927	897	1120	1217	1160	1200
Number of doctoral degrees conferred	16	6	17	10	40	30	32
Median wage of baccalaureate degree recipients after 2 years	53586	52065	55931	57883	57784	58500	59000
Percent of baccalaureate degree recipients enrolled in graduate education	33%	32%	31%	27%	33%	33%	34%

Goal 2. Transforming the Student Experience

Obj. 2.1 Maintain or exceed the undergraduate second-year retention rate of 72 percent.

Obj. 2.2 Increase the undergraduate six-year graduation rate to over 50 percent.

Obj. 2.3 Increase the six-year graduation rate of Pell Grant recipients from BSU to over 50 percent.

Obj. 2.4 Increase the transfer undergraduate four-year graduation rate to over 50 percent.

Obj. 2.5 Maintain a minimum 86 percent graduation rate within 200 percent time to degree for each graduate program.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Second-year undergraduate retention rate at BSU or another public university in Maryland	76%	72%	73%	71%	70%	71%	72%
Six-year undergraduate graduation rate from BSU or another public university in Maryland	46%	48%	44%	42%	42%	41%	41%
Six-year graduation rate of Pell Grant recipients	38%	43%	40%	33%	34%	34%	34%
Four-year transfer undergraduate graduation rate	48%	48%	40%	44%	44%	45%	46%
Graduate program graduation rate within 200% of program time	87%	90%	91%	87%	89%	89%	90%

Goal 3. Ensuring Bowie State's Future through Growth and Innovation

Obj. 4.1 Increase alumni giving from \$410,000 in 2024 and increase the gift dollars received from \$5.6M million in 2023.

Obj. 4.2 Increase the amount of grant funding from \$16.2 million in 2023.

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Obj. 4.3 Maintain or exceed the funds allocated to facilities renewal as a percent of replacement value of 2.0 percent.

Obj. 4.4 Sustain or increase the percentage of expenditures for instruction from 40 percent.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Dollars of alumni giving	\$275,988	\$387,870	\$366,255	\$410,836	\$643,146	\$368,915	\$390,000
Total gift dollars received (\$ millions)	\$1.63	\$27.75	\$5.64	\$12.23	\$6.92	\$5.76	\$5.80
Total external grant and contract revenue (\$ millions)	\$12.20	\$16.60	\$16.20	\$20.16	\$23.50	\$19.00	\$19.00
Facilities renewal funding as a percentage of replacement value	1.3%	1.1%	1.0%	12.5%	18.1%	18.0%	18.0%
Percentage of education and general (E&G) funds spent on instruction	42%	36%	30%	31%	34%	35%	36%

NOTES

COPPIN STATE UNIVERSITY



**PERFORMANCE ACCOUNTABILITY REPORT
AND MANAGING FOR RESULTS (PAR/MFR)**

October 2025

Office of Institutional Research
2500 West North Avenue
Baltimore, Maryland 21216

COPPIN STATE UNIVERSITY
2024-2025 Performance Accountability Report and Managing for Results

MISSION

Coppin State University, a historically Black institution in a dynamic urban setting, serves a multicultural student population and provides educational opportunities while promoting lifelong learning. The university fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development.

INSTITUTIONAL ASSESSMENT

Coppin State University (CSU) aspires to be a national leader in urban higher education, recognized for transforming the lives of students from diverse socio-economic backgrounds. With the launch of its 2025–2030 Strategic Plan, *Courageously Soaring*, CSU has reaffirmed its commitment to lifelong student success and to serving Maryland and the global community. Guided by five strategic priorities, the University continues to nurture potential and transform lives. These priorities are: (1) Become a university of choice; (2) Improve the holistic development and completion rates of students; (3) Strengthen CSU’s brand and reputation as a leader in urban higher education; (4) Become a great university at which to work; and (5) Enhance teaching and research excellence. Together, these priorities provide a framework that ensures CSU remains focused on its mission, aligns institutional goals with the Managing for Results (MFR) report, and sustains an enduring contribution to Maryland’s workforce and society at large.

Selected Progress Related to Institutional and State Goals

State Plan Goal 1 - Provide access to higher education for diverse citizens of Maryland

Coppin State University remains committed to expanding access to higher education through flexible, affordable, and innovative instructional modalities that meet the needs of Maryland’s diverse citizenry. Our mission and 2025–2030 Strategic Plan, *Courageously Soaring*, emphasize Coppin’s role as a University of Choice by increasing access, opportunity, and affordability for all students, particularly underrepresented students, adult, and first-generation learners.

In Fall 2024, Coppin enrolled 2,110 students, reflecting steady post-pandemic enrollment recovery and renewed growth. A significant share of this growth is attributable to expanded distance education and off-campus offerings, which are designed to meet students where they are - professionally, geographically, and personally.

To achieve the State’s benchmark of 1,219 students in off-campus and distance education, Coppin is advancing several key initiatives that align directly with our *Courageously Soaring* Strategic Plan:

1. **Expansion of Online and Hybrid Academic Programs** (*Strategic Priority 1: Become a University of Choice*)
 - o The College of Health Professions has expanded delivery of Nursing and the

- Doctor of Nursing Practice (DNP) program into online and hybrid formats, enabling working professionals to access high-demand credentials.
- o New and restructured programs, such as the accelerated Health Information Management track and the stackable M.Ed. pathways, are intentionally designed with online modalities to broaden participation and expand access for diverse student populations.
- 2. **Enhanced Technological Infrastructure** (*Strategic Priority 2: Improve Holistic Development and Completion Rates*)
 - o Technology-Enhanced Learning: Coppin is investing in modern learning management platforms such as Blackboard Ultra, which is Quality Matters (QM) ready, as well as adaptive learning technologies and virtual collaboration tools. These investments are designed to ensure high-quality-distance education delivery and to strengthen student engagement. This work directly aligns with Goal 2 of the Strategic Plan, which emphasizes upgrading infrastructure to support cutting-edge learning environments.
- 3. **Community College and Dual-Enrollment Partnerships** (*Strategic Priority 3: Strengthen Our Brand and Reputation*)
 - o Coppin sustains and expands articulation agreements with Maryland community colleges, including Montgomery College and Anne Arundel Community College, many of which leverage distance learning to provide seamless pathways for transfer students.
- 4. **Flexibility for Adult and Non-Traditional Learners** (*Strategic Priority 1 & 2*)
 - o With 34 percent of Coppin students between the ages of 30–59, 66 percent working adults with families, and 60 percent first-generation learners, distance education is a core strategy to expand access. Programs are intentionally structured with evening, weekend, and online modalities to meet the needs of adult learners balancing work and family responsibilities.

Through these strategies, Coppin State University is intentionally growing its distance education portfolio and off-campus enrollment. This expansion directly supports the State’s target of 1,219 students, while simultaneously advancing Coppin’s Strategic Plan priorities of *Becoming a University of Choice*, *Improving Student Development and Completion Rates*, and *Strengthening Coppin’s Brand and Reputation*. These efforts affirm Coppin’s mission to transform lives by providing affordable, high-quality education to Maryland’s diverse citizens.

State Plan Goal 2 - Promote economic development in Maryland’s areas of critical need, and the inner city in general.

Strengthening Maryland’s Teacher Workforce (Obj. 2.1)

Coppin State University was founded as a teacher education institution and continues to serve as a critical pipeline for Maryland’s teaching workforce, particularly in Baltimore City. This objective directly aligns with Strategic Priority 2: Improve the Holistic Development and Completion Rates of Our Students by ensuring that program pathways, licensure preparation, and student support services increase successful completions.

Through initiatives anchored in the Eagle Achievement Center, Coppin provides intrusive

advisement, licensure readiness workshops, and targeted support for teacher candidates. Additionally, partnerships with Coppin Academy and other local schools create seamless recruitment pipelines, supporting both teacher education completions and state licensure targets. These strategies are designed to increase completions by at least 5 percent from the established baseline.

Expanding STEM Degree Production and Research Capacity (Obj. 2.2)

Coppin has prioritized STEM as a driver of economic development for Baltimore and the State of Maryland. This objective aligns with Strategic Priority 5: Enhance Our Teaching and Research Excellence and Strategic Priority 3: Strengthen Our Brand and Reputation as a Leader in Urban Higher Education.

Enrollment in undergraduate STEM programs increased from 215 in FY 2023 to 228 in FY 2024, with baccalaureate degrees awarded increasing from 28 to 38. Growth is further supported by the introduction of new master's programs in Microbiology and Biochemistry and Polymer and Material Sciences, as well as the expansion of certificate pathways.

The STEM Centers in Coppin's state-of-the-art Science and Technology Building - including the Center for Nanotechnology (recipient of a \$2.175M federal grant in 2024) - provide early research experiences, cutting-edge laboratory facilities, and intellectual property development opportunities for students. These investments are structured to accelerate growth in STEM degree completions and move Coppin closer to the state's 275 degree target.

Advancing Nursing Education and Licensure Success (Obj. 2.3)

Coppin's College of Health Professions (CHP) is central to addressing Maryland's nursing and healthcare workforce needs. This objective aligns with *Strategic Priority 2: Improve the Holistic Development and Completion Rates of Our Students* and *Strategic Priority 5: Enhance Our Teaching and Research Excellence*.

While the FY 2024 NCLEX pass rate was affected by the introduction of the third-generation exam (44% compared to 65% in the prior year), the College of Health Professions has implemented a series of targeted interventions to support student success. These include revised test-taking strategies, embedded outcome assessments throughout the curriculum, and expanded student access to NCLEX preparatory resources. As a result, the program has achieved a significant improvement in performance, with pass rates increasing from 44% to 78%.

In addition, the program recently underwent a successful CCNE reaffirmation in 2023 and has been structurally reorganized to further strengthen both undergraduate and graduate nursing education. These steps underscore CHP's commitment to continuous improvement, accreditation compliance, and the preparation of highly qualified nursing professionals.

In addition, the expansion of the Doctor of Nursing Practice (DNP) program, the development of online program pathways, and the introduction of new certification options such as the Psychiatric Mental Health Nurse Practitioner directly address Maryland's critical healthcare workforce needs. These measures reinforce Coppin's commitment to restoring and sustaining NCLEX pass rates above 80 percent, while simultaneously increasing the overall number of

graduates entering the nursing workforce.

Through these initiatives, Coppin State University is advancing the State's Goal by aligning mission-critical outcomes in teacher education, STEM, and nursing with its 2025–2030 Strategic Priorities. These efforts ensure Coppin continues to fulfill its historic role as an anchor institution in West Baltimore, while also serving as a statewide leader in preparing highly qualified professionals in Maryland's most critical workforce sectors.

State Plan Goal 3 - Improve the retention and graduation rates of undergraduate students.

Coppin State University is committed to advancing the State's Goal 3 by embedding student success into the *Courageously Soaring 2025–2030 Strategic Plan*, specifically *Strategic Priority 2: Improve the Holistic Development and Completion Rates of Our Students*. Our efforts focus on increasing graduation rates, strengthening retention, and supporting historically underserved populations.

Graduation Rates

Through the Eagle Achievement Center (EAC), Coppin delivers intrusive advising, mentoring, and predictive analytics to guide student progression. These efforts have contributed to an increase in the overall six-year graduation rate from 25.8% to 26.2% in FY2025 (Obj. 3.1).

Transfer students remain a critical population for the institution. Enhanced articulation agreements, USM-funded transfer mentors, and advising tailored to transfer pathways are improving outcomes. Students transferring with 60+ credits historically graduate at higher rates (approximately 56% compared to 26% for first-time), and Coppin has set a 3% annual enrollment growth target for transfers (Obj. 3.5).

Retention Rates

Retention has been strengthened through initiatives such as the RISE (Reenergizing Individual Student Excellence) program, along with expanded counseling, tutoring, and peer mentoring services. These efforts contributed to Coppin's second-year retention rate increasing from 62% in FY2023 to 74% in FY2024 - exceeding the benchmarks established for both overall students (Obj. 3.3) and historically underserved students (Obj. 3.4).

Although the rate declined to 66% in FY2025, Coppin has undertaken enhanced interventions to sustain and build upon prior success. These include scaling up evidence-based academic support, expanding student engagement opportunities, and strengthening early-alert systems. Through these targeted actions, the University is confident that it will return to, and surpass, the FY2024 retention outcomes during the next reporting period.

Transfer students are supported through specialized advising and the oversight of a Transfer Coordinator in Records and Registration. These services are being integrated into the EAC to ensure transfer retention remains at or above the State's 59% benchmark (Obj. 3.6).

Equity and Student Support

Because approximately 75% of Coppin's students are Pell-eligible, targeted financial aid -

including hardship and last-dollar gap funding - remains essential to persistence and completion. Initiatives such as Project Hope (near-completer re-engagement) and wrap-around services through the EAC directly address equity gaps and promote graduation success.

By aligning State objectives with Coppin's Strategic Priority 2 and leveraging high-impact practices such as intrusive advising, financial aid interventions, and transfer pathways, Coppin demonstrates measurable progress in both retention and graduation. These results reflect Coppin's mission as an anchor HBCU in Baltimore and its role in supporting the University System of Maryland's Vision 2030.

RESPONSE TO THE COMMISSION'S QUESTIONS

1. Given the complex needs of today's students, what innovative supports (academic, financial, mental health, basic needs) has your college found most effective in boosting student success? How might these be expanded or reimaged to support long-term degree completion goals?

Coppin State University (CSU) has pursued a holistic, student-centered approach to improve degree completion, recognizing the complex needs of today's students. The cornerstone of this effort is the Eagle Achievement Center (EAC), a one-stop hub providing intrusive academic advising, orientation, tutoring, career services, supplemental instruction, and peer mentoring. By leveraging predictive analytics, the EAC proactively identifies at-risk students and connects them with targeted supports, leading to record second-year retention rates of 74% in recent cohorts.

Several innovative supports have proven most effective:

- **Academic and Advising Supports:** The EAC coordinates first- and second-year experience programs, math and writing labs, and supplemental instruction, ensuring continuity in advising up to 60 credit hours. Programs like RISE (Reenergizing Individual Student Excellence) provide academic coaching for students on probation or below a 2.0 GPA, while Project Hope re-engages near-completers with individualized plans and financial aid.
- **Financial Supports:** With 75% of students Pell-eligible, CSU strategically allocates institutional aid, state funding, and HBCU settlement resources toward need-based grants, merit scholarships, and hardship or "last-dollar" funding. Evidence shows that even modest aid packages increase persistence by up to 2%.
- **Mental Health and Accessibility Services:** The 2023 launch of the Center for Counseling and Accessibility consolidated counseling and accommodation services into a single unit, allowing for seamless handoffs and more holistic support. Additional licensed counselors and Mental Health First Aid training for faculty have expanded campus capacity.
- **Basic Needs and Housing:** To address food and resource insecurity, CSU leverages campus and community partnerships such as the President's Closet and the Food Pantry Resource, which provide students with access to clothing and essential items. For housing, leasing agreements with local providers have expanded capacity beyond the 600 on-campus beds, ensuring greater stability for incoming cohorts and supporting student persistence.

Looking forward, CSU's Courageously Soaring Strategic Plan (2025–2030) envisions scaling these innovations through adaptive learning technologies, enhanced co-curricular offerings, and cross-cultural competency programming. Investments in collaborative learning spaces - both physical and virtual - will deepen student belonging and persistence. Expanding hardship aid through public-private partnerships will further close equity gaps.

2. In what ways has your institution changed (e.g., structures, policies, practices, or culture) as a result of pursuing the 55% completion goal? What lessons have you learned about sustaining institutional change over time?

Pursuit of the 55% completion goal has driven significant transformation at CSU in structures, policies, and culture.

- **Structural Change:** The reorganization of the College of Health Professions, following NCLEX challenges, strengthened undergraduate and graduate nursing programs while reaffirming CCNE

accreditation. The centralization of student success services into the EAC created a unified model of wrap-around support that is now embedded into campus operations.

- **Policy and Practice Change:** CSU shifted from transactional advising to proactive, data-informed advising. Specialized support for transfer students - who consistently outperform native freshmen in completion rates (approximately 56% compared to 26%) - are being formalized, including a transfer coordinator and expanded articulation agreements.
- **Cultural Change:** The Strategic Plan (2025–2030) embeds student success and completion as shared institutional responsibilities. Its second strategic priority - “Improve the Holistic Development and Completion Rates of Our Students” - codifies equity-focused practices into CSU’s long-term framework. This ensures that student completion goals are not treated as stand-alone initiatives but as part of the University’s mission as an anchor institution in West Baltimore.

Lessons Learned:

1. *Holistic supports matter:* Academic assistance alone is insufficient; financial, mental health, and basic needs interventions are critical to persistence.
2. *Data-driven interventions are essential:* Using predictive analytics to guide advising and aid allocation strengthens outcomes and informs equitable resource distribution.
3. *Change must be institutionalized:* Embedding goals in the strategic plan, reinforced by shared governance, sustains momentum beyond individual leaders or funding cycles.
4. *Equity is central:* With 66% of students from Baltimore City and most Pell-eligible, eliminating equity gaps requires continuous reinvestment and adaptive partnerships.

As Maryland looks beyond 2025, CSU remains committed to sustaining these changes by leveraging its strategic framework, strengthening K–12 and community college pipelines, and expanding stackable credentials that align with workforce needs. Together, these strategies ensure Coppin continues to advance Maryland’s completion goals while transforming lives through education.

USM - Coppin State University

MISSION

Coppin State University (CSU) is an urban, comprehensive, and Historically Black Institution. Building on a legacy of excellence in teacher preparation in the metropolitan community, the university offers quality undergraduate and graduate programs in teacher education, liberal arts, health professions, technology and STEM (science, technology, engineering and mathematics) disciplines. Coppin, as an anchor institution, is committed to providing educational access and diverse opportunities for all students while emphasizing its unique role in educating residents of Metropolitan Baltimore and first-generation college students. Coppin is committed to community engagement and partnering with businesses, governmental and non-governmental agencies to meet workforce demands; preparing globally competent students; strengthening the economic development of Baltimore, Maryland and developing stronger strategic partnerships.

VISION

Coppin State University's goal, over the next decade, is to apply the highest levels of academic excellence and creativity for its students. While serving all students in the state of Maryland, Coppin State University will continue to enhance its special connections to first generation college students and to the City of Baltimore. Coppin State University will embody excellence in urban education, in the use of technology to make learning more effective and its administration more productive, and in liberal arts teaching that contributes models for inner city academic achievement to the city, the State and the nation.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. Provide access to higher education for diverse citizens of Maryland.

Obj. 1.1 Increase the number of students enrolled in programs delivered off-campus or through distance education to 1,219.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Number of students enrolled in off-campus or distance education courses	1,253	1,201	1,140	1,276	1,468	1,794	1,879

Goal 2. Promote economic development in Maryland's areas of critical need in particular, and the inner city in general.

Obj. 2.1 Increase the number of students completing CSU's teacher training program and eligible for state licenses by 5 percent, from a baseline of 42.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Undergraduates who intend to get a teacher education degree	136	134	135	141	159	193	210
Number of undergraduate students completing teacher training program and eligible for state licenses	28	13	9	25	15	18	23
Percent of undergraduate students who completed teacher training program and passed Praxis II exam	100%	100%	100%	100%	100%	100%	100%

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Obj. 2.2 Increase the number of baccalaureate degrees awarded in STEM programs to 275.

Obj. 2.3 Maintain the NCLEX (nursing licensure) examination pass rate at 80 percent or above.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Number of undergraduates enrolled in STEM programs	248	198	215	228	264	288	312
Number of baccalaureate degrees awarded in STEM programs	22	35	28	38	22	27	32
Number of baccalaureate degrees awarded in nursing	66	62	66	56	48	47	53
NCLEX (Nursing licensure) exam passing rate	N/A	85%	65%	44%	78%	82%	85%

Goal 3. Improve the retention and graduation rates of undergraduate students.

Obj. 3.1 Increase the six-year graduation rate for all students by 2 percent annually.

Obj. 3.2 Increase the six-year graduation rate for students from historically underserved backgrounds, including those from low-income or socioeconomically disadvantaged populations.

Obj. 3.3 Maintain a second-year retention rate of 63 percent or greater for all undergraduate students.

Obj. 3.4 Maintain a second-year retention rate of 62 percent or greater for students from historically underserved backgrounds, including those from low-income or socioeconomically disadvantaged populations.

Obj. 3.5 Increase the six-year graduation rate for all transfer students by 2 percent annually.

Obj. 3.6 Maintain a second-year retention rate of 59 percent or greater for transfer students.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Six-year graduation rate of all students from CSU	29.6%	26.4%	23.8%	25.8%	26.2%	21.0%	25.2%
Six-year graduation rate for students from historically underserved backgrounds, including those from low-income or socioeconomically disadvantaged populations	N/A	N/A	N/A	N/A	26.6%	20.9%	25..7%
Second-year retention rate at CSU of all students	65%	57%	62%	74%	66%	74%	75%
Second-year retention rate of students from historically underserved backgrounds, including those from low-income or socioeconomically disadvantaged populations.	N/A	N/A	N/A	N/A	67%	74%	76%
Six-year graduation rate for all transfer students	57%	50%	57%	58%	57%	54%	63%
Second-year retention rate for transfer students	76%	78%	75%	76%	71%	66%	72%

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Goal 4. Achieve and sustain national eminence in providing quality liberal arts and sciences education.

- Obj. 4.1** Maintain the percentage of graduates satisfied with education received in preparation for graduate and professional study at 90 percent or greater.
- Obj. 4.2** Increase percent of CSU graduates employed in Maryland to 85 percent.
- Obj. 4.3** Increase the percentage of students enrolled in urban teacher education, natural sciences, nursing and health sciences, behavioral and social sciences, management science, and information technology programs by 2 percent annually.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Total number of students enrolled in urban teacher education, natural sciences, nursing and health sciences, criminal justice, and Information Technology academic programs	1,381	1,181	1,082	1,042	1,019	1,161	1,283

Goal 5. Increase revenue from alternative sources to State appropriations.

- Obj. 5.1** Increase the percent of alumni giving by 3 percent or greater annually.
- Obj. 5.2** Identify and reallocate at least 1 percent of budgeted controllable operating expenditures to support strategic goals and initiatives.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Percent of alumni giving	9%	9%	9%	3%	3%	3%	4%
Percentage of operational budget savings achieved	3%	3%	3%	3% TBD		3%	3%

Goal 6. Maximize the efficient and effective use of State resources.

- Obj. 6.1** Increase annual facilities renewal expenditures by 0.1 percent to 0.4 percent.
- Obj. 6.2** Increase total philanthropic funding on the basis of a moving three-year average to \$2.2 million.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Percentage of replacement cost expended on facility renewal and renovation	0.3%	0.3%	0.3%	0.8%	1.0%	0.9%	0.9%
Total philanthropic funding (millions)	\$1.7	\$1.7	\$1.7	\$2.3	\$8.3	\$2.5	\$2.5

FROSTBURG STATE UNIVERSITY

2025 Institutional Performance Accountability Report

September 2025

MISSION

Frostburg State University is a student-centered teaching and learning institution featuring experiential opportunities. The University offers students a distinctive and distinguished baccalaureate education along with a select set of applied master's and doctoral programs. Frostburg serves regional and statewide economic and workforce development; promotes cultural enrichment, civic responsibility, and sustainability; and prepares future leaders to meet the challenges of a complex and changing global society.

INSTITUTIONAL ASSESSMENT

Frostburg's mission, vision, and core values were reaffirmed and approved by the USM Board of Regents in fall 2024. Input from the university community highlighted areas in these statements and values where Frostburg could focus, and these insights helped shape the strategic initiatives. For example, there was input that FSU could do more and had opportunities in the mission statement to "offer students a distinctive and distinguished baccalaureate education," with emphasis on FSU doing more in distinctive offerings to provide a competitive advance in recruiting students. This input has been incorporated into the strategic initiative on strategic enrollment planning. Also, the campus community focused on how Frostburg "prepares future leaders to meet the challenges of a complex and changing global society." This input clearly has a role in both strategic initiatives, from curricular decisions to life on campus and in the community.

The first strategic initiative on Strategic Enrollment Management grew out of a plan requested and reviewed by the USM Board of Regents in 2022, which is multi-faceted and updated each year. The second strategic initiative is in response to the university community's desire to improve the campus environment and sense of belonging as well as convey what Frostburg offers to students and the broader community. During the spring, summer, and fall of 2024, university groups, with the support of Educational Advisory Board (EAB), developed these initiatives with specific action items and outcomes to guide FSU through the end of the 2026 calendar year.

This year's Institutional Performance Accountability Report reflects the beginning of Frostburg's new five-year cycle, which includes revised benchmarks. In the summer of 2025, FSU set a new, five-year target for student success, as measured by the university's six-year graduation rate of 59.8%. That target builds off and is benchmarked to the previous five-year cycle, which ended with the 2024 fiscal year, and reflects the challenges/trends that Frostburg expects to face in support of the MFR goal and the State Plan.

Over the year since the adoption of the new target, Frostburg State University has implemented an Objectives and Key Results (OKR) framework as part of its 2026 Annual Plan, which focuses on five overarching objectives for the institution: 1) Increase enrollment; 2) Strengthen financial sustainability; 3) Improve user experience through academic and operational process review; 4) Champion campus culture, collective pride, and community engagement; and 5) Advance academic excellence and innovation. These objectives complement both the university's MFR goals as well as the goals of the State Plan.

State Plan Goal - Student Access: Ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents.

Frostburg's MFR Goal 1 supports the State Plan's goal of equitable access and affordability:

- Address State-wide and regional workforce needs by preparing a changing student population for an era of complexity and globalization.

STEM, Nursing, and Physician Assistant Studies Programs

The number of STEM program graduates declined over the last reporting cycle (from 131 in 2021 to 106 in 2024), as did the number of STEM graduates in 2025 (85, Objective 1.1). However, Frostburg expects these performance measures to increase over the current cycle, as new and continuing STEM programs attract a growing number of students.

While the number of graduates of the RN to BSN program declined as well over the last reporting cycle (139 in 2021 and 107 in 2024), this performance measure remained stable for the first year of the current reporting cycle (107 in 2025, Objective 1.3). Frostburg expects growth over the next five years, which will allow it to attain its benchmarked goal of 150 graduates by 2029.

Frostburg's Physician Assistant (PA) program is also an essential part of the university's efforts to meet both regional and State-wide workforce needs. The program's 2025 cohort of 24 students achieved a 100% pass rate on the Physician Assistant National Certifying Examination, exceeding the national exam pass rate of 92 percent. This accomplishment highlights FSU students' dedication to meeting the challenge of rigorous learning requirements to safely practice as competent healthcare providers and their unwavering commitment to the PA profession.

Physician Assistant programs are monitored by the accrediting body relative to first time test takers' achievement. Passing the board exam on the first attempt is an important metric, illustrating competency of new PA graduates and reflecting the PA program's effectiveness in preparing them for clinical practice and patient care. The National Commission on Certification of Physician Assistants (NCCPA) is the certifying organization for PAs in the U.S., providing certification programs reflective of standards for clinical knowledge and reasoning and other medical skills and professional behaviors required to practice as a Physician Assistant.

Teacher Training Completers

Over the previous reporting cycle, the number of undergraduate teacher education and Master of Arts in Teaching (MAT) post-baccalaureate graduates increased from 83 in 2021 to 105 in 2024 (Objective 1.2). While this performance measures declined to 91 in 2025, Frostburg fully expects to meet or surpass its benchmark of 105 graduates in this area over the course of the current reporting cycle.

State Plan Goal - Student Success: Promote and implement practices and policies that will ensure student success.

Three of FSU's goals support the State Plan's goal of ensuring student success:

- Goal 2: Promote an institutional image of academic distinction and ensure stable institutional enrollment through admission of students prepared to succeed in college and persist to graduation.

- Goal 3: Recruit and retain diverse and talented faculty and staff committed to student learning and University goals.
- Goal 4: Enhance facilities and the campus environment in order to support and reinforce student learning.

Continuously improving retention and graduation rates is an important part of FSU's MFR Goal 2 (promote an institutional image of academic distinction and ensure stable institutional enrollment through admission of students prepared to succeed in college and persist to graduation).

Frostburg's second-year retention rate for all undergraduates increased significantly over the previous reporting cycle (from 73.6% for 2021 to 78.1% for 2024, Objective 2.1) and continues to remain strong for the first year of the current cycle (81.0% in 2025). Over the same time period, the six-year graduation rate of all undergraduates declined slightly (from 61.0% in 2021 to 59.8% for 2024, Objective 2.2), but the university expects this performance measure to improve or surpass the 2024 rate over the course of the current reporting cycle. While the second-year retention rate of economically disadvantaged students declined over the previous reporting cycle (from 71% in 2021 to 68% in 2024, Objective 2.3), the six-year graduation rate for the same group increased from 46% in 2021 to 48% in 2024 (Objective 2.4). Additionally, both performance measures increased by 2% in 2025, suggesting the university is on track to meet its 2029 benchmarks.

Maryland Statewide Transfer Intensive

In April 2025, Frostburg joined the inaugural cohort of the new Maryland Statewide Transfer Intensive, a project led in partnership with the Aspen Institute College Excellence Program and the Maryland Higher Education Commission, and supported by the Michael and Susan Dell Foundation, designed to significantly improve community college transfer outcomes. Over the next seven years, FSU will work alongside 24 other Maryland institutions to improve data tracking and institutional practices related to transfer student success; develop new strategies and programs that make transferring simpler, more equitable and more effective; and engage leadership across both two-year and four-year institutions to prioritize transfer student outcomes.

By joining the Maryland Transfer Intensive, Frostburg supports its commitment to improving its transfer practices to make attainment of a bachelor's degree more accessible for all community college students. By providing a smoother, more supportive transfer experience, FSU ensures that its transfer students succeed in earning degrees that will prepare them to enter the workforce. Transferring from a local community college to a four-year institution like Frostburg offers an affordable pathway for Marylanders, their families, and employers looking to fill key positions. Joining the Maryland Transfer Intensive reflects Frostburg's dedication to supporting students from all backgrounds in reaching their academic goals and strengthening Maryland's workforce.

Progress toward achieving Frostburg's third MFR goal (recruit and retain diverse and talented faculty and staff committed to student learning and University goals) is evidenced in the successful award of professional accreditation to FSU's Music program by the National Association of Schools of Music (NASM) in September 2025. The NASM establishes national standards for undergraduate and graduate degrees and other credentials for music and music-related disciplines, and provides assistance to institutions and individuals engaged in artistic, scholarly, educational, and other music-related endeavors.

In support of FSU's fourth MFR goal (enhance facilities and the campus environment in order to support and reinforce student learning), the university temporarily closed two academic buildings (Old Main and

Guild Hall) in January 2025 that will remain out of use in the foreseeable future. This decision reflects a strategic response to a reduced demand for instructional space, due to declining enrollment. By consolidating Frostburg's academic footprint, the temporary closure of these facilities is expected to yield substantial annual savings, including over \$250,000 in utility costs and \$100,000 in maintenance and housekeeping expenses. This approach not only aligns operations with current campus needs, but also optimizes resource allocation in support of the university's financial sustainability.

State Plan Goal - Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success.

Two of FSU's goals support the State Plan's goal of fostering innovation to improve access and student success:

- Goal 5: Promote economic development in Western Maryland and the region.
- Goal 6: Promote activities that demonstrate FSU's educational distinction.

Expanding outreach and engagement into the surrounding region has historically been a key component to Frostburg's MFR Goal 5 (promote economic development in Western Maryland and the region). The number of economic development initiatives at FSU (MFR Objective 5.3) increased significantly over the last reporting cycle (from 7 in 2021 to 24 in 2024) and remained strong in 2025 (23). The Division of Regional Economic Development continues to work toward integrating university resources with regional partners to help communities and companies remain competitive and meet the challenges of economic and community development.

Partnership with USGI AI

Frostburg State University's Department of Computer Science and Information Technologies announced in December 2024 a groundbreaking partnership with USGI AI, which has been awarded the prestigious Maryland Industrial Partnerships (MIPS) grant. This collaboration will spearhead the development of an innovative telehealth platform aimed at transforming gastrointestinal (GI) care through cutting-edge artificial intelligence and machine learning (AI/ML) technologies. The platform will enable doctors to deliver evidence-based medicine and advanced testing to underserved rural communities and will address the growing demand for GI care while empowering patients to better understand and manage their health. This project will bring better medical services to the region and create job and internship opportunities for students at Frostburg to articulate their knowledge and contribute to an innovative project in Western Maryland. The collaboration also draws on FSU's commitment to fostering innovation through initiatives such as the Bobcat Innovation Launch Pad, which supports creative problem-solving and entrepreneurship among students and faculty. Projects like this telehealth platform underscore the university's role as a hub for driving transformative technologies in the region.

Cultural Events Series Three-Year Grant from Levitt Foundation

In September 2025, the Cultural Events Series (CES) at Frostburg State University was awarded a three-year grant in the amount of \$120,000 from the Levitt Foundation to continue the Levitt AMP Cumberland Music Series through 2028. The series, launched in 2023, brings free, family-friendly concerts to Canal Place Heritage Park and other local venues for ten consecutive weeks each summer, presenting a wide array of musical genres and bringing together community members of all ages for a celebration of the arts. The grant was submitted by CES through the FSU Foundation, the university's non-profit entity. The Levitt AMP Cumberland Music Series is

planned through a dynamic partnership between the Allegany Arts Council, CES at Frostburg State University, and Loft 129, with additional support from the Canal Place Preservation and Development Authority and Allegany County, The Mountain Side of Maryland.

The project will involve the continued support of Allegany County, the City of Cumberland, and Frostburg State University, whose funding and commitment have been instrumental in sustaining the series. This grant affirms the impact of FSU's work and the strength of community partnerships. Returning Levitt AMP grant recipients were selected through a competitive review process based on projected impact, feasibility, community support, and alignment with the Levitt Foundation's mission. Additional factors included the quality of the public space, inclusive programming across diverse music genres, and outreach strategies that welcome all members of the community.

Continuous improvement is one the overarching priorities of Frostburg MFR Goal 6 (promote activities that demonstrate FSU's educational distinction). In July 2025, the Middle States Commission on Higher Education (MSCHE) reaffirmed Frostburg State University's institutional accreditation through 2032, demonstrating the university's commitment to continuous improvement. Frostburg continues to meet the requirements put in place by the MSCHE in its seven rigorous and comprehensive Standards of Excellence. The MSCHE site visit team's findings addressed many facets of the university, provided a holistic acknowledgement of the progress FSU has made toward achieving its goals, and collaboratively shared ideas for helping Frostburg continue a sustainable path forward. Additionally, the university will work together to make enhancements to its strategic plan using the collegiate advice it received from the Middle States team as a blueprint.

Washington Monthly 2025 College Guide and Rankings

In its annual College Guide and Rankings, *Washington Monthly* ranked FSU 107th in the Northeast in the "Best Bang for the Buck" category and 75th in the country overall in the "Master's Level Colleges and Universities" category. This designation places Frostburg fourth among public universities in the state. The College Guide is included in the September/October 2025 issue of *Washington Monthly*, a bimonthly nonprofit magazine that covers U.S. politics and government. On this year's list of master's level colleges and universities, the publication includes 585 institutions that award a significant number of master's degrees but few or no doctoral degrees. This year, the best bang for the buck listing ranked 369 schools according to how well they help non-wealthy students attain marketable degrees at affordable prices. *Washington Monthly* ranks four-year schools (national universities, liberal arts colleges, baccalaureate colleges, and master's universities) based on their contribution to the public good in three broad categories – social mobility, research, and providing opportunities for public service.

Department of Education Grant for Student Support Services

In August 2025, Frostburg was awarded a five-year grant from the U.S. Department of Education to continue its TRIO Student Support Services (SSS) program, securing more than \$2 million in funding to support first-generation and low-income students on campus. The new grant cycle runs through August 2030, providing an annual budget of \$412,173. Funds will be distributed to

275 students who qualify for the program. At a time when budgets are tight at the institutional and state level, the federally funded TRIO program emphasizes the significance of continued investment in higher education across Maryland. The university's SSS program that has been in operation for 52 years, offering academic advising, tutoring, financial aid guidance, study skills and time management, development, career counseling, financial literacy, and graduate school preparation.

Campus Response to Questions Raised by the Commission

- 1. Given the complex needs of today's students, what innovative supports (academic, financial, mental health, basic needs) has your college found most effective in boosting student success? How might these be expanded or reimaged to support long-term degree completion goals?*

Frostburg State University is dedicated to boosting student success and completion through a holistic end-to-end design that begins with Admissions on-boarding and culminates in graduation and alumni status. Frostburg has been intentional by embedding a coordinated care network regarding the unique needs of each student. This network begins with assessing the financial needs of each student to maximize awards available to each student with a focus on cost of attendance. The university provides a comprehensive orientation for first-year and transfer students to provide information that will guide them to student success through engaging presentations from Academic Advising, Financial Aid, Student Billing, Residence Life, and Accessibility and Learning.

Upon matriculation, the Center for Academic Advising and Retention (CAAR) drives a coordinated care network, as they serve as the primary contact for students through the university's dual advising model. The Center's advisors utilize specific interventions and pro-active case management to assess student risk factors, promote student well-being, and provide high-touch support for making campus referrals for tutoring, mental health counseling, accessibility services, career services, and access to FSU's PAWS Food Pantry. By promoting faculty and staff use of Frostburg's student early alert system, timely personalized intervention often leads to enhanced student success.

Additionally, Frostburg's Office of Financial Aid (OFA) has expanded the packaging criteria for its need-based institutional grants. It was determined that, even though the FAFSA simplification effort on the federal level expanded Pell Grant eligibility, middle income families appeared to be getting left behind. Making an intentional effort to increase awarding flexibility and remove audit barriers has allowed the university to use institutional funds in meaningful ways throughout the aid year. The OFA will continue to watch for trends and remain flexible to gain a better understanding of how the new FAFSA will impact students.

2. *In what ways has your institution changed (e.g., structures, policies, practices, or culture) as a result of pursuing the 55% completion goal? What lessons have you learned about sustaining institutional change over time?*

Frostburg State University has joined the Maryland Transfer Intensive (MTI) facilitated by the Maryland Higher Education Commission in collaboration with the Aspen Institute. This initiative has assisted in refining FSU's commitment to transfer students through internal strategy building and external community college partnerships. Through internal strategic reinvestment of human and fiscal assets, we have utilized the recommendations of the university's affiliation with MTI to recruit, enroll, and persist to completion an emerging cohort of transfer students in the State of Maryland. Through FSU's initial partnership with Allegany College of Maryland, the university has mutually enhanced its enrollment and advising processes to create seamless admission, transcript evaluation, student on-boarding, and coordinated care to improve retention and completion outcomes. By establishing mutually agreed upon key results, Frostburg has plans to improve completion goals through expansion of its articulation transfer agreements for Associate of Arts to Bachelor of Science programs.

Frostburg's plan for sustaining its commitment to improving enrollment, retention, and completion requires steadfast leadership that is focused on access and opportunity for all students. The university anticipates that FSU will continue to be required to find solutions to multiple challenges with completion, including an increasing cost of attendance, population trends, academic program modalities, and the economic marketplace.

USM - Frostburg State University

MISSION

Frostburg State University (FSU) is a student-centered teaching and learning institution featuring experiential opportunities. The University offers students a distinctive and distinguished baccalaureate education along with a select set of applied master's and doctoral programs. Frostburg serves regional and statewide economic and workforce development; promotes cultural enrichment, civic responsibility, and sustainability; and prepares future leaders to meet the challenges of a complex and changing global society.

VISION

Frostburg State University will be recognized as a student-centered teaching and learning institution. The University will be known nationally for its emphasis on experiential education, its commitment to sustainability, and for the quality of its graduates as critical thinkers, life-long learners, and technologically competent global citizens.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. Address Statewide and regional workforce needs by preparing a changing student population for an era of complexity and globalization.

Obj. 1.1 Increase the number of STEM (science, technology, engineering, mathematics) program graduates from 106 in 2024 to above 150 in 2029.

Obj. 1.2 Increase the number of teacher education graduates above the 2024 level of 105 by 2026.

Obj. 1.3 Increase the number of baccalaureate-level nursing graduates from 107 in 2024 to above 150 by 2029.

Obj. 1.4 Through 2029, maintain the number of students enrolled in courses delivered off campus at a level equal to or greater than the 2024 level of 11,696.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Number of undergraduates enrolled in STEM programs	631	535	472	466	444	450	460
Number of graduates of STEM programs (annually)	131	131	111	106	85	90	95
Number of undergraduates and Master of Arts (MAT) post-bachelors enrolled in teacher education	437	437	389	347	345	350	360
Number of undergraduates and MAT post-bachelors completing teacher training	83	108	110	105	91	100	110
Pass rates for undergraduates and MAT post-bachelors on Praxis II exam	87%	67%	66%	79%	78%	85%	90%
Number of undergraduates enrolled in Nursing (RN to BSN) program	424	384	325	326	277	240	220
Number of graduates of the Nursing (RN to BSN) program	139	139	107	107	107	100	90
Number of Nursing (RN to BSN) program graduates employed in Maryland	128	125	96	96	95	90	90
Number of annual off-campus course enrollments	22,335	14,291	13,641	11,696	14,311	14,500	15,000

USM - Frostburg State University

Goal 2. Promote an institutional image of academic distinction and ensure stable institutional enrollment through admission of students prepared to succeed in college and persist to graduation.

Obj. 2.1 Through 2029, maintain the second-year retention rate of all undergraduates at a percentage equal to or greater than the 2024 percentage of 78.1.

Obj. 2.2 Through 2029, maintain the six-year graduation rate at a percentage equal to or greater than the 2024 percentage of 59.8.

Obj. 2.3 Attain and preserve the second-year retention rate of economically disadvantaged students at 75 percent through 2029.

Obj. 2.4 Attain and preserve the six-year graduation rate of economically disadvantaged students at 55 percent through 2029.

Obj. 2.5 Maintain the approximate percentage of economically disadvantaged students at 58.5 percent through 2029.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Second-year retention rate at FSU all students	73.6%	73.6%	77.5%	78.1%	81.0%	80.0%	81.0%
Six-year graduation rate from FSU (or another public university in Maryland) for all students	61.0%	60.7%	59.9%	59.8%	59.5%	60.0%	61.0%
Second-year retention rate at FSU for economically disadvantaged students	71.0%	70.0%	66.0%	68.0%	70.0%	75.0%	76.0%
Six-year graduation rate from FSU for economically disadvantaged students	46.0%	46.0%	48.0%	48.0%	50.0%	55.0%	56.0%
Percent of economically disadvantaged students	60.0%	61.8%	58.0%	58.5%	60.0%	61.0%	62.0%

USM - Frostburg State University

Goal 3. Recruit and retain diverse and talented faculty and staff committed to student learning and University goals.

Obj. 3.1 Through 2029, maintain or surpass the number of programs awarded professional accreditation (e.g., the National Council for Accreditation of Teacher Education and the Association to Advance Collegiate Schools of Business) in 2024 (11).

Obj. 3.2 Increase the percentage of graduate satisfaction with education received for work from 75% in 2023 to 90% in 2029.

Obj. 3.3 Increase the percentage of satisfaction with education for graduate/professional school from 83% in 2023 to 90% in 2029.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Achievement of professional accreditation by program	11	11	11	11	12	12	12
Satisfaction with education for work (triennial survey)	N/A	N/A	75%	N/A	N/A	90%	N/A
Satisfaction with education for graduate or professional school (triennial survey)	N/A	N/A	83%	N/A	N/A	90%	N/A

Goal 4. Enhance facilities and the campus environment in order to support and reinforce student learning.

Obj. 4.1 Maintain effective use of resources through 2029 by allocating at least two percent of replacement costs to facilities renewal and achieve at least two percent of the operating budget for reallocation to priorities.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
¹ Percent of replacement cost expended on facility renewal	2.3%	1.3%	5.4%	1.4%	TBD	1.0%	1.0%
² Rate of operating budget reallocation	2%	4%	2%	TBD	TBD	1%	1%

Goal 5. Promote economic development in Western Maryland and in the region.

Obj. 5.1 Increase the percentage of graduates employed one year out from 90 percent in survey year 2023 to 97 percent in survey year 2029.

Obj. 5.2 Prepare graduates to obtain higher initial median salaries from \$47,500 in 2023 to \$50,000 in 2029.

Obj. 5.3 Sustain or increase the number of economic development initiatives established in 2024 (24) through 2029.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Headcount enrollment (Fall total in fiscal year)	4,858	4,449	4,068	4,075	4,104	4,200	4,300
Number of graduates with a bachelor's degree	1,023	928	728	817	844	850	860
Number of graduates working in Maryland (triennial survey)	N/A	N/A	519	N/A	N/A	689	N/A
Percent of graduates employed one year out (triennial survey)	N/A	N/A	90%	N/A	N/A	97%	N/A
Median salary of graduates (triennial survey)	N/A	N/A	\$47,500	N/A	N/A	\$50,000	N/A
Number of initiatives	7	11	24	24	23	24	24

USM - Frostburg State University

Goal 6. Promote activities that demonstrate the University's educational distinction.

Obj. 6.1 Through 2029, continue participation in the system campaign goal.

Obj. 6.2 Continue to increase students' involvement in community outreach through 2029, from 975 in 2024.

Obj. 6.3 Maintain the number of faculty awards at 17 through 2029.

Obj. 6.4 Sustain the Regents' goal of 7 to 8 course units taught by full-time equivalent (FTE) Core Faculty through 2029.

Obj. 6.5 Through fiscal year 2029, sustain the number of days spent in public service per FTE Faculty to at least 6.8 as recorded in fiscal year 2024.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Funds raised in annual giving (\$ millions)	\$3.0	\$3.8	\$4.7	\$5.3	\$4.9	\$4.7	\$4.0
Number of students involved in community outreach	2,248	2,282	3,245	975	2,837	2,900	2,900
Number of faculty awards	17	14	14	17	5	10	15
Course units taught by FTE core faculty	7.3	7.4	7.3	7.3	7.4	7.4	7.4
Days of public service per FTE faculty	8.9	6.0	6.4	6.8	6.7	6.7	6.7

NOTES

1 Actuals are based on new replacement values calculations starting in FY 2020.

2 Data for FY 2024 and FY 2025 unavailable until October 17, 2025.

SALISBURY UNIVERSITY

MISSION

Salisbury University (SU) is a premier comprehensive Maryland public university offering excellent, affordable education in undergraduate liberal arts, sciences, business, nursing, health sciences, social work and education and applied master's and doctoral programs. We empower students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning.

INSTITUTIONAL ASSESSMENT

Overview

SU is proud of its many achievements accomplished during academic year 2024-25, including the graduation of our 100th class. The University commenced renovations to Blackwell Hall which will house SU's Admissions Office, Counseling Center, Advising Center, Registrar's Office, Office of Financial Aid and Scholarships, Dean of Students Office and all High Impact Practices Offices, centralizing the majority of student support systems on campus. Additionally, in November 2024, SU opened the Museum of Eastern Shore Culture which features decoys, carvings, and exhibits which embrace regional and community traditions showcasing the Eastern Shore's unique heritage.

Most notable was the submission of SU's 2025 Middle States Self-Study and successful reaffirmation of the University's accreditation. This more than two-year long process culminated in a site visit including a team of faculty and staff from seven universities to review SU's policies, procedures, and processes. The visiting team commended the quality of SU's Self-Study report and praised the University for hosting an organized and thoughtful site visit. SU also began work on its next Strategic Plan during academic year 2024-25. The Strategic Planning steering committee hosted numerous listening sessions for campus and community leaders to gather feedback necessary to help the institution establish priorities over the next five year. The next Strategic Plan will span 2025-2030.

In addition, SU received approval to offer two new Bachelor of Science programs: Coastal Engineering and Biochemistry and Molecular Biology. Both programs will enroll students beginning in fall 2025.

SU's positive student outcomes earned it a spot again among the nation's "Best Colleges" published by *U.S. News & World Report* in their 2025 edition. In the northern region, SU ranked 49th in the top tier among 175 publics and privates, 37th among the north's "Best Value Schools" and 17th among the region's "Top Public Schools." In addition, SU was recognized as one of the "Top Performers on Social Mobility" and for having one of the "Best Bachelor of Science in Nursing Programs." For the seventh year, *U.S. News & World Report* rated SU's online M.B.A. Program one of the top in the U.S. (No. 150 out of 366). SU's online M.S. in Nursing Program also was ranked among the country's best (No. 93 out of 211).

For the 11th year, *Forbes* magazine has named SU among America's Top Colleges" Ranking among the 300 top-ranked campuses, SU's selection for the Forbes list was based on outcomes

including student satisfaction, graduation rates, student debt, and academic and employment success.

SU was again named among Military Times' "Best for Vets: Colleges." SU's scholarship support specifically for veterans and military-connected students, participation in the Veterans Administration work-study program, specialized study and socialization space and additional programs, earned it a spot among the 304 institutions included in this year's ranking.

SU was also recognized by The Princeton Review in its 2026 edition of *The Best 391 Colleges*. The University is among the nation's top 15 percent of four-year colleges. In addition, the Princeton Review again named SU one of its "Best Mid-Atlantic Colleges" and among the nation's "Green Colleges." The sustainable accolade is an honor SU has earned each year since The Princeton Review first offered it in 2010. For the fourth time, the publication also ranked SU's Patricia R. Guerrieri Academic Commons as a "Best College Library." This year's ranking places the facility among the top 25 in the nation.

In reviewing our significant accomplishments this year, it was important to align them with the *2022 State Plan for Postsecondary Education*. Below, SU highlights our achievements for the performance measures related to the State Plan.

Goal 1: Ensure equitable ACCESS to affordable and quality postsecondary education for all Maryland residents.

PAR/MFR Goals and Objectives:

Goal 1: Provide a quality undergraduate and graduate academic and learning environment that promotes intellectual growth and success. (Objectives 1.1-1.4)

Goal 2: Utilize strategic collaborations and targeted community outreach to benefit the University, Maryland, and the region. (Objective 2.1)

Goal 3: The University will foster inclusiveness as well as cultural and intellectual pluralism. (Objectives 3.1 & 3.2)

SU is committed to cultivating and sustaining a superior learning community where students, faculty, and staff are viewed as learners, teachers/scholars, and facilitators, and where a commitment to excellence and openness to a broad array of ideas and perspectives are central to all aspects of university life. Supporting access, affordability, and academic excellence is a major goal in the University's Strategic Plan and supported by the following MFR objectives:

- diversity of the student body (Objectives 3.1 & 3.2)
- pass rates on national licensure and certification exams (Objectives 1.1 & 1.2),
- self-reports of student satisfaction with the quality of education and preparation they received (Objectives 1.3 & 1.4),
- employment status of recent graduates (Objective 2.1)

Diversity

MFR Objectives: 3.1 & 3.2

In fall 2024, the University enrolled 1,423 first-time degree-seeking students, the second largest incoming class in SU's history. Approximately, 89.5% of SU's enrollment, 6,288 students, was at the undergraduate level. Undergraduate enrollment increased slightly by 0.11%; however, graduate enrollment decreased slightly by 1.6%. Overall, graduate enrollment for fall 2024 was 737.

The University has increasingly emphasized its desire to maintain a diverse campus which is readily affirmed in the University's trends and benchmarks. In 2023 and 2024, SU worked with various offices across campus to define and track enrollment of first-generation students at SU. In fall 2024, 33.2% of SU's newly enrolled undergraduate students were first generation (Objective 3.2). SU is making progress towards a target of enrolling a new student class composed of 35% first generation students. While continuing to increase accessibility, SU values both affordability (e.g., tuition, fees, need-based and non-need-based aid and grants, etc.) and quality (e.g., academic credentials of the first-year class, admission, retention and graduation rates, etc.). During fall 2024, 51.7% of SU's students were economically-disadvantaged (Objective 3.1). Currently, SU has exceeded its target to have at least 49.3% of the student population from economically disadvantaged backgrounds.

Licensure

MFR Objectives: 1.1 & 1.2

MFR Objectives 1.1 and 1.2 were established as performance goals to help determine the effectiveness of the nursing and teacher education programs at SU. Effectiveness for these goals is measured by examining the pass rates for the nursing licensure exam (NCLEX) and the teaching licensure exam (PRAXIS). SU's NCLEX pass rate for the 2025 MFR cycle decreased by four percentage points to a rate of 88% (Objective 1.1). However, SU is within its targeted pass rate range of 87%-97%. The Nursing Department continues its concentrated efforts (e.g., tutoring, NCLEX review course, etc.) to increase its pass rates and maintain an academically rigorous curriculum. As mentioned previously, *U.S. News & World Report* rated SU's nursing program as one of the "Best Bachelor of Science in Nursing Programs" and SU's online M.S. in Nursing Program was ranked among the country's best (No. 93 out of 211).

For the 2025 MFR, 78% of students graduating in 2023-24 who took the PRAXIS II passed the exam (Objective 1.2). This is a three-percentage point increase in the rate since last year and five percentage points above our targeted pass rate. Over the last decade, SU had five alumni recognized as Teachers of the Year in their respective counties and SU's outstanding education programs have produced more than 50 teachers of the year. SU continues to be recognized for excellence in teaching outcomes.

Alumni Satisfaction and Employment

MFR Objectives: 1.3 & 1.4; 2.1

Two additional measures of success used by SU are alumni satisfaction and employment status. Data are collected annually using an alumni survey to address Objectives 1.3, 1.4, and 2.1. The most recent survey results are based on a three-year average of students that graduated between July 1, 2020 and June 30, 2023 and had a 7.6% response rate. Results revealed that 100% of SU graduates are satisfied with their level of preparation for graduate school (Objective 1.3) and 99% of SU graduates are satisfied with their level of preparation for employment (Objective 1.4).

Currently, 98% of graduates seeking employment were employed within one year of graduation (Objective 2.1). SU provides a quality education, making graduates readily employable and prepared to be successful in their future careers and life. Additionally, SU is currently exceeding all of its MFR target for graduate satisfaction and employment (Objectives 1.3, 1.4, 2.1).

Goal 2: Promote and implement practices and policies that will ensure student SUCCESS.

PAR/MFR Goals/Objectives:

Goal 4: Improve Retention and graduation rates while advancing a student-centered environment. (Objectives 4.1 & 4.2)

Retention and Graduation

This year, the second-year retention rate for the 2023 entering cohort of first-year students decreased from 81.6% to 79.3% (Objective 4.1). The 2023 cohort included students that started at SU in fall 2024 and returned to SU or transferred to another Maryland school for the fall 2024 semester. SU's second-year retention rate is the 2nd highest among the USM Master's colleges and universities. SU is committed to high-impact practices (HIPs) such as internships, undergraduate research and creative activity, community engagement, living learning communities, athletics, registered student organizations, and nationally competitive fellowships to enrich academic success and improve student success. We anticipate making progress towards our targeted 83% retention rate as a result of our student success initiatives.

SU's overall six-year graduation rate (2018 cohort) increased from 69.7% to 70.9% (Objective 4.2) which is the 2nd highest among the USM Master's colleges and universities. SU is making progress towards its goal to achieve a 73.5% six-year graduation rate.

Goal 3: Foster INNOVATION in all aspects of Maryland higher education to improve access and student success.

PAR/MFR Goals/Objectives:

Goal 2: Utilize strategic collaborations and targeted community outreach to benefit the University, Maryland, and the region. (Objectives 2.2-2.4)

SU measures its impact on economic growth by successfully producing graduates with the skills necessary to compete in high-demand occupations. To determine our success, the University tracks the percentage of graduates employed and professionally licensed after graduation.

Nursing

MFR Objective: 2.4

SU saw a 17% increase in undergraduate nursing majors in fall 2024. A total of 548 undergraduate students pursued a nursing degree in fall 2024. An additional 26 students were pursuing a graduate nursing degree during the same time period. Although enrollment is beginning to increase, the recent decline in enrollment over the past few years has led to a decline in degree recipients; the number of baccalaureate and graduate degree recipients decreased from 103 to 91 this year. Despite this, SU nursing degrees continue to represent 5.2% of the overall degrees awarded at SU. SU is making progress toward its target to have 5.6% of degrees awarded in nursing fields (Objective 2.4).

Teacher Education

MFR Objective: 2.2

Following COVID, there has been a nationwide shortage of teachers. Like many other institutions, SU also saw decreases in the number of students pursuing a teaching degree in the past few years. In fall 2024, enrollments declined to 915. However, the number of teacher education graduates increased this year to 254. SU increased the percentage of degrees awarded to education majors, from 12.9% to 14.4% (Objective 2.2). SU is currently exceeding its goal to have 13.5% of degrees awarded in education fields.

STEM

MFR Objective: 2.3

After several years of increasing enrollment, STEM enrollments remained stable this year, with 1078 STEM majors. Additionally, the number STEM graduates increased slightly from 243 to 247. SU increased the percentage of degrees awarded to STEM majors, from 12.7% to 14.0% (Objective 2.3). SU is currently exceeding its goal to have 13.5% of degrees awarded in STEM fields. We will continue to make progress on this goal by offering a new Coastal Engineering program and a Biochemistry and Molecular Biology program in fall 2025.

RESPONSE TO THE COMMISSION'S PROMPTS

Given the complex needs of today's students, what innovative supports (academic, financial, mental health, basic needs) has your college found most effective in boosting student success? How might these be expanded or reimaged to support long-term degree completion goals?

The biggest challenge facing SU is the increased need for academic and mental health support for students. As many institutions nationwide have also experienced, incoming students are less prepared for the academic challenges of college. As a result, there has been an increased need for student support services such as the Center for Student Achievement, Academic Advising Center, University Writing Center, Counseling Center, and many other offices.

The Center for Student Achievement (CSA) routinely assesses the effectiveness of the services they offer to students. Based on data collected annually from 2015-2020, students who participated in coaching, supplemental instruction (SI), and tutoring earned higher grades, persisted at a higher rate, and graduated at higher rates than students who did not participate in these services. Second-year retention rates for the fall 2023 cohort of students who attended SI were five percentage points higher than non-attendees, 87.2% vs. 82%, respectively. The CSA shares this information with incoming students, their parents, and campus to promote the use of their services and provide justification for budget decisions. Additionally, at the end of each semester, the CSA shares course data with faculty for those students who attended SI vs. those who do not. SI leaders share the data on the first day of class for the following semester as a recruitment tool to encourage more students to attend SI sessions.

The Counseling Center has also increased student access to appointments with clinicians by offering same-day/next-day appointments and walk-in appointments for initial intakes. Additionally, in an effort to provide access to care 24 hours a day, students have access to

contracted 24/7 tele-mental health care through TimelyCare. Student feedback and national data support increased access to counseling to quickly identify problems and reduce the escalation of concerns. The Counseling Center utilizes an internal survey for students, and the data shows that a high percentage of students believe counseling has helped them stay enrolled and supports their success in and out of the classroom.

SU has also increased the capacity and availability of peer mentorship programs. Peer mentorship programs such as Powerful Connections and Sea Gull Circle provide students with peer mentors who perform regular check-ins with mentees. Mentees also have the opportunity to attend community events and participate in various workshops. Data shows that mentees who engage with their mentors three or more times during the semester earned a higher GPA than those who did not engage with a mentor.

In what ways has your institution changed (e.g., structures, policies, practices, or culture) as a result of pursuing the 55% completion goal?

At SU, we are fully committed to re-engaging students who have paused their academic journeys in an effort to achieve the 55% degree completion goal. Over the past year, we launched a focused outreach campaign aimed specifically at "near completers", individuals who have earned a significant number of credits but have not yet completed their degrees. Our campaign includes both personalized email communications and formal letters sent through the mail, designed to encourage these students to return and finish what they started.

SU identifies previous students who are no longer attending the University, have achieved a GPA of 2.0 while in college, earned at least 90 credit hours, and are eligible for reenrollment. Once these former students are identified, the Academic Advising Center reaches out to them to offer assistance with the development of plans for re-enrollment. Our outreach materials emphasize the flexible pathways available for degree completion, including the option to return either to our main campus or to one of our regional locations.

Of 275 students identified in June 2023, 80 (29%) have completed and 50 (18%) were persisting as of spring 2024. In addition, SU is investing significant time and resources into enhancing student retention. As part of these efforts, the University has launched targeted initiatives such as targeted outreach by faculty to students identified as "at risk", improved utilization of midterm grade data, and more strategic engagement through online platforms to support students who may benefit from additional assistance.

To further incentivize re-enrollment, we developed the *Finish Your Flight Award*, a one-time scholarship designed specifically for returning students. This \$1,000 award is disbursed over the course of the student's first year back, split evenly between two semesters. To qualify, students must enroll in more than six credit hours per semester. This threshold was chosen to encourage meaningful academic engagement while allowing flexibility for students balancing work, family, or other responsibilities.

Additionally, in 2023, SU launched the new *Back to Flying* scholarship focused on encouraging students who were placed on academic probation for the first time to earn a spot on the Dean's

List in their subsequent SU semester. The goal is to entice students on academic probation with a monetary incentive to rebound from the prior semester academically. The incentive is a one-time scholarship of \$1,000 to be applied to the semester following the earned Dean's List distinction. The scholarship is publicized in the initial probation notification, at the start of the following semester, prior to mid-semester grades, and leading up to finals.

The program's success is measured by looking at the persistence rate of students on academic probation before and after the scholarship program was launched. The program will run for two years to determine the impact on persistence with these cohorts. As of August 2024, a total of 30 students have been awarded the scholarship.

The program also encourages persistence regardless of a student achieving Dean's List status. In the spring 2022 semester, there were 148 students on probation for the first time. Of that group, 97 students returned for classes in the fall 2022 semester, representing a 65% persistence rate. One year later for the spring 2023 semester, there were 154 students placed on probation for the first time. Of that cohort, 111 students returned for the fall 2023 semester, representing a 72.1% persistence rate, well above the targeted 5% increased persistence goal that was listed in the program proposal.

Moreover, SU continually assesses the effectiveness of its various student success initiatives and structures to improve effectiveness. In fall 2024, a new cross-divisional Student Success Council was created to bring our campus student success leaders together for regular opportunities to collaborate and problem-solve ways to address the barriers students face as they work toward graduation. Additionally, as a part of this increased focus on student success, both the Center for Student Achievement and the University Writing Center were unified under the direction of the Associate Vice President for Academic Affairs and Student Success. This change allows these centers to more readily collaborate with other Academic Affairs units, such as the Academic Advising Center, which are heavily involved in key student success work. Additionally, in January 2026, SU will host its first Student Success Summit. This event will focus on ways the University can help students thrive academically, professionally, and personally. It will provide resources and networking opportunities for faculty and staff across campus to collaborate on strategies to improve student success.

USM - Salisbury University

MISSION

Salisbury University (SU) is a premier comprehensive Maryland public university, with four privately endowed schools, offering excellent, affordable education in undergraduate liberal arts, sciences, business, nursing, education, social work, and applied master's and doctoral programs. Our highest purpose is to empower students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life long learning in a democratic society and interdependent world.

VISION

Salisbury University, a Maryland university of national distinction, will be acknowledged by its peers as a globally oriented, widely recognized comprehensive university for excellence in education both in and out of the classroom and for its commitment to model programs in civic engagement. Undergraduate research, international experiences, and a broad range of internships and community outreach activities will be the hallmark of the institution, enriching the traditional academic curriculum and enabling students to connect research to practice and theory to action. Salisbury University will grow to meet the education and workforce needs of the State by providing nationally distinguished undergraduate programs as well as specialized master and doctoral programs that uniquely serve the region. We will attract superior students who are academically exceptional and who embrace their role as involved citizens. We will empower students for a life of leadership and cultural appreciation through their participation in campus artistic and athletic activities and in campus clubs and organizations. We will graduate students who are recruited by the best employers and graduate schools and who will contribute to the economic and social vitality of the State and the nation.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. Provide a quality undergraduate and graduate academic and learning environment that promotes intellectual growth and success.

Obj. 1.1 Maintain the percentage of nursing graduates who pass the nursing licensure exam on their first attempt within 5 percentage points of the fiscal year (FY) 2024 rate of 92 percent into FY 2029.

Obj. 1.2 Achieve and maintain a pass rate on the teacher licensure exam for teacher education graduates at or above FY 2024 rate of 70 percent into FY 2029.

Obj. 1.3 Maintain the percentage of SU graduates who are satisfied with their level of preparation for graduate or professional school at 95 percent into FY 2029.

Obj. 1.4 Maintain the percentage of SU graduates who are satisfied with their level of preparation for employment at 95 percent into FY 2029.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Nursing National Council Licensure Exam (NCLEX) pass rate	95%	95%	89%	92%	88%	95%	95%
Teaching (Praxis II) pass rate	88%	81%	74%	75%	78%	79%	80%
Satisfaction with preparation for graduate school	95%	100%	100%	100%	100%	100%	100%
Satisfaction with preparation for employment	94%	92%	99%	97%	99%	99%	99%

Goal 2. Utilize strategic collaborations and targeted community outreach to benefit the University, Maryland, and the region.

Obj. 2.1 Maintain the percentage of graduates employed one-year after graduation at 95 percent into FY 2029.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Percentage of bachelor's degree graduates employed one year after graduation	94.0%	97.7%	98.0%	98.0%	98.0%	98.0%	98.0%

USM - Salisbury University

Obj. 2.2 Increase the percentage of degrees awarded annually in teacher education related fields from 12.9% in FY 2024 to 13.5% in FY 2029.

Obj. 2.3 Increase the percentage of degrees awarded annually in science, technology, engineering and math (STEM) related fields from 12.7% in FY 2024 to 13.5% in FY 2029.

Obj. 2.4 Increase the percentage of degrees awarded annually in nursing related fields from 5.4% FY 2024 to 5.6% in FY 2029.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Number of teacher education enrollments	1,180	1,055	1,008	1,009	915	869	859
Number of teacher education graduates	302	294	276	246	254	251	217
Percentage of degrees awarded in teacher education	13%	13%	14%	13%	14%	15%	13%
Number of STEM enrollments	1,223	1,041	1,048	1,077	1,078	1,105	1,145
Number of STEM graduates	313	293	259	243	247	218	229
Percentage of degrees awarded in STEM	14%	13%	13%	13%	14%	13%	13%
Number of undergraduate nursing majors	510	500	462	468	548	597	651
Number of baccalaureate degree recipients in nursing	89	83	99	93	85	80	86
Number of graduate nursing majors	34	35	29	30	26	35	25
Number of graduate degree recipients in nursing	9	6	14	10	6	4	4
Total number of nursing degree recipients	98	89	113	103	91	84	90
Percentage of degrees awarded in nursing	4%	4%	6%	5%	5%	5%	5%

Goal 3. The University will foster inclusiveness as well as cultural and intellectual pluralism.

Obj. 3.1 Maintain the percentage of economically disadvantaged students attending SU at the FY 2024 rate of 49.3 percent into FY 2029.

Obj. 3.2 Increase the percentage of new first generation students attending SU to 35.0 percent by FY 2029.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Percentage of economically disadvantaged students	52.9%	50.9%	46.6%	49.3%	51.7%	51.8%	51.9%
Percentage of new first generation students	n/a	n/a	n/a	n/a	33.2%	37.8%	37.5%

USM - Salisbury University

Goal 4. Improve retention and graduation rates while advancing a student-centered environment.

Obj. 4.1 Increase second-year retention rates of SU first-time, full-time students from 81.6 percent in FY 2024 to 83.0% in FY 2029.

Obj. 4.2 Increase the six-year graduation rates of SU first-time, full-time students from 69.7 percent in FY 2024 to 73.5 percent in FY 2029.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Second-year first-time, full-time retention rate at SU (or another public university in Maryland): All students	79.3%	80.3%	78.4%	81.6%	79.3%	80.5%	81.0%
Six-year graduation rate of first-time, full-time freshmen from SU (or another public university in Maryland): All students	73.0%	74.9%	73.2%	69.7%	70.9%	71.5%	72.0%

Towson University

2025 Institutional Performance Accountability Report

Mission

Towson University fosters intellectual inquiry and critical thinking, preparing graduates who will serve as effective leaders for the public good. Through a foundation in the liberal arts and a commitment to academic excellence, interdisciplinary study, research and public service, Towson University prepares students for careers in high demand today and in the future. TU is recognized as a leader in community engagement, including entrepreneurial efforts that provide collaborative opportunities between the campus and the larger Maryland community. Our graduates leave with the vision, creativity and adaptability to craft solutions that enrich the culture, society, economy and environment of the state, the region and beyond.

Institutional Assessment

The TU 2020-2030 Strategic Plan: Leadership for the Public Good builds upon the institution's momentum to further its impact as an anchor institution and advances its position as a national leader in higher education for the public good. The plan focuses on six major goals including (1) Educate, (2) Innovate, (3) Engage, (4) Include, (5) Support, and (6) Sustain. These goals facilitate academic quality, diversity and inclusion, student success, STEM and other critical state workforce needs, and other areas that mirror and contribute to the goals of both the 2022 Maryland State Plan for Postsecondary Education and to Vision 2030: From Excellence Preeminence, the strategic plan of the University System of Maryland.

The following document reviews progress on the goals and objectives contained in TU's PAR/MFR report. We have included a crosswalk under each of the goal statements to further demonstrate connections between the goals and objectives of TU's PAR/MFR, TU 2020-2030, and the 2022 Maryland State Plan for Postsecondary Education.

Performance Accountability/Managing for Results Goal 1: Create and Maintain a Well-Educated Workforce. (Access, Success, and Innovation Goals of the Maryland State Plan; Institutional Priorities 1, 3 & 5 of TU 2020-2030)

TU contributes by:

- 1) generating substantial numbers of high-quality bachelor's degrees, to help reach the goal of 55% of Marylanders having a higher education degree by 2025
- 2) preparing the most graduates with teaching credentials of any Maryland institution
- 3) maintaining STEM enrollments and degrees to address Maryland's STEM workforce needs
- 4) producing highly prepared nurses to address Maryland's nurse shortage and to improve the quality of health care to Maryland residents

Overall Student Enrollment & Degrees Awarded.

TU's fall 2025 headcount enrollment was 19,677, an increase of 276 students (+1.4%) from the fall 2024 headcount of 19,401. This was TU's first year-over-year headcount increase since fall 2018. TU's undergraduate headcount increased by 0.6% or 97 students, and TU's graduate headcount increased to 3,316 students, up by 5.7% from 3,137 graduate students enrolled in fall 2024.

TU enrolled 2,908 incoming first-time students during fall 2025, down slightly (-39 students or -1.3%) from fall 2024. Despite the slight decrease in first-time students, fall 2025 marks the third consecutive fall semester with more than 2,900 incoming first-time students. In the preceding ten years, TU averaged 2,710 first-time freshmen each fall and had enrolled more than 2,900 in only one semester. TU has strategically planned for larger first-time classes to counter the overall downward trend in transfer student enrollments, which was largely the result of fewer students at Maryland's community colleges.

After multiple years of declines, TU's incoming transfer class increased to 1,596 students in fall 2025, up by 98 students or 6.0% from the 1,506 students in the fall 2024 transfer class. TU's transfer students primarily originate from Maryland's community colleges, which experienced several years of enrollment declines, followed by back-to-back enrollment increases in fall 2023 and fall 2024. TU enrolled 11,857 continuing undergraduate students in fall 2025, a slight increase of 0.4% from the 11,811 continuing undergraduate students enrolled in fall 2024.

Graduate enrollments increased among all levels of students. The number of certificate-seeking students increased by 13% or 71 students, from 542 in fall 2024 to 613 in fall 2025. During fall 2025, 2,406 TU students were pursuing master's degrees, up by 98 students or 4.2% from fall 2024. Doctoral enrollments also increased to 285 students during fall 2025, up by 30 students or 12% from fall 2024.

TU conferred 3,641 bachelor's degrees during the 2024-2025 academic year. Although the number of degrees conferred in 2024-2025 was approximately 11% lower than the objective of 4,100 annual bachelor's degrees, this decrease reflects enrollment disruptions that occurred as a result of the COVID-19 pandemic, and TU projects degree production to increase as we approach FY 2029. Additionally, TU exceeded the institution's target for contributing to the state's 2025 completion goal. Since 2009-2010, TU conferred a total of 68,342 bachelor's degrees, outpacing the goal of 67,566 degrees by 1.1% or 776 degrees.

TU conferred 832 graduate degrees during the 2024-2025 academic year, down by 9.5% from the prior three-year average of 919 annual graduate degrees. Master's degree production (784 degrees conferred in 2024-2025) was 9.3% lower when compared to the preceding three-year average. Doctoral degree production also decreased, with 48 degrees conferred in 2024-2025, which is 12.7% lower than the preceding three-year average of 55 degrees. Despite these decreases, TU expects both doctoral and master's degree completions to increase as a result of increasing enrollments in these categories.

Enrollment in K-12 Teacher Training & Degrees Awarded with Teaching Credentials.

TU continues to develop a robust pipeline of well-prepared educators to meet Maryland's needs for teachers, and TU remains Maryland's largest producer of teacher candidates. For the 2024-2025 academic year, 389 TU students completed teacher training programs. This figure is below the stated target of 500 completers and 3.0% lower than the prior year. The College of Education (COE) projects increased completions and enrollments in future years due to increased investments and interest in post-baccalaureate teacher preparation. Enrollments in post-baccalaureate teacher preparation rose by 18.8%, from 346 students in fall 2024 to 411 students in fall 2025. This increase can be attributed to the development and implementation of an online MAT program. Additionally, the COE has worked closely with local school system partners to assist with moving conditional teachers to licensure through the MAT program.

The COE has invested resources, both financial and human, in strategic undergraduate recruitment efforts. This includes serving as the state affiliate for two programs, Educators Rising and Teacher Academy of Maryland, focused on supporting high school students interested in teaching. The College also has hosted several high school and community college visits for prospective students. Despite these efforts, and in line with national trends, TU continues to see a slight overall decline in undergraduate enrollment.

Enrollment in undergraduate teacher preparation programs at TU decreased by about 2.2%, from 742 enrolled students in fall 2024 to 726 enrolled students in fall 2025. Program-specific enrollment trends are mixed, with some experiencing enrollment increases and others experiencing declining enrollments.

Undergraduate enrollment in TU's special education program increased slightly in the past year, from 236 students in fall 2024 to 259 students in fall 2025. This increase reflects grant-funded initiatives to work with current paraeducators and childcare providers to help them earn their bachelor's degrees and licensure.

Enrollment & Degrees Awarded in STEM.

TU continues to help the state address STEM workforce needs, with a variety of science and mathematics programs that combine the latest theory with real-world experience. TU is progressing towards the objective of conferring 950 STEM credentials annually, having conferred 930 STEM credentials during 2024-2025, an increase from the 893 STEM credentials conferred during the prior year. TU conferred 710 STEM bachelor's degrees in 2024-2025, essentially unchanged from the 714 degrees conferred in 2023-2024. TU conferred 220 graduate degrees and certificates in STEM fields during 2024-2025, up from 178 during 2023-2024.

TU enrolled 3,784 undergraduate STEM majors in fall 2025, a 1.1% decrease from fall 2024. This drop was primarily due to a decrease in the number of computer science majors, which reflects a national trend of stagnating or declining enrollments among computer science majors. When excluding computer science enrollments, TU's undergraduate STEM majors increased from 2,815 in fall 2024 to 2,966 in fall 2025.

Graduate STEM enrollments increased by about 8.9% from 606 in fall 2024 to 660 in fall 2025. Enrollment increased for several of TU's graduate STEM programs, with TU's master's program

in Applied Information Technology leading the way, increasing from 119 students in fall 2024 to 153 students in fall 2025. TU's Information Technology PhD program also increased enrollments during the past year, from 73 students in fall 2024 to 79 students in fall 2025.

Enrollment & Degrees Awarded in Nursing.

TU's nursing programs continue to strive to meet the state's need for nursing professionals. Undergraduate enrollments and degree production improved during the current year, after experiencing pandemic-related challenges during the prior few years. Part of the enrollment improvement is attributable to strategic changes within the Department of Nursing. For example, TU's graduate nursing program transitioned to an entry-level nursing preparation program during fall 2022. Also, the department piloted direct entry undergraduate admissions for fall 2024.

TU's undergraduate nursing enrollments increased to 702 students in fall 2025, up by 70 students (+11.1%) from the fall 2024 level of 632 undergraduate nursing students. Applications to TU's undergraduate nursing program held steady, with 278 qualified applicants for fall 2025 admission, essentially unchanged from the fall 2024 level of 281 applicants. Concerted recruitment efforts have helped to keep these numbers steady in a challenging external climate.

TU conferred 251 bachelor's degrees in nursing during 2024-2025, essentially unchanged from the 250 bachelor's degrees conferred during 2023-2024, but below the objective of 290 degrees. TU nursing graduates achieved a 96% passing rate on NCLEX-RN during the 2023-2024 administration period, up from the 2022-2023 passing rate of 90% and the preceding five-year average of 88%.

TU's Department of Nursing transitioned its primary graduate-level offering to an entry level master's in nursing program (ELMS), designed to train students who hold a bachelor's degree in a non-nursing discipline. The program launched in fall 2022 with a cohort of 19 students and held relatively steady for the next two fall semesters. Enrollments then increased to 35 students during fall 2025. Four students graduated from this program in 2024-2025. Completions are expected to increase in future years as current students progress towards their degrees.

Performance Accountability/Managing for Results Goal 2: Promote Economic Development (Innovation Goal of the Maryland State Plan; Institutional Priorities 1, 3, and 5 of TU 2020-2030)

Median wages for TU's bachelor's degree completers rose to \$52,482 during FY 2025, indicating that TU is on track to meet the objective of \$54,703 by FY 2029. The FY 2025 levels represent an increase of \$4,849 (+10.2%) from the prior year.

TU's increasing geographic reach also exemplifies the university's commitment to economic development. Although Maryland's Central Region (Baltimore City and Anne Arundel, Baltimore, Carroll, Harford, and Howard counties) remains the university's largest source of undergraduate students, TU is enrolling increasing numbers of students from the Capital Region (Frederick, Montgomery, and Prince George's counties). In fall 2025, 30% of TU's incoming first-time students and 24% of incoming transfer students came from the Capital Region of Maryland.

A thriving and competitive economy is one of five impact areas of Baltimore Towson University (BTU), which leverages partnerships to support TU's commitment to positive impacts, making a difference, and transforming lives. Through BTU, TU has partnered with almost 850 organizations in Greater Baltimore and throughout Maryland to create positive impacts. As of fall 2025, TU faculty, staff, and students have 295 active engagements with BTU network partners. This work is supported by over 230 TU faculty and staff.

Performance Accountability/Managing for Results Goal 3: Increase Educational Access and Student Success, Particularly for Disadvantaged and Veteran/Military Students (Access Goal of the Maryland State Plan; Institutional Priorities 1 & 4 of TU 2020-2030)

TU's commitment to provide accessible education is demonstrated by the percentage of undergraduate students with high economic need. During the fall 2025 semester, TU showed continued progress towards the goal of a 40% Pell rate, with 37.8% of TU's undergraduate students receiving federal Pell grants, the most common aid program for students with exceptional levels of financial need. This represents an approximately seven-percentage point increase from five years earlier, when 31% of undergraduate students received Pell grants.

Additionally, TU supports first-generation college students with programs such as Generation One, a Student Success Program that provides space, workshops, and activities for first generation students to network, share experiences, and become engaged members of the TU community. During fall 2025, 17.5% of TU's undergraduate students were the first in their family to attend college, an increase from the preceding five-year average of 16%.

The six-year graduation rate of TU's first-generation undergraduates increased to 64.8% for the fall 2018 cohort, up from 58.8% for the fall 2017 cohort. However, this rate is below the preceding three-year average of 69%. Similarly, the six-year graduation rate of TU's Pell-recipients increased to 66.1% for the fall 2018 cohort, up from 62.1% for the fall 2017 cohort. Although this rate is below the preceding three-year average of 70.7%.

The one-year retention rate of students who receive Pell grants was 82.5% for the fall 2024 cohort, slightly lower than the 83.0% rate for the fall 2023 cohort and below the objective of 85%. The retention rate for first-generation students increased to 81.5% for the fall 2024 cohort, up from 80.8% for the fall 2023 cohort. Although this rate remains below the objective of 85%.

In order to progress towards retention and graduation rate targets, TU continues to expand on previously initiated programs including tracking at-risk students, enhanced transfer student advising, enhanced tutoring and study skills workshops, increased resources for low-income and first-generation academic support programs, and analytics software to facilitate student advising and course scheduling.

TU also provides support to military and veteran students through the university's Military and Veterans Center (MVC). TU offers priority registration for veteran students, admission fee waivers for veteran applicants, Yellow Ribbon availability, and an active, engaged veteran

community. The retention rate of incoming veteran and military students increased from 81% for the fall 2023 cohort to 89% for the fall 2024 cohort.

Performance Accountability/Managing for Results Goal 4: Achieve and Sustain National Eminence in Providing Quality Education, Research, and Public Service (Innovation Goal of the Maryland State Plan)

TU continues to demonstrate excellent six-year undergraduate graduation rates, with a 68.8% six-year graduation rate in 2024-2025 (fall 2018 cohort), the second highest rate among USM institutions, trailing only University of Maryland College Park. TU's retention rate for first-time / full-time undergraduates was also the second highest among USM institutions, at 83.4% for the fall 2023 cohort.

TU is progressing toward the institutional goal of attaining the Carnegie classification of Research 2: High Spending and Doctorate Production with \$19.2 million in research expenditures in 2023-24 and 16 research doctorates conferred in 2024-25.

The educational outcomes for TU students drive numerous institutional rankings and recognitions, including:

- *U.S. News & World Report* ranked TU 3rd among Public Universities in the North, 4th best Colleges for Veterans in the North (public or private).
- *The Wall Street Journal* ranked TU 1st among public universities in Maryland and 40th best institution nationwide (public or private)..
- *Washington Monthly's* 2024 College Guide and Rankings placed TU 15th in Best Master's University nationwide and 2nd at Best Bang for the Buck among all Maryland schools
- TU is one of only 21 institutions in the nation to receive the Cyber Operations designation from the National Security Agency / Department of Homeland Security.
- TU's College of Education is Maryland's earliest and preeminent producer of teachers.
- *Times Higher Education 2025 Impact Rankings*: North America's top university for gender equality in education.
- TU received the Higher Education Excellence in Diversity (HEED) award for the fifth consecutive year in 2024.

Cost Containment Efforts

Towson University continues to experience project delays due to ongoing supply chain challenges. At the same time, we remain committed to our Energy & Efficiency Efforts, including our ongoing initiatives to conserve energy. While our FY25 actual was 1.13%, we are currently projecting 2% or higher for both FY26 and FY27. This results in a two-year average of 2.1% -which slightly exceeds the standard requirement. It is important to note that the lower actual for FY25 was impacted by project delays, many of which were beyond our control. However, we hope to keep these projects on schedule for future completion.

Institutional Responses to MHEC Prompts

1. Given the complex needs of today's students, what innovative supports (academic, financial, mental health, basic needs) has your college found most effective in boosting student success? How might these be expanded or reimaged to support long-term degree completion goals?

TU prioritizes proactive initiatives designed for students who are academically at risk of struggling with or disengaging from their coursework. The progress report initiative identifies students based on historical analysis of student populations that have shown higher DFW rates and lower credit completion compared to their peers. Faculty report on these students' progress in the classroom, and intervention takes place accordingly. TU has an exceptionally high faculty response rate of approximately 70% each semester. Final grades are 40% higher than progress report grades for students who receive interventions. Additionally, the number of first-year students not in good academic standing has decreased by 10% in the last three years.

The Academic Renewal Program is also highly successful. This program supports students with semester GPAs below good academic standing. Students in the program receive substantial support including academic coaching, study accountability programs, and specialized academic advising. Students in the program return to good academic standing at a rate of 70% on average.

Students who feel a sense of belonging, engage in campus life, and build a personal network are more likely to persist to graduation. TU offers a variety of programs designed to help students make these connections. The most successful include Students Achieving Goals through Education (SAGE) and living learning communities. Students in the SAGE program receive mentorship and support through a variety of weekly workshops. SAGE students have been retained at a rate of 89% over the past decade, compared to an overall TU retention rate of 84%.

TU views student success holistically and recognizes the importance of student health and overall wellbeing for degree completion. In July 2021, TU launched Student Outreach and Support (SOS), where staff accompany students through life challenges using solution-focused, problem-solving approaches rooted in evidence-based interventions informed by national best practices. SOS has assisted TU in scaling mental health and basic needs support, handling a 55% increase in mental health referrals from academic year 2023 to academic year 2024.

2. In what ways has your institution changed (e.g., structures, policies, practices, or culture) as a result of pursuing the 55% completion goal? What lessons have you learned about sustaining institutional change over time?

In the last decade, TU has launched and expanded services for students seeking additional support. Two programs of note are Supplemental Instruction and Writing Fellows. Students who engage with supplemental instruction are 22% less likely to earn a grade of D, F, or W in their course. Similarly, students in first-year writing courses with an embedded writing tutor earn higher grades (3.09 vs. 2.82).

TU understands the value of connecting students to their academic interest areas early in their academic careers, and in 2023, launched the TIGURS undergraduate research summer project for first-year and new transfer students. In the last three years, TU has deepened its commitment to

these students, almost tripling the number of students in the program while maintaining the same financial commitment per student, including summer housing, a meal plan, and a \$1,500 stipend for each participant.

TU's Division of Student Affairs also conducted a strategic reorganization in 2024 to create a subdivision of Student Health & Wellbeing. This shift allowed for a renewed focus on wellbeing as a foundational element of the student experience. In the 2023-2024 academic year, Psychiatry Services were transferred from the Counseling Center to the Health Center to create a collaborative care model integrated within primary care. The psychiatry team works collaboratively with TU's Counseling Center and the Health Center primary care team, and includes psychiatry consultants, a psychiatric nurse practitioner, and a Behavioral Health Care Manager.

Regarding the sustainability of institutional change, TU utilizes an annual assessment model to evaluate the impact and effectiveness of services intended to support bachelor's degree completion. To introduce new and expand existing supports, appropriate resource reallocations within divisions are made and new funding supports are offered through internal grants. TU also prioritizes scaling programs with successful results through the use of group workshops, peer-to-peer models, and technology innovations.

USM - Towson University

MISSION

Towson University (TU) fosters intellectual inquiry and critical thinking, preparing graduates who will serve as effective leaders for the public good. Through a foundation in the liberal arts and a commitment to academic excellence, interdisciplinary study, research and public service, Towson University prepares students for careers in high demand today and in the future. TU is recognized as a leader in community engagement, including entrepreneurial efforts that provide collaborative opportunities between the campus and the larger Maryland community. Our graduates leave with the vision, creativity and adaptability to craft solutions that enrich the culture, society, economy and environment of the state, the region and beyond.

VISION

Towson University is a national leader in student-centered education, where students will develop the knowledge, skills and dispositions to become ethical leaders in a global society. Our faculty model the highest values of the scholar-educator, with a steadfast devotion to intellectual rigor and the pursuit of innovative scholarly and creative activities. We embrace our role and responsibilities as an anchor institution for the Greater Baltimore region and the state of Maryland.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. Create and maintain a well-educated work force.

- Obj. 1.1** Increase the annual number of bachelor's degree recipients at approximately 4,100 or higher by FY 2029, up from 3,986 in FY 2024.
- Obj. 1.2** Increase the number of TU students receiving degrees or certificates in teacher training programs to 500 by FY 2029 from 401 in FY 2024.
- Obj. 1.3** Increase the number of TU degrees or certificates conferred in STEM (science, technology, engineering, mathematics) to 950 by FY 2029, from 893 in FY 2024.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Total enrollment	21,917	20,856	19,793	19,527	19,401	19,677	19,965
Total degree recipients	5,647	5,486	4,958	4,892	4,473	4,405	4,455
Bachelor's degree recipients	4,628	4,529	4,064	3,986	3,641	3,565	3,600
Number of students in teacher training programs	1,190	1,163	1,106	1,038	1,087	1,137	1,209
Number of students receiving degrees or certificates in teacher training programs	520	520	500	401	389	439	545
Percent of students who completed a degree or certificate in a teacher training program and passed Praxis II	93%	87%	95%	94%	92%	90%	91%
Number of undergraduate students enrolled in STEM programs	3,906	3,759	3,674	3,776	3,825	3,784	3,800
Number of graduate students enrolled in STEM programs	666	564	540	562	606	660	665
Number of credentials conferred in STEM programs	1,071	977	928	893	930	935	935

USM - Towson University

Obj. 1.4 Increase the number of degrees awarded in nursing to 290 by FY 2029, from 250 in FY 2024.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Number of qualified applicants who applied to nursing programs	429	500	285	277	281	278	302
Number accepted into nursing programs	228	176	151	156	165	176	183
Number of undergraduates enrolled in nursing programs	818	763	649	596	632	702	780
Number of graduate students enrolled in nursing programs	11	4	19	19	16	35	51
Number of students graduating from nursing programs	333	288	233	264	255	271	303
Percent of nursing program graduates passing the licensing examination	85%	87%	90%	96%	TBD	92%	92%

Goal 2. Promote economic development.

Obj. 2.1 Increase the 2nd-year median earnings of TU graduates from \$47,633 in FY 2024 to \$54,703, in FY 2029.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Median annualized wages for TU graduates, second year after graduation.	N/A	\$44,054.00	\$46,920	\$47,633	\$52,482	\$54,079	\$55,155

USM - Towson University

Goal 3. Increase educational access and student success, particularly for disadvantaged and veteran/military students.□

Obj. 3.1 Maintain the percentage of enrolled first-generation students at 16% or above, through FY 2029.

Obj. 3.2 Increase the retention rate of first-time students who are first-generation students to 85% by FY 2029.

Obj. 3.3 Increase the six-year graduation rate of first-time students who receive Pell grants to 70% by FY 2029.

Obj. 3.4 Increase the share of enrolled undergraduate students who are Pell Grant recipients to 40% by FY 2029.

Obj. 3.5 Increase the retention rate of first-time students who receive Pell grants to 85% by FY 2029.

Obj. 3.6 Increase the six-year graduation rate of first-time students who receive Pell grants to 70% by FY 2029.

Obj. 3.7 Increase the second-year retention rate of incoming veterans and service members to 85% by FY 2029, up from 80.6% in FY 2024.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
% of undergraduate students who are first-generation.	16.1%	15.9%	15.9%	15.9%	16.6%	17.5%	17.5%
Second-year retention rate at TU, for first-generation students	83.8%	78.6%	79.8%	80.3%	80.8%	81.5%	82.0%
Six-year graduation rate from TU of first-generation students	70.4%	69.4%	67.2%	58.8%	64.8%	60.6%	62.0%
% of undergraduate students who receive Pell grants.	31.0%	32.5%	33.5%	35.8%	39.4%	39.5%	40.0%
Second-year retention rate at TU, for students who receive Pell	84.8%	86.1%	82.8%	83.8%	83.0%	82.5%	83.0%
Six-year graduation rate from TU of students who receive Pell	72.8%	70.3%	69.0%	64.2%	66.1%	61.2%	67.0%
Number of incoming undergraduate veterans and service members	60	69	44	31	37	39	45
¹ Second-year retention rate at TU of veterans and service members	56.7%	59.4%	65.9%	80.6%	89.2%	85.0%	85.0%

USM - Towson University

Goal 4. Achieve and sustain national eminence in providing quality education, research and public service.

Obj. 4.1 Increase the second-year retention rate of TU undergraduates to 87 percent or above by FY 2029.

Obj. 4.2 Increase the six-year graduation rate of TU undergraduates to 75 percent or above by FY 2029.

Obj. 4.3 Maintain the level of student satisfaction with education received for employment at or above 90 percent through FY 2029.

Obj. 4.4 Maintain the level of student satisfaction with education received for graduate/professional school at or above 90 percent through FY 2029.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Second-year retention rate of students at TU (or another public university in Maryland)	87.3%	86.4%	83.4%	84.7%	85.3%	85.5%	86.0%
Six-year graduation rate of students from TU (or another public university in Maryland)	77.3%	76.6%	74.4%	71.4%	74.1%	72.0%	74.0%
Percent of employed graduates satisfied with education received for employment (annual survey of graduating seniors)	86.9%	87.9%	94.4%	95.6%	94.8%	95.0%	95.0%
Percent of students satisfied with education received for graduate/professional school (annual survey of graduating seniors)	88.2%	86.5%	94.5%	97.5%	98.4%	95.0%	95.0%

Goal 5. Maximize the efficient and effective use of State resources.

Obj. 5.1 Maintain or increase expenditures on facility renewal at 2 percent through FY 2029.

Obj. 5.2 Maintain the number of full-time equivalent students enrolled in TU courses delivered off campus or through distance education at approximately 2,700 or above through FY 2029.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Percent of replacement cost expended on facility renewal and renovation	3.10%	1.05%	1.43%	1.23%	1.10%	2.00%	2.20%
Full-time equivalent students enrolled in distance education and off-campus courses	18,109	2,821	2,759	2,641	2,726	2,848	2,850

NOTES

¹ TU's Military & Veterans Center (MVC) partnered with TU's Registrar to implement new indicators to track students who are serviced by the MVC. The new indicators went into effect for the fall 2023 term (2024 Est. column in this report).

UNIVERSITY OF BALTIMORE

Mission

The University of Baltimore offers career-focused education for aspiring and current professionals, providing the region with highly educated leaders who make distinctive contributions to the broader community.

Institutional Assessment

UBalt's current performance measures are directly tied to the goals of the *2022 State Plan for Postsecondary Education: Student Success with Less Debt*, the 2022 Plan for Postsecondary Education.

State Plan	– Performance Measures Tied to State Plan
Access: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.	• New transfer students • New community college new transfers • New graduate students

The State Plan's goal of Student Access has been a consistent driver of continuous improvement efforts at the University of Baltimore, as the institution identifies and removes obstacles to access. New graduate students have steadily increased, averaging annual 4% growth, since a low in 2023. For the last three annual reporting years, the number of new transfers has stabilized within 5%, having dropped in prior years (2021-2022) as much as 20%. The performance measure of new transfers from MD community colleges has stabilized from the 20% drop from 2022 to 2023, with smaller decreases in the following years, -10%, -7% and -2.5%. Our transfer pipelines from the community colleges have met increasing competition from other four-year institutions. Programs to defend our market share from increasing competition from other four-year institutions include: 1) The Degrees to Succeed program with MD community colleges has increased the visibility of our institution and provided a smoother transition with more seamless transfer advising. 2) UBalt has committed to the Transfer Intensive Institute through the Aspen Foundation with its partner Baltimore City Community College. Partnerships and synergies at all levels of administration are forged to make seamless the transition from BCCC to UBalt, for Business students, ever mindful of the student experience. 3) On-demand pre-transfer transcript evaluations demonstrate our commitment to transfer-friendly practices. Investments like these that remain focused on the student experience will bear fruit in coming years.

For both graduate and transfer students, an institutional focus has been to understand and be ready to meet the needs of our students where they are, individuals with individual needs. The Office of Financial Aid (OFA) has restructured the institutional fund awarding rubric and has leveraged University of Baltimore Foundation funding over the past three years to reach as many needy and qualified students as possible, to help them with the rising costs of education. OFA has also launched a scholarship seeking tool that students and prospective students can use to browse the many scholarships offered through UBF. OFA also conducts annual reviews now of scholarship offers to determine whether adjustments to criteria are required to attract and enroll more qualified students.

State Plan	– Performance Measures Tied to State Plan
Success: Promote and implement practices and policies that will ensure student success.	• Percentage of students successfully completed a course with one or more high impact enhancements. • Percentage of students successfully completing an “engaged learning” classified course. • The first attempt passage rate on the Maryland Bar examination. • Second year retention rate at UBalt for those transfer students who begin their studies part-time • Six-year graduation rate from UBalt: All new transfer students • Percentage of graduate students to complete a graduate level credential within 5 years.

The performance measures above directly tie to The State Plan goal of Student Success, to promote and implement practices and policies that will ensure student success. In recent years, the university has prioritized the classification and measurement of classes as enhanced by intentional additional high-impact practices and/or containing engagement experiences such as internships and civic engagement opportunities outside the classroom. As the percentage increases (from 17% in 2021 to 22% in 2025 completing an engaged course; from 45% in 2021 to 55% in 2025 for enhanced high-impact practice classes) so does the campus-wide recognition of its prioritization.

The second-year retention rate at UBalt for our transfer students who began full time has once again hit 77% in 2025. Even more impressive is the second-year retention rate at UBalt for those new transfers who began part-time (71% in 2025). Often with caregiver and/or employment obligations outside of their schoolwork, these students must receive the support they need to continue their studies. Students expect advising to be timely and available via multiple modalities. UBalt continues its signature flexible learning options allowing students to accommodate their busy schedules by choosing hybrid, asynchronous and evening classes. UBalt Connects is a mentorship program designed specifically for incoming students, particularly lower-division and part-time students, encouraging them to self-advocate and engage with the programs and services that will empower them in the design of their academic success.

Attainment of the bachelor’s degree in a timely manner for our transfer students requires consistent monitoring of the effectiveness of our interventions, continuous improvement in our processes and policies. Our six-year graduation rate for all new transfers has declined in recent years from 60% in 2022 to 53% in 2025. Emphasis remains on anticipating the individual obstacles that our students face and having designed policies and practices to support their continued enrollment towards degree completion. The university has recently improved its methods to use data to track student progress and identify at-risk students. Only then can the consistent and relationship-based outreach by campus stakeholders be most efficient and effective.

The Office of Financial Aid has worked proactively with near completers with Higher Education Emergency Relief Fund (HEERF) funding then with the University of Baltimore Foundation and institutional funds. These awards helped students nearing the completion of a credential who

had difficulty paying full tuition and fees. This aid came mostly in the form of funds allocated to students who had low unpaid balances that were blocking the students' ability to register for courses. Additionally, the University was recently awarded a Carnegie Foundation near completers grant. These monies will be deployed in the same manner, allowing the University to reach more students both at the undergraduate and graduate levels.

The first attempt bar passage rate once again has topped the goal of 70%. The law school has committed to continuing significant financial investments in its Bar Success/Support and Academic Success/Support programs begun in 2023. Research had shown that many students were still working or caring full time for dependents during bar preparation period – a time they should ideally be studying full time. Through a competitive process, a select number of applicants received grants to cover expenses so that they could focus on studying. Initial results were extremely positive as grant awardees seriously outperformed their peers and the statewide average. The law school has developed and grown a bar mentorship program, which directly connects bar takers to faculty members. Faculty members receive weekly updates on the percentage of the review course students have completed and check in with students to help them stay on track. This ensures bar takers have a support and accountability network.

State Plan	– Performance Measures Tied to State Plan
Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success.	• Increase externally funded research expenditures by 4% year-over-year • Increase externally funded expenditures in other sponsored activities (public service, community engagement) by 4% year-over-year. • Meet or exceed 75% of the undergraduate and graduate student body to complete a career engagement activity by 2029. (Increased to 47% in 2025) • Increase the count of vetted partnerships between UBalt faculty, staff and students and local organizations by 10% by 2029.

The externally funded expenditures categorized as other sponsored activities include public service and community engagement. There has been an average increase year over year in this category of 23%. Given the recent changes in the grant landscape, this rate of increase is not expected to continue; although an expected 4% year-over-year increase will stabilize activities that will continue to enrich our academic community.

When students experience their education on campus connected to the causes and institutions within their communities, research identifies a consequential increase in student success. Advisors in the Career and Internship Center within the Student Success and Support Services division provide career engagement activities to prepare students in reflection and research to draw those connections. Of such recognized value are these career engagement activities, that the institution has pledged that three-fourths of the undergraduate and graduate student body will complete at least one each year. This commitment is evident in this year's increase to 47%. The percentage of The Rosenberg Center for Student Engagement and Inclusion serves to formalize that bridge, through vetted partnerships between the campus and local organizations. A new designation of 'vetted partnerships' highlights the ambitious strength of the relationships

between the campus and local organizations, strengthening as well, our identity as the University of and for Baltimore. The engagement efforts mentioned above culminated in our submission for the Carnegie Classification of Engaged Institution.

These strategies position the University to not only remove barriers to completion but also to build intentional, future-focused student experiences that tie degree attainment to community leadership, professional preparation, and holistic well-being.

The results in this MFR demonstrate The University of Baltimore's consistent strength in providing access to an innovative quality higher educational experience to Maryland's students. This strength will continue.

UNIVERSITY OF BALTIMORE

Institutional Response to Commission's Questions

- 1. Given the complex needs of today's students, what innovative supports (academic, financial, mental health, basic needs) has your college found most effective in boosting student success? How might these be expanded or reimaged to support long-term degree completion goals?**

Innovation stems from the recognition that it is the institution's responsibility to support students where they are, acknowledging what they need in order to do the work inside and outside the classroom to complete their credentials.

Academic supports focus on the recognition of the prior experiences of our students. Credit for prior learning through industry certifications and portfolios shortens time to degrees. Associate degrees, including AAS degrees, from community colleges within Maryland benefit from more robust articulation agreements. Tutoring services are available virtually and in person and tutoring embedded with high-challenge coursework provides just-in-time assistance.

Our greatest challenge remains student financial need. Most of our undergraduate students are first generation students (63%) and Pell students (66%). Our students need a great deal of aid to make it through their college journey. Available 24-7 on demand, the Basic Needs Virtual Resource Center is a one-stop shop for resources available on campus, in person, in the community and virtually. The Campus Pantry expanded with new staff and a renewed Maryland Food Bank partnership, now providing fresh produce and meats. In 2024-25, it distributed 5,572 lbs of food across 470 visits. The Career Closet operated through the Career and Internship Center connects students with needed business attire.

Veterans and their families benefit from the Bob Parson's Veterans Center with tailored support services, earning UBalt's Military Friendly School ranking, among the top 10 percent of schools nationwide. The Office of Disability and Access Services provides reasonable accommodations for an increasing number of students with disabilities and works to ensure access to all campus facilities and programs as well as the implementation of the Digital Accessibility Policy.

UBalt Health and Wellness services aim to provide educational information and life skills in each of the 8 dimensions of wellness. The Student Assistance Program (SAP) provides students with free, confidential, accessible support to manage life's challenges and stay healthy and safe while at UBalt. UBalt Student Care Coordinators, master's-level clinicians, serve students through those vulnerable moments in which help is first requested, normalizing conversations on mental health and resilience.

The culture of advising over the last decade has matured through professional development, annual assessment and more advanced analytics. Course success metrics are disaggregated by course and student attribute, assessing student risk. Student Success Dashboards allow for monitoring cohorts holistically for first signs of attrition. Faculty and staff advisors provide 'just in time advising' by multiple modalities and informed from faculty's early-alert warnings and dashboard risks. Advising is at times made unavoidable, with milestone advising required at regular intervals credit markers, for undergraduate students and some graduate students.

These supports are firmly entrenched in our institutional culture. The expansion of these programs naturally requires continued funding. We had measured that embedding tutors within more challenging coursework increase the class's success rate and empowered that program through funds awarded through our Predominantly Black Institution grant. Those monies have been retracted for future years. The institution is committed to measuring the impact of such supports, necessary to draw donors' investments, and institutional prioritization. Just as critical as funding to the expansion of these programs is their continued assessment to maximize their effectiveness and efficiency. These programs must be placed within an institutional structure, such as one described below, that respects them.

2. In what ways has your institution changed (e.g., structure, policies, practices, or culture) as a result of pursuing the 55% completion goal? What lessons have you learned about sustaining institutional change over time?

Over the last decade, the University of Baltimore has been working to break down silos and encourage cross-division initiatives. Changes in strategic retention plans are collaborative with enrollment management in recruiting to retain - the evaluation of the course success rates of transfer and graduate students who enrolled late their first term brought about a change in late admission practices, the evaluation of SAT score impact upon student success brought about a successful test optional policy for first time undergraduates. Examples are found throughout this Performance Accountability Report.

Possibly the most visible example of collaboration is seen in the establishment of the Student Success Council in AY23. The Council co-led by the Sr. Vice President for Academic Affairs and Provost, and the Vice-President for Student Affairs, brings together leaders from across the institution to focus holistically on enhancing student success through the application of best practices inside and outside the classroom, the removal of obstacles to retention and to promote engagement, financial empowerment and academic achievement of our students. Central to degree completion is consistent quality teaching. The Teaching Excellence Framework, born by this Council and embraced by the University Faculty Senate creates a cohesive learning experience for students.

University leadership has focused on improving communication on all levels. The Executive Team has charged a campus-wide communication plan initiative. The President commits to send weekly messages directly to the campus on topics relevant to the community. The provost hosts Chat and Chew lunch hours with groups inside and outside of academic affairs. The HEDS Sense of Community Survey conducted this year found our community of students, staff and faculty to be quite resilient to the strains of budget concerns and the changing higher education landscape, responding at or above their peers on their sense of community.

Sustaining this institutional change requires that findings and recommendations of these cross-divisional work groups are communicated, implemented, assessed, and communicated again. Over time, the exact content of the initiatives will vary. The people involved will change. Meaningful change will be sustained over time depends on the strength of the mechanisms through which the institution listens to students, works collaboratively and respectfully, measures, assesses and communicates. The University of Baltimore is building just such mechanisms.

USM - University of Baltimore

MISSION

The University of Baltimore offers career-focused education for aspiring and current professionals, providing the region with highly educated leaders who make distinctive contributions to the broader community.

VISION

To be the premier regional university for career advancement, where leaders grow, thrive and learn to apply their skills for solving local and global challenges.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. The University of Baltimore will enhance the quality of learning, teaching, and research to open opportunities for the citizenry's social mobility.

Obj. 1.1 Increase externally funded research expenditures by 4% year-over-year.

Obj. 1.2 Increase the percentage of students successfully completing a course with one or more high impact enhancements (Internship; externship; honors enhanced; service learning; global field study; capstone course with thesis or portfolio) by 10% by 2029.

Obj. 1.3 Meet or exceed 75% of the undergraduate and graduate student body to complete a career engagement activity by 2029.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Externally funded research expenditures	n/a	\$6,646,419	\$6,614,789	\$5,796,582	\$3,199,458	\$3,327,437	\$3,460,534
Percentage increase in externally funded research expenditures	n/a	n/a	-0.5%	-12.4%	-44.8%	4.0%	4.0%
Percentage of students successfully completing a course with one or more high impact enhancements	45.0%	47.0%	49.0%	53.0%	55.0%	57.0%	59.0%
Percentage of the undergraduate and graduate student body to complete a career engagement activity	43.9%	38.6%	36.2%	35.8%	47.8%	53.0%	64.0%

USM - University of Baltimore

Goal 2. In response to state educational goals and workforce needs, The University of Baltimore will increase degree completion rates.

Obj. 2.1 Achieve the first-time attempt passage rate on the Maryland Bar examination of 70% or higher each year through 2029.

Obj. 2.2 Increase the second year retention rates at UBalt of new transfer students who begin their studies part-time by four percentage points by 2029.

Obj. 2.3 Increase the six year graduation rates from UBalt of new transfer students who begin their studies part-time by three percentage points by 2029.

Obj. 2.4 Achieve a rate of 55% each year of our new graduate students to complete a graduate level credential within 5 years.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
The first-time attempt passage rate on the Maryland Bar examination	73.6%	69.6%	60.9%	64.5%	71.8%	70.0%	70.0%
Second year retention rate at UBalt for those new transfer students who begin their studies part-time	64.9%	59.3%	47.9%	77.8%	71.4%	71.0%	72.0%
Second year retention rate at UBalt for those new transfer students who begin their studies full-time	80.2%	73.6%	77.4%	66.1%	76.6%	77.0%	78.0%
Second year retention rate at UBalt (or another public university in Maryland) for those new transfer students who begin their studies part-time	67.5%	66.7%	54.3%	80.6%	76.2%	76.0%	77.0%
Second year retention rate at UBalt (or another public university in Maryland) for those new transfer students who begin their studies full-time	84.9%	81.3%	81.8%	73.7%	81.3%	81.0%	82.0%
Six-year graduation rate from UBalt: All new transfer students	56.3%	60.0%	56.6%	55.8%	52.8%	53.0%	54.0%
Six-year graduation rate from UBalt (or another public university in Maryland): All new transfer students	60.5%	63.1%	60.8%	60.9%	56.7%	57.0%	58.0%
Six-year graduation rate from UBalt: All first time full time students	33.6%	38.0%	33.3%	46.7%	38.2%	40.0%	41.0%
Six-year graduation rate from UB (or another public university in Maryland): All first time full time students	42.5%	42.3%	34.8%	49.5%	36.8%	41.0%	42.0%
Percentage of graduate students to complete a graduate level credential within 5 years	60.3%	60.6%	57.9%	62.9%	60.3%	63.0%	65.0%

Goal 3. Aligned with our mission to be 'of and for Baltimore,' The University of Baltimore engages with community, business, government and not-for-profit needs in

Obj. 3.1 Increase externally funded expenditures in other sponsored activities (e.g. public service, community engagement) by 4% year-over-year.

Obj. 3.2 Increase the count of vetted partnerships between UBalt faculty, staff, and students and local community organizations by 7% by 2029.

Obj. 3.3 Increase the percentage of students successfully completing an “engaged learning” classified course by 10% by 2029.

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Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Externally funded expenditures in other sponsored activities (e.g. public service, community engagement)	n/a	\$10,485,164	\$13,073,975	\$16,798,475	\$19,444,088	\$20,221,852	\$21,030,726
Percentage increase in externally funded expenditures in other sponsored activities (e.g. public service, community engagement)	n/a	n/a	24.7%	28.5%	15.7%	4.0%	4.0%
The number of vetted partnerships between Ubalt faculty, staff, and students and local community organizations	n/a	n/a	12	21	24	25	26
Percentage increase in the vetted partnerships between Ubalt faculty, staff, and students and local community organizations	n/a	n/a	n/a	75.0%	14.3%	4.0%	4.0%
Percentage of students successfully completing an “engaged learning” classified course	16.8%	18.4%	20.2%	21.5%	22.4%	24.0%	26.0%
Percentage increase in students successfully completing an “engaged learning” classified course	n/a	1.6%	1.8%	1.3%	0.9%	1.6%	2.0%

Goal 4. Despite the headwinds of the current and projected institutional and state budget climate, The University of Baltimore will improve upon our financial stability. The objectives and measures below will be buttressed by Goals 1-3 above that also have clear financial impact.

Obj. 4.1 Increase our transfer students to 466 by Fall 2029.

Obj. 4.2 Increase our graduate student recruitment to 530 by 2029.

Obj. 4.3 Reduce the institution's dependence upon tuition by maintaining the Net Tuition Dependency Ratio at or below 56% each year through 2029.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
New transfer in students	547	434	405	418	400	440	444
New transfer in students from MD Community Colleges	362	292	262	244	238	284	287
New graduate students	561	472	378	398	411	431	442
Net Tuition Dependency Ratio	63.41%	58.66%	55.32%	53.95%	54.03%	54.03%	54.03%

NOTES

UNIVERSITY OF MARYLAND, BALTIMORE

MISSION

To improve the human condition and serve the public good of Maryland and society at-large through education, research, clinical care and service.

INSTITUTIONAL ASSESSMENT

INSTITUTIONAL IDENTITY:

The University of Maryland, Baltimore (UMB) is the State's public academic health and law university devoted to professional and graduate education, research, patient care, and public service. UMB is largely funded by entrepreneurial activity, particularly sponsored research and patient care. Because of its mission and funding sources UMB faces unique challenges and opportunities, such as disruptions in research support due to shifting priorities at the federal level. Simply stated, the University of Maryland, Baltimore's mission is to improve the human condition and serve the public good of Maryland and society at-large through education, research, clinical care and service.

MARYLAND STATE PLAN FOR POSTSECONDARY EDUCATION:

Each goal and related objective(s) within the University of Maryland, Baltimore Managing for Results plan addresses one or more of the strategies articulated in the 2022 Maryland State Plan for Higher Education. The linkages between the eleven State Plan strategies and the University of Maryland, Baltimore's MFR objectives are identified in the Institutional Assessment.

SIGNIFICANT TRENDS:

Students and Employees: UMB represents 'highest education' in Maryland. All the state's baccalaureate institutions, public and private, serve as feeder schools. As might be expected given the nature of the institution, UMB students across all the schools and disciplines are at the very top of their respective fields of undergraduate study. Students also remain through graduation (UMB's graduation rate is the highest in Maryland) and go on to prestigious employment, residencies or post-doctoral fellowships.

Enrollment in fall 2025 was 6,784, an increase of 148 or 2.2% compared to the previous year's 6,636. Official enrollment exceeds the headcount projection of 6,690 provided to the University System Board of Regents in February 2025. Compared to last fall, increased enrollments occur in the Master of Social Work program, undergraduate, master's and professional doctoral nursing programs, master's programs in medicine, and professional doctoral programs in day law and medicine. Decreases occur in pharmacy master's programs, the professional doctoral program in evening law, and research and scholarship doctoral programs in medicine and pharmacy.

Graduate and professional students account for 86% of campus enrollment. The enrollment of African – American students is 22% of the student body. There were 8,280 employees in fall 2024 of whom 824 were graduate assistants and post-doctoral fellows. Compared to the previous year, the number of faculty and staff increased 1%.

Revenues: Total campus revenues increased from \$375.8 million in fiscal year 1997 to \$1,673.9 million in fiscal year 2026, an average of 5.3% per year. The average annual increase in State general funds over the same period was only 4.0%. As a result, these state appropriations, including Higher Education Investment Funds (HEIF), represent 21% of overall revenues for fiscal year 2026.

In most programs, resident tuition and fees increased 3% to 5% for fiscal year 2026, and overall tuition and fee revenues constitute 11% of the total budget. Contract, grant and clinical revenues account for 49.4% of the UMB budget. Although the campus has been very aggressive and successful in its ability to attract additional grants and contracts, revenues from grants and contracts and tuition and fees will not be enough to address the campus' fiscal imperatives. UMB has a relatively small student body and cannot meet fiscal obligations through increased tuition revenue. Meeting the obligations using other revenue sources is unsatisfactory because grants and contracts are variable, are restricted in nature, and largely cannot be used to address the basic funding needs of the campus.

INSTITUTIONAL ASSESSMENT:

Goal 1 – Enhance UMB's standing as a major contributor to Maryland's highly qualified health, legal, and human services workforce and position UMB as a university of research strength, innovation, and entrepreneurship and that is "open for business" with the business community.

Objective 1.1 – Through fiscal year 2024 increase or maintain the number of undergraduate nursing, professional practice doctorate and professional master's graduates at a level at least equal to the 2019 level of 1,363. State Plan Priority 5

The total number of graduates from these combined programs decreased in 2025. Growth in the production of the undergraduate nursing program was offset by a decline in the production of professional practice doctorate and professional master's graduates. Overall, the number of graduates for 2025 exceeds the 2019 benchmark by 81, or nearly 6%. UMB is uniquely positioned to increase graduate enrollment and thus educate more faculty and research scientists for the nursing schools in the University System of Maryland and the State. In addition to a continued commitment to providing undergraduate nursing education at the Universities at Shady Grove, UMB enrolls and educates professional doctoral nursing, professional pharmacy master's, social work, and dental hygiene students at the Montgomery County location.

Objective 1.2 – Increase total research and development (R&D) expenditures for UMCP and UMB reported by the National Science Foundation (NSF) from \$1,016 million reported in FY 2019 to \$1,187 million in FY 2024. State Plan Priority 8

As part of the Strategic Partnership formed between the University of Maryland, Baltimore and the University of Maryland, College Park, beginning in FY 2019, expenditures reported to the National Science Foundation through the Higher Education Research and Development Survey were combined to reflect the true standing of these institutions as leading public research universities. As of fiscal year 2025, these combined expenditures of \$1,540 million exceed the fiscal year 2019 baseline by more than 50%.

Objective 1.3 – Through fiscal year 2024 produce and protect intellectual property, retain copyright, and transfer university technologies at a level appropriate to mission by increasing cumulative active licenses / options, disclosures received, and new patent applications filed above 2019 levels. State Plan Priority 8

The performance indicators supporting this objective are taken from UMB's responses to the annual licensing survey conducted by the Association of University Technology Managers. The number of cumulative active licenses and options issued, and new patent applications filed for fiscal year 2025 are below the range of previously reported activity. The number of disclosures received increased 11% compared to the previous year. Overall, as of fiscal year 2025 these performance indicators did not exceed the fiscal year 2019 benchmarks.

A primary strategy underway to improve performance in technology transfer is University of Maryland Ventures, a new joint effort between UMB and UMCP. The program called for the two schools to create teams of individuals to help both schools increase the commercialization of their research programs. The teams focus on developing and refining ideas for boosting intellectual property, patent submission, technology transfer and community outreach efforts for university researchers. University of Maryland Ventures also helps UMB realize greater returns in the technology transfer market by streamlining the licensing process, which has been a barrier to entry not easily navigated by local technology companies.

Objective 1.4 – Through fiscal year 2024 increase or maintain nationally recognized memberships and awards to UMB faculty at a level at least equal to the 2019 level of 11. State Plan Priority 5

Data for this indicator are taken from the report, *The Top American Research Universities*, prepared by the Lombardi Program on Measuring University Performance. At 15, the number of UMB faculty with National Academy memberships or nationally recognized awards reported for 2025 exceeds the 2019 benchmark.

Goal 2 - Develop students who demonstrate personal, professional and social responsibility and who acquire the skills and experiences needed to succeed at UMB, in the community, and in their chosen professions after graduation and enhance UMB's commitment to students through its mission of teaching and learning excellence by providing the infrastructure for the advancement of scholarly and pedagogically-sound teaching.

Objective 2.1 – Through fiscal year 2024 maintain a minimum 90 percent graduation rate within 150 percent of time to degree for each principal professional program. State Plan Priority 6

The success rate of students enrolled in the principal professional programs at UMB is uniformly high, although pharmacy and social work programs reported rates slightly below 90% for 2025. In fiscal year 2025, at least 97% of students graduated from the Doctor of Dental Surgery and Doctor of Physical Therapy professional programs.

Objective 2.2 – Through fiscal year 2024 maintain a first-time licensure exam pass rate for each principal professional program of at least 95 percent. State Plan Priority 5

The licensure exam pass rate for first time test takers ranges between 71% and 98% for 2025. Graduates in three programs achieved an improvement in the pass rate for their respective licensing exams compared to the previous year.

Objective 2.3 – Through fiscal year 2024 maintain an average debt of graduating students not exceeding the 2019 level. State Plan Priorities 1, 2

The continued lack of State funded grant and scholarship assistance continues to force many graduate and professional students to finance a significant share of their cost of education. UMB continues to be committed to increasing funding for institutional grants and scholarships at a rate no less than the increase in tuition. Four programs reported lower average graduating student debt for 2025 compared to the previous year, and two programs reported an average debt of graduating students less than 2019 levels.

Tuition affordability is very much a concern at the University. UMB doesn't benefit from enrollment initiatives that provide state support in lieu of tuition increases for undergraduate in-state students. Graduate and professional students comprise a considerable share of enrollment, so UMB receives negligible tuition replacement funds.

Objective 2.4 – Through fiscal year 2024 increase the enrollment of students educated entirely online compared to 2019 levels. State Plan Priority 8

UMB has been rapidly expanding the number of degree and certificate programs delivered entirely online as well as the number of courses delivered online for traditional programs, resulting in continued strength in this indicator. In 2020 almost 24 percent of students were educated entirely online during the fall semester based on documented instructional modality. Online instruction remained high in 2021 due to a continued reliance on temporary arrangements necessitated by the COVID-19 pandemic but returned to pre-pandemic levels for 2022. A decline in enrollment in a relatively large program as it returned to sustainable enrollment levels resulted in a 17% decrease in the number of students educated entirely online for 2023. Since 2024, enrollment of students educated entirely online has remained below the 2019 level.

Objective 2.5 – Through fiscal year 2024 maintain high rates of graduate employment and educational satisfaction compared to 2019. State Plan Priority 5

UMB has conducted a survey of recent graduates from its three undergraduate programs every three years as initiated by the Maryland Higher Education Commission. Survey results for 2023

indicated a higher employment rate (100%) and a lower satisfaction level with education (68%) compared to 2020. The survey will next be conducted in 2026.

Goal 3 – Position UMB as the model for meaningful collaboration in education and research in healthcare and human services with other institutions in the USM and the state.

Objective 3.1 – Through fiscal year 2024 increase enrollments in joint professional programs and programs at regional education centers compared to 2019 levels. State Plan Priorities 4, 8

The University of Maryland, Baltimore substantially increased enrollment at The Universities at Shady Grove as of 2020, averaging close to 1,000 students for several fall semesters. In fall 2019 the School of Pharmacy launched a new Master of Science in Medical Cannabis Science and Therapeutics to provide students with the knowledge and skills needed to support patients and the medical cannabis industry, add to existing research in the field, and develop well-informed medical cannabis policy. Initial enrollments in this program surpassed expectations but reduced demand has resulted in lower enrollment levels as of fall 2023. Enrollments in undergraduate and doctoral nursing and social work programs remain strong. Overall, fall 2025 enrollments exceed the 2019 benchmark by 18%.

Goal 4 – Leverage UMB’s standing as a Baltimore City anchor institution to provide its surrounding communities with meaningful and sustainable educational, employment, and economic opportunities that serve as a catalyst for individual and community empowerment.

Objective 4.1 – Through fiscal year 2024, increase the Days of Service for UMB employees through UMB Supports Maryland Unites compared to the level reported for 2019. State Plan Priority 7

In July 2015 the University System of Maryland Chancellor affirmed the system’s participation in Governor Larry Hogan’s Maryland Unites: Day of Service campaign. The campaign allows USM employees to use four hours of paid leave to contribute their service to a non-profit organization of their choice. UMB identified several coordinated service projects to which employees may contribute their time, but eligible employees are free to volunteer with any accredited nonprofit organization in Maryland. Data are not available for this initiative.

Objective 4.2 – Through fiscal year 2024, increase the number of days that faculty spend in public service with Maryland’s governments, businesses, schools, and communities compared to the level reported for 2019. State Plan Priority 8

A core cadre of UMB faculty continues to pursue public service as its primary mission. Reported days in public service has ranged between 9.0 and 10.2 per faculty member over the period. The 9.7 days per faculty member reported for 2025 exceeds the 2019 benchmark of 9.4 per faculty member.

Goal 5 – Continue to develop a culture of giving at UMB that supports the strategic needs of the university and its schools.

Objective 5.1 – By fiscal year 2024 attain annual campaign goal of \$88.5 million a year. State Plan Priority 8

Objective 5.2 – By fiscal year 2024 increase or maintain combined university endowments from all sources at a level at least equal to the 2019 level. State Plan Priority 8

More than \$100 million was secured during fiscal year 2018, but perhaps influenced by changes in tax policies that may have discouraged gifting, only \$76.8 million was received for fiscal year 2019. Despite economic challenges precipitated by the COVID-19 pandemic, \$95.7 million was raised in fiscal year 2021, increasing to \$103.3 million for fiscal year 2022. Fundraising totals attained for fiscal years 2023 and 2024 were substantially less, but fiscal year 2025 attainment has rebounded to reach record levels.

Growth in the combined endowments from the Common Trust, the UMB Foundation, the UM Foundation and the Trustees of the Endowment has been robust since fiscal year 2015. Since then, UMB sustained six years on a solid footing, and realized a remarkable 22.8% gain for fiscal year 2021. Fiscal year 2022 endowments increased another 5.2% to \$613.6 million but contracted by 1% for fiscal year 2023. Substantial investment returns boosted the combined endowments by over 13% through fiscal year 2025, exceeding the fiscal year 2019 benchmark by more than \$240 million or 54%.

Through these times, UMB's endowments have fared better than those at many other higher education institutions. Future investment strategies will be carefully considered to limit the downside potential of subsequent economic aberrations. Nonetheless, due to unpredictable economic conditions future investment returns may substantially vary from projections.

Goal 6 – Position UMB internally and externally as an excellently managed university, utilizing best business practices to achieve greater efficiency and effectiveness and managing its resources for the greatest impact on its mission.

Objective 6.1 – Through fiscal year 2024 attain annual cost savings of at least 3% of the total budget based on enhanced efficiency and effectiveness. State Plan Priority 8

The annual cost savings as a percent of actual budget has ranged between 1.0% and 2.0% over the period of fiscal year 2016 through fiscal year 2024. Various cost saving strategies implemented include consolidation of administrative support, improvements in central billing and credit card processing, reduced documentation redundancy, better training on business process, policies and systems, and implementation of policies, standards and initiatives for appropriate information technology service delivery and cost management. Annual cost savings have not yet been reported for fiscal year 2025.

Objective 6.2 – Through fiscal year 2024 decrease or maintain annual operating expenditures per adjusted full-time equivalent student (FTES) to no more than the level reported for 2019. State Plan Priority 8

Annual operating expenditures per adjusted full-time equivalent student ranged between \$63,718 and \$77,041 before 2021. Strategies to decrease costs include increased delivery of programs

and courses through non-traditional means such as distance education, more efficient utilization of classroom space, and course redesigns associated with the academic transformation initiative. Beginning in 2021 a revised approach to allocating expenditures related to pensions and other postemployment benefits resulted in a substantial increase in the operating expenditures reported per adjusted full-time equivalent student. Expenditures per student increased 6% for fiscal year 2022 compared to the previous year and were essentially unchanged for fiscal year 2023. Expenditure per student increased more than 8% for fiscal year 2024, and another 8% for fiscal year 2025. About half of this increase was due to higher operating expenditures whereas the other contributing factor was lower enrollments in professional programs.

RESPONSE TO THE COMMISSION’S QUESTIONS:

1. Given the complex needs of today’s students, what innovative supports (academic, financial, mental health, basic needs) has your college found most effective in boosting student success? How might these be expanded or reimaged to support long-term degree completion goals?

At the University of Maryland, Baltimore (UMB), we recognize that today’s students bring with them complex needs that extend far beyond the classroom. Meeting those needs requires innovative supports that are holistic, culturally responsive, and deeply attuned to the realities of our diverse student body. In recent years, UMB has sharpened its focus on three key areas — mental health support, basic needs security, and first-generation student programming — while sustaining our commitment to robust financial aid. Together, these initiatives have measurably boosted student success and provide a foundation for long-term degree completion.

Student Success Center, part of the Office of Student Success, Leadership, and Engagement (SSLE), is dedicated to helping students thrive academically, personally, and professionally. The Office offers a wide range of resources including peer mentorship programs, leadership development workshops, student organizations, and civic engagement opportunities. The Center also supports student well-being through initiatives like the UMB Student Pantry, which provides free shelf-stable food and personal care items. Through platforms like UMBengaged, students can connect with campus events and communities. SSLE also promotes inclusivity and provides avenues to report bias-related incidents, ensuring a supportive and equitable environment for all students.

First-Generation Student Programming

A growing number of UMB’s enrollment identifies as first-generation college students, and we have prioritized programming that acknowledges both the pride and challenges that come with being the first in one’s family to pursue a graduate or professional degree. Our first-generation initiatives create intentional spaces where students can build community, access mentorship, and connect with resources early in their academic journey.

Looking ahead, we see opportunities to expand this programming into more formalized cohorts that offer wraparound advising and structured academic coaching to all students. By connecting

first-generation and other students with alumni, we can further strengthen the pipeline of support and expand their professional networks as they progress toward degree completion.

Mental Health and Wellness Supports

UMB has invested heavily in expanding access to mental health services, recognizing that academic persistence is impossible without attention to well-being. Our Student Counseling Center has increased its staffing, broadened telehealth offerings, and introduced virtual support groups and wellness programs focused on social connection, stress management, and coping skills. As more students are seeking psychoeducational testing to request academic accommodation, the SCC has added this service with priority for students with financial barriers. The UMB Testing Center, which is managed by the Office of Educational Support and Disability Services, was renovated to better support the growing number of students receiving testing accommodations.

Innovation has come in the form of integrating mental health support into academic units and student organizations, ensuring that well-being is seen not as a peripheral service but as a core element of the student experience. Faculty, staff, and students are provided with training opportunities to better understand and support student mental health concerns through Mental Health First Aid and Assisting Students in Distress training. Sustaining this cultural shift requires continued investment and creativity—such as embedding mental health resources into orientation and professional development curricula—so that students view help-seeking as both accessible and expected. The Student Counseling Center and URecFit & Wellness meet students where they are via tabling in academic buildings and through a Student Wellbeing Advisory Board to better understand and support them.

Meeting Basic Needs: Student Pantry and Beyond

Addressing food and housing insecurity has emerged as another critical dimension of student success. To respond, UMB recently launched a student pantry that provides free access to shelf-stable groceries and personal care items. Beyond its immediate impact, the pantry signals to students that their basic needs are recognized as legitimate academic concerns. We have also expanded awareness campaigns and partnerships with local organizations to connect students with housing resources, transportation support, and other essentials.

Financial Aid and Ongoing Support

UMB continues to be diligent in ensuring that students are supported financially through our Office of Student Financial Assistance. In addition to maximizing access to federal aid, we have developed targeted institutional scholarships that prioritize students with demonstrated financial need. Financial aid advising has also been reframed as an ongoing developmental process rather than a transactional interaction. Students are engaged early and often in conversations about financial literacy, loan management, and planning for post-graduation repayment.

To expand these efforts, UMB is exploring partnerships that would allow for greater emergency aid flexibility and the development of financial coaching models to help students plan across the entirety of their educational pathway.

Sustaining and Expanding Impact

The lesson we have learned is that innovation in student supports must be holistic and sustained. First-generation programming, mental health services, basic needs security, and financial aid are not discrete initiatives but interconnected elements of a larger completion ecosystem. UMB's next step is to deepen integration across these areas, ensuring that when a student seeks support in one domain, they are seamlessly connected to resources in others.

2. In what ways has your institution changed (e.g., structures, policies, practices, or culture) as a result of pursuing the 55% completion goal? What lessons have you learned about sustaining institutional change over time?

The University of Maryland, Baltimore (UMB) has embraced Maryland's "55% completion goal" as both a challenge and an opportunity to reimagine how we serve students across the lifespan. As a professional and graduate institution, our contribution to the state's attainment agenda requires innovation in student support, flexibility in learning models, and an intentional focus on nontraditional learners. The pursuit of the 55% goal has spurred structural and programmatic changes that extend beyond our campus to statewide partnerships and regional initiatives.

Student Support and Retention

One of the most tangible areas of growth has been the expansion of our Student Counseling Center. We recognized that timely access to mental health services is essential not only to student well-being but also to persistence and completion. Over the past several years, we have increased staffing, expanded telehealth options, added psychoeducational testing, and introduced wellness programming tailored to the unique stressors of professional and graduate education. Utilization has grown significantly, demonstrating that when institutions proactively invest in wraparound supports, students are better positioned to complete their degrees on time.

Expanding Access for Learners

The 55% completion goal also challenged UMB to consider how we reach students who are not able to engage in a full-time, campus-based model. To this end, we have launched new online degrees designed specifically for working adults, career changers, and others pursuing education outside of traditional pathways. These programs are intentionally structured to be accessible, affordable, and aligned with workforce needs—meeting learners where they are while ensuring academic rigor.

Complementing these degree offerings, UMB has developed smaller, stackable credentials that allow students to build toward larger qualifications at their own pace. These micro-credentials and certificates provide immediate workforce relevance while also serving as on-ramps to advanced study. This flexibility not only supports individual learners but also strengthens Maryland's professional pipeline in fields such as health, law, and social work.

Regional Development and Statewide Partnerships

UMB has also invested in extending its reach through programs at the Universities at Shady Grove (USG). By offering select programs at USG, we provide access to students in Montgomery County and the broader region who might not otherwise have the ability to pursue graduate and professional education in Baltimore. This regional footprint reflects our

commitment to equity in educational attainment and to supporting Maryland's diverse communities in achieving the 55% goal.

Cultural and Institutional Lessons

Pursuing the 55% goal has required us to shift institutional culture in meaningful ways. First, we have learned that completion is not solely about course sequences and academic milestones; it is equally about fostering belonging, providing comprehensive supports, and adapting to the lived realities of students. Second, we have seen the importance of flexibility—in delivery, in credential design, and in recognizing prior learning—as critical to sustaining progress for students. Finally, we have learned that institutional change is best sustained when it aligns with mission: UMB's health, law, and social work programs are inherently tied to preparing future practitioners to provide high-quality care and services to all patients and clients, and framing completion efforts through this lens has strengthened buy-in across campus.

Sustaining Change Over Time

Sustaining these efforts requires ongoing investment, data-informed decision making, and a willingness to evolve. We have built systems to track utilization of supports, student progress in online and credential programs, and outcomes for regional partnerships. We continue to learn from students themselves, ensuring that policies and practices remain responsive. Importantly, we have embedded these initiatives into our strategic planning processes, so they are not perceived as temporary responses to a state goal, but rather as integral to UMB's identity and long-term impact.

In pursuit of the 55% completion goal, the University of Maryland, Baltimore (UMB) has transformed its institutional structures and practices to better support diverse student needs and remove barriers to success. The Division of Student Affairs provides academic coaching, mental health services, disability accommodation, and targeted support for students. These enhancements reflect a cultural shift toward inclusivity and holistic student development, interprofessional student engagement, and community-building initiatives helping to foster a more connected University environment.

This goal has served as a catalyst for UMB to innovate and extend its reach through flexible programming, regional partnerships, and online learning initiatives. The university's efforts have not only advanced student success but also contributed to Maryland's broader educational attainment agenda. A key lesson learned is that lasting institutional change stems not from meeting external benchmarks alone, but from authentic alignment with UMB's mission to improve the human condition and serve the people of Maryland. Sustained investment in student well-being, interprofessional collaboration, and adaptive support systems have proven essential to maintaining momentum and ensuring that change is both meaningful and enduring.

USM - University of Maryland, Baltimore Campus

MISSION

To improve the human condition and serve the public good of Maryland and society at-large through education, research, clinical care, and service.

VISION

The University of Maryland, Baltimore Campus (UMB) will excel as a pre-eminent institution in our missions to educate professionals; conduct research that addresses real-world issues affecting the human condition; provide excellent clinical care and practice; and serve the public with dedication to improve health, justice, and the public good. The University will become a dominant economic leader of the region through innovation, entrepreneurship, philanthropy, and interdisciplinary and inter-professional teamwork. The University will extend our reach with hallmark local and global initiatives that positively transform lives and our economy. The University will be a beacon to the world as an environment for learning and discovery that is rich in diversity and inclusion. The University's pillars of professionalism are civility, accountability, transparency, and efficiency. The University will be a vibrant community where students, faculty, staff, visitors, and neighbors are engaged intellectually, culturally, and socially.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. Enhance UMB's standing as a major contributor to Maryland's highly qualified health, legal, and human services workforce and position UMB as a university of research strength, innovation, and entrepreneurship and that is "open for business" with the business community.

- Obj. 1.1** Through fiscal year 2024, increase or maintain the number of undergraduate nursing, professional practice doctorate, and professional masters' graduates at a level at least equal to the 2019 level of 1,363.
- Obj. 1.2** Increase total research and development (R&D) expenditures for UMCP and UMB reported by the National Science Foundation (NSF) from \$1,016 million reported in FY 2019 to \$1,187 million in FY 2024.
- Obj. 1.3** Through fiscal year 2024 produce and protect intellectual property, retain copyright, and transfer university technologies at a level appropriate to mission by increasing cumulative active licenses or options, disclosures received, and new patent applications filed above 2019 levels.
- Obj. 1.4** Through fiscal year 2024, increase or maintain nationally recognized memberships and awards to UMB faculty at a level at least equal to the 2019 level of 11.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Graduates: Undergraduate Nursing (BSN)	389	392	408	418	423	428	437
Professional Practice Doctorate: Dentistry (DDS)	125	134	125	129	128	139	130
Law (JD)	202	209	197	247	208	207	188
Medicine (MD)	151	149	140	142	137	141	138
Nursing (DNP)	133	141	141	156	128	139	134
Pharmacy (PharmD)	135	118	104	93	87	68	68
Physical Therapy (DPT)	66	65	66	70	71	71	68
Prof. Practice Doctorate Total	812	816	773	837	759	765	726
Professional Masters (MS)	338	393	419	308	262	303	227
Total R&D Expenditures, as reported by NSF (millions)	1,103	1,142	1,228	1,385	1,540	1,540	1,540
Grant/contract awards (millions)	689	654	659	632	633	510	510
Cumulative number of active licenses or options	251	244	198	196	195	207	207
Disclosures received	127	126	87	110	122	125	130
New patent applications filed	62	60	57	47	47	65	67
Number of nationally recognized memberships and awards	12	12	13	16	15	15	15

R30B21

<http://www.umaryland.edu/>

USM - University of Maryland, Baltimore Campus

Goal 2. Develop students who demonstrate personal, professional, and social responsibility and who acquire the skills and experiences needed to succeed at UMB, in the community, and in their chosen professions after graduation and enhance UMB's commitment to students through its mission of teaching and learning excellence by providing the infrastructure for the advancement of scholarly and pedagogically-sound teaching.

Obj. 2.1 Through fiscal year 2024, maintain a minimum 90 percent graduation rate within 150 percent of time to degree for each principal professional program.

Obj. 2.2 Through fiscal year 2024, maintain a first-time licensure exam pass rate for each principal professional program of at least 95 percent.

Obj. 2.3 Through fiscal year 2024, maintain an average debt of graduating students not exceeding the 2019 level.

Performance Measures		2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Graduation Rate within six years from University of Maryland, Baltimore (or another public university in Maryland)								
	Dentistry (DDS)	99.2%	98.5%	96.9%	100.0%	98.4%	98.4%	98.4%
	Law Day (JD)	88.6%	88.4%	87.4%	88.0%	91.6%	91.6%	91.6%
	Medicine (MD)	95.0%	95.7%	92.5%	92.3%	93.9%	93.9%	93.9%
	Nursing (BSN)	96.4%	94.0%	92.0%	92.8%	92.9%	92.9%	92.9%
	Pharmacy (PharmD)	96.8%	93.2%	88.2%	84.6%	89.7%	90.0%	90.0%
	Physical Therapy (DPT)	95.1%	92.3%	95.6%	100.0%	97.1%	97.1%	97.1%
	Social Work (MSW)	90.1%	87.0%	86.5%	86.2%	87.1%	90.0%	90.0%
First Time Exam Pass Rate								
1	Dentistry (ADEX)	96.0%	99.0%	100.0%	93.0%	98.0%	98.0%	98.0%
1	Law (Maryland Bar)	86.0%	84.0%	86.0%	79.0%	75.0%	81.0%	85.0%
	Medicine (USMLE Step 2 CK)	100.0%	99.0%	100.0%	100.0%	98.0%	99.0%	99.0%
	Nursing BSN (NCLEX)	87.0%	87.0%	79.0%	81.0%	90.0%	90.0%	90.0%
1	Pharmacy (NAPLEX)	91.0%	87.0%	89.0%	84.0%	71.0%	85.0%	85.0%
1	Physical Therapy (NPTE)	85.0%	89.0%	92.0%	74.0%	86.0%	90.0%	90.0%
1	Social Work (LGSW)	82.0%	82.0%	82.0%	83.0%	80.0%	85.0%	85.0%
Professional Student Average Debt								
1	Dentistry (DDS)	\$293,570	\$305,358	\$294,763	\$300,761	\$319,029	\$319,029	\$319,029
1	Law Day and Evening (JD)	\$127,584	\$121,680	\$123,730	\$129,124	\$128,921	\$128,921	\$128,921
1	Medicine (MD)	\$167,048	\$184,683	\$177,286	\$185,417	\$194,370	\$194,370	\$194,370
1	Nursing (MS,CNL,DNP)	\$83,293	\$104,882	\$106,808	\$109,890	\$106,663	\$106,663	\$106,663
1	Pharmacy (PharmD)	\$163,717	\$165,745	\$168,683	\$188,645	\$144,051	\$144,051	\$144,051
1	Physical Therapy (DPT)	\$131,759	\$110,385	\$108,961	\$119,354	\$132,298	\$132,298	\$132,298
1	Social Work (MSW)	\$62,479	\$58,655	\$59,782	\$65,531	\$59,424	\$59,424	\$59,424

USM - University of Maryland, Baltimore Campus

Obj. 2.4 Through fiscal year 2024, increase the enrollment of students educated entirely online compared to 2019 levels.

Obj. 2.5 Through fiscal year 2024, maintain high rates of graduate employment and educational satisfaction compared to 2019.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Headcount enrollment of students educated entirely online	1,708	1,302	1,079	1,124	1,060	1,101	1,127
¹ Employment rate of undergraduates	N/A	N/A	100%	N/A	N/A	0.95	N/A
¹ Graduates' satisfaction with education (Nursing)	N/A	N/A	68%	N/A	N/A	0.85	N/A

Goal 3. Position UMB as the model for meaningful collaboration in education and research in healthcare and human services with other institutions in the USM and the State.

Obj. 3.1 Through fiscal year 2024, increase enrollments in joint professional programs and programs at regional education centers compared to 2019 levels.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Enrollment – Fall Headcount							
Joint Professional Masters							
MS in Law (with UMCP)	13	15	15	15	16	15	15
Universities at Shady Grove							
Nursing	435	407	475	464	489	449	449
Social Work	179	156	174	198	223	220	220
Other Programs	489	435	278	201	146	176	176
Total Shady Grove	1,104	998	928	866	858	845	845

Goal 4. Leverage UMB's standing as a Baltimore City anchor institution to provide its surrounding communities with meaningful and sustainable educational, employment, and economic opportunities that serve as a catalyst for individual and community empowerment.

Obj. 4.1 Through fiscal year 2024, increase the number of days that faculty spend in public service with Maryland's governments, businesses, schools, and communities compared to the level reported for 2019.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Number of days in public service per full-time faculty member	9.0	10.2	10.2	9.6	9.7	9.7	9.7

USM - University of Maryland, Baltimore Campus

Goal 5. Continue to develop a culture of giving at UMB that supports the strategic needs of the university and its schools.

Obj. 5.1 By fiscal year 2024, attain annual campaign goal of \$88.5 million a year.

Obj. 5.2 By fiscal year 2024, increase or maintain combined university endowments from all sources at a level at least equal to the 2019 level.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Campaign giving, annual (millions)	\$95.7	\$103.3	\$80.7	\$88.3	\$111.8	\$96.5	\$100.0
Endowment, annual (millions)	\$583.1	\$613.6	\$607.5	\$651.6	\$688.5	\$732.2	\$779.1

Goal 6. Position UMB internally and externally as an excellently managed university, utilizing best business practices to achieve greater efficiency and effectiveness and managing its resources for the greatest impact on its mission.

Obj. 6.1 Through fiscal year 2024, attain annual cost savings of at least 3 percent of the total budget based on enhanced efficiency and effectiveness.

Obj. 6.2 Through fiscal year 2024, decrease or maintain annual operating expenditures per adjusted full-time equivalent student (FTES) to no more than the level reported for 2019.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Annual cost savings as a percentage of actual budget	2%	2%	1%	1%	0%	0%	0%
Operating Expenditures per Adjusted FTES	\$98,352	\$104,221	\$104,864	\$113,906	\$122,598	\$120,000	\$120,000

USM Core Indicators

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Total enrollment (undergraduates)	930	963	978	960	983	948	948
Percent minority of all undergraduates	56%	58%	68%	69%	70%	N/A	N/A
Percent African-American of all undergraduates	24%	24%	32%	32%	33%	N/A	N/A
Total bachelor's degree recipients	415	410	429	433	437	442	449
Percent of replacement cost expended in operating and capital facilities renewal and renovation	1%	1%	2%	2%	2%	2%	2%
Applicants to undergraduate nursing programs	744	890	911	798	794	872	872
Qualified applicants to undergraduate nursing programs denied admission	23	0	42	26	3	69	69

NOTES

¹ 2024 data is an estimate.

UNIVERSITY OF MARYLAND BALTIMORE COUNTY (UMBC)

MISSION

UMBC is a dynamic public research university integrating teaching, research and service to benefit the citizens of Maryland. As an Honors University, the campus offers academically talented students a strong undergraduate liberal arts foundation that prepares them for graduate and professional study, entry into the workforce, and community service and leadership. UMBC emphasizes science, engineering, information technology, human services and public policy at the graduate level. UMBC contributes to the economic development of the State and the region through entrepreneurial initiatives, workforce training, K-16 partnerships, and technology commercialization in collaboration with public agencies and the corporate community. UMBC is dedicated to cultural and ethnic diversity, social responsibility and lifelong learning.

INSTITUTIONAL ASSESSMENT

Fall 2025 is marked by extensive self-study and planning at UMBC, as we continue our Middle States Reaccreditation work in preparation for the spring 2026 evaluation visit and continue to progress in our institutional strategic planning. UMBC focuses on the three goals of the Maryland State Plan for Postsecondary Education – Access, Success and Innovation. Most importantly, we focus on people – our community, state, and world.

Student Access: The state plan calls on us to ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents. UMBC is proud of its diverse student population. We are a Minority Serving Institution (MSI), designated an Asian American and Native American Pacific Islander-Serving Institution (AANAPISI) by meeting the threshold of 10% of domestic students identifying as Asian American. While UMBC has not met the eligibility thresholds for the needy student requirement for MSI status, we have successfully submitted an exemption request each year based on our support of students typically underrepresented in higher education – underrepresented minorities, first-generation students, and low-income students. The programs, initiatives, supports and services offered to our students, and our ability to assess and demonstrate their efficacy, have allowed us to seek renewal of MSI status each year successfully and, per the published USDE Eligibility Matrix, make us eligible for the Strengthening Institutions Program (SIP). Comparative enrollment data by demographic characteristics are presented in Table 1 (Goal 4, M402). As of fall 2025, minorities comprise 66.3% of undergraduates (M402), reflective of the state of Maryland per the 2020 Census count of 53% non-white, and placing UMBC considerably higher than the average of its peers and other Maryland four-year institutions exclusive of HBCUs.

Table 1. UMBC Headcount Enrollment - Overall and New Undergraduate Students

	Undergraduate		Graduate		First-Time First-Year		New Transfer	
	F24	F25	F24	F25	F24	F25	F24	F25
Total	10,767	11,087	3,139	2,433	2,241	2,271	790	874
Minority	65.2%	66.3%	24.7%	29.9%	69.6%	71.1%	60.5%	59.0%
URM	34.8%	36.7%	15.0%	18.7%	35.7%	39.3%	38.5%	38.7%
Int'l	4.8%	4.9%	51.2%	41.4%	5.2%	5.1%	5.1%	4.9%

SOURCE: REX 2.0- Student Term Table

Created by UMBC IRADS, September 2025.

Goal 4, Obj. 4.1, M401A – increasing the percent of first-generation undergraduate students enrolled, was established in our 2025 goal setting process. In fall 2024, 29.9% of undergraduate students enrolled indicated being first generation in the Common Application. We believe that targeted recruitment efforts will help us to reach our goal of 35% by fiscal year 2029. We also strive to increase the percentage of new undergraduate students who are Pell eligible [Goal 4, M403A], with 36.7% of new students (first-time, first-year and new transfers) eligible for Pell Grant assistance.

UMBC has identified Baltimore City (BC) as a community of interest, as outlined in our response to HB678. Specifically, we seek to increase the number of BC students that enroll at UMBC as first-time, first-year (FTFY), transfer and graduate students. President Sheares Ashby has expressed a renewed interest in and commitment to better serve BC students by focusing on access, affordability and academic support. In 2024-2025, related efforts included college fair visits at BC high schools and community colleges; targeted recruitment at CollegeBound partner schools and waiver of application fees for these students; BCCC students benefiting from UMBC's Transfer Student Alliance (described below); Direct Admissions Initiative for some 300+ students attending BC high schools; and a new Best of Baltimore need-based grant to be awarded to all new admitted first-time, first-year BC students whose gross family income is below \$80K per year, covering any remaining costs after all grants and scholarships and subsidized federal loans have been applied. UMBC is also partnering with College Track, a community-based organization designed to increase the pipeline of students from BC to UMBC, and to see them to degree completion. In addition to committing to helping meet students' full financial need, UMBC will work collaboratively with College Track to ensure students have the academic and other support they need to succeed.

Efforts to recruit new transfer students and support the pathway to UMBC are critical to how we serve the citizens of Maryland and widen access to UMBC. The Transfer Student Alliance (TSA) supports and rewards community college students who intend to transfer to UMBC to pursue the baccalaureate degree upon completion of the associate's degree. Program participants benefit from joint programmatic efforts, access to UMBC resources and activities, and discounted tuition for concurrent enrollment. Upon transfer participants benefit from admission application fee waiver, guaranteed admission, early orientation and registration, guaranteed housing and, for eligible students, merit scholarships.

Information available to potential transfer students on the UMBC website speaks to the topics of interest for Transfer students. In particular, the "How to Plan Your Transfer" page explains the transfer admissions process, including the transfer of credits, booking an appointment to meet with a Pre-Transfer Advisor, and exploring community college partnerships that help streamline the transfer to UMBC.

UMBC also continues its vigorous efforts to attract and support minority students. The Meyerhoff Scholars Program, now over 1,600 strong, is a national model for increasing diversity among future leaders in science, technology, engineering and related fields. UMBC is the number one producer of African American undergraduates earning doctorates in the natural

sciences and engineering. The College of Engineering & Information Technology's (COEIT) Center for Women in Technology (CWIT) is a vital partner in increasing the recruitment and retention of women and other underrepresented groups in technology programs at UMBC. In addition, UAA's Academic Opportunity Programs (AOP) office provides resources and support to students traditionally underrepresented in post-secondary education through programs such as the First Generation Network, the Louis Stokes Alliance for Minority Participation, and TRIO McNair Scholars Program. AOP also oversees UMBC's Upward Bound programs, designed to promote the development and enhancement of high school students' basic skills, by providing academic and cultural enrichment, and the motivation necessary to matriculate at and graduate from college.

Student Success: The state plan calls for UMBC to promote and implement practices and policies that will ensure student success. Obj. 4.2 is to increase the internal six-year graduation rate of Pell Eligible students, both first-time, first-year and new transfers, from 68.2 percent in 2024 to 70 percent or higher in 2029. The 69.4% rate in 2025 puts us well on the way to meeting this goal [Obj. 4.2 (M404A)]. A retention rate of 90.2% at UMBC or other MD four-year institution exceeds our 2029 goal [Obj. 5.1 (M502)], as does a six-year graduation rate of 76.7% [Obj. 5.2 (M504)]. Internal graduation rates remain relatively stable, with four- and six-year rates of 47.2% and 69.7% for full-time FYFT students starting in fall 2019 and 2017, respectively. Compared to our peers, our relatively narrow program base can hamper efforts to enhance retention and graduation rates. UMBC has focused on academic initiatives designed to expand the number of programs available, particularly in high student interest areas such as STEM education, data science, and cybersecurity, as well as adding a Multidisciplinary Studies Track in the Individualized Study program. A discussion of innovative supports designed to positively impact student completion are discussed in MHEC prompt number one at the end of this document.

Student success can be measured by the amount of time it takes students to complete their degrees too. For this report, we focus on time to degree for new transfer students, as the retention and graduation rate data provided by MHEC is for full-time, first-time first-year students only. The time to degree for new transfer students entering UMBC with 60 or more credits has hovered near 3.2 years since 2021. Our goal is to shorten this time by concentrating on efficiencies in the transfer of credit and initiatives that support transfer student success. The "Serving Our Transfer Students" page of the UMBC website outlines supports available, including Transfer-only Orientation; Transfer Welcome Day; the UNIV 301 course, intended to help new transfers students have a successful transition from the community college to UMBC; Student Affairs Transfer Student Success program that helps new transfers transition to UMBC, learn about available resources, and connect with each other; Tau Sigma National Honor Society for transfer students; and our peer mentoring opportunities.

UMBC is a proud member of the University Innovation Alliance (UIA), the leading national coalition of public research universities committed to increasing the number and diversity of college graduates, particularly low-income students, first-generation students, and students of color in the United States. UIA projects include Data Equity Training delivered by We All Count; \$45K in grant funding to pilot UIA Degree Completion Grant Playbook and to explore the use of asset-based language in award notification; our Black Student Success Initiative

(BSSI), focused on Black, male, STEM, transfer students; and, Process Mapping training, focused on training to facilitate mapping of key administrative functions and operations impacting the student experience (i.e., advising and transfer credit evaluation).

In fall 2023, as part of our UIA program, UMBC engaged with the National Institute for Student Success Engagement (NISS) to identify and resolve institutional barriers to equity and college completion. This fall, we are addressing four areas designated for improvement: 1) standardizing advising systems, protocols, training, and practices for professional and faculty advisors to ensure students receive consistent, proactive support across all advising units, academic departments, and schools by establishing an Academic Advising Council; developing common, mandatory training; and, standardizing the use of technologies across advising units; 2) coordinating student communications to prioritize and direct information to students in a timely, proactive, and personalized manner by inventorying current student communications; standardizing university communications in critical areas related to enrollment and academic success; and, using data to target and personalize communications, with focused content sent in a proactive manner; 3) systematically leveraging academic outcome data as part of an institutional strategy to identify and remedy courses with high DFW rates, assess course sequencing and program design, and improve strategic course scheduling; and 4) strengthening the financial support of students through the better use of financial data, collaboration across units, and proactive and timely outreach to students. We participated in a cohort-based implementation strategy for these initiatives, this year, with grant financial support of up to \$200k. This fall, workgroups for the four areas will report out on progress as our work continues.

Additionally, as part of the Maryland Transfer Intensive (MTI), UMBC is partnering with Anne Arundel Community College (AACC) and the College of Southern Maryland (CSM) through the Strategic Transfer Excellence Plan (STEP) to reimagine the transfer student experience. Together, we are advancing measurable goals such as strengthening STEM pathways, expanding transfer enrollment, enhancing first-year success, increasing graduation rates, and closing equity gaps by implementing reforms in areas like curricular alignment, pre-transfer advising, onboarding, and data-sharing. This collaborative, student-centered approach is designed to minimize credit loss, accelerate time to degree, and foster belonging, ultimately producing more graduates prepared for the state's workforce needs.

Student success is more than just numbers, however. At UMBC, we strive to provide an educational experience that fosters the development of global citizens and promotes life-long learning. Objective 5.3 calls on UMBC to increase the provision of student learning opportunities known to support student success, namely the percent of bachelor's degree recipients in a given class year participating in high impact experiences, including service-learning, internships, co-ops, student leadership positions, research, student teaching, field experience and study abroad. Eighty-five percent of the undergraduate class of 2024 reported participating in one or more of these experiences during their time at UMBC, putting us well on the way to meeting our 2029 goal of 86% [Goal 5, (M507)]. Goal 6, providing quality research, is a hallmark of UMBC's mission, and also ties in with the success of our students. Objective 6.3 calls for us to increase the number of research opportunities for undergraduate students. We are proud that the number of students participating in Undergraduate Research and Creative Achievement Day (URCAD) has increased by over 68 percent since 2021, with 428 students participating in URCAD 2025 [Goal 6 (M604)]. We hope to expand this opportunity to support

even more students by moving URCAD to the larger Retriever Activity Center (RAC) in 2026. Success can also be measured by student achievements. The Office of Undergraduate Research and Prestigious Scholarships, housed in Undergraduate Academic Affairs, works with UMBC scholars to apply for a variety of prestigious scholarships, including Rhodes, Gates Cambridge, Truman, Marshall, and Goldwater, to name a few. We had six winners or finalists for these prestigious awards in 2025 [Goal 6, (M506)]. Finally, UMBC's status as a Carnegie R1 research institution is dependent, in part, on our success in conferring doctoral degrees. Objective 6.2 is to increase Ph.D. awards conferred from 90 in 2020 to 100 or higher in 2029. In 2025, we awarded 109 doctoral degrees [Goal 6 (M602)]. Support of the graduate research experience is important not only in terms of support workforce development needs, but also the providing the next generation of faculty to continue the mission of higher education into the future.

Innovation: The state plan calls on institutions to foster innovation in all aspects of Maryland higher education. The innovative efforts and expertise of UMBC's faculty, staff, and students leads to economic growth. Through our Technology Center and Research Park, we created 1,430 jobs in FY 2025 [Obj. 3.2 (M302)]. The bwtech@UMBC Research Park features Cyber, GovTech, and BioTech Incubators, and houses over 130 companies and organizations, employing nearly 1,900 people and generating over \$700M in labor income and business sales. We graduated seven companies from our incubator programs in FY 2025 [Obj. 3.1 (M301)]. A further indicator of UMBC faculty members' contributions to technology development is the number of invention disclosures. We reported a three-year rolling average of 24.3 invention disclosures in FY 2012, compared to 35.7 as of FY 2025 [see Obj.3.3 (M303)].

Innovative efforts employed by UMBC to support student success are discussed in the responses to the MHEC prompt below.

RESPONSE TO MHEC PROMPT:

1. Given the complex needs of today's students, what innovative supports (academic, financial, mental health, basic needs) has your college found most effective in boosting student success? How might these be expanded or reimaged to support long-term degree completion goals?

Academic Advising: Our advising community, both faculty and professional advisors, works together to guide students throughout their academic journey and ensure their success. Students are introduced to advising during new student orientation; that first one-on-one engagement between the incoming student and the academic advisor sets the tone and lays the foundation for this important partnership. UMBC requires all undergraduate students to meet with an academic advisor every semester—a long-time practice and hallmark of our advising model. These meetings go beyond course selection, helping students reflect on their academic progress, clarify their academic and career goals, identify opportunities to enhance their learning, and develop customized degree plans. Most recently, we launched an initiative to automate the assignment of advisors and advisees. Advisors' contact information is now prominently displayed in students' *myUMBC* portal, ensuring every student has a clearly identified advisor from matriculation through graduation, reducing barriers to connection and strengthening continuity of support. UMBC also recognizes the unique advising needs of transfer students. By embedding a UMBC professional academic advisor in our primary sending community colleges, we provide pre-transfer advising that helps students plan their pathways before arriving on campus. Among other benefits, pre-transfer advising minimizes credit loss, creates smoother transitions, and fosters an early sense of belonging that supports persistence and completion once students transfer to UMBC.

Academic Supports: UMBC is proud of our Undergraduate Academic Affairs (UAA) **Academic Success Center (ASC)** which provides centralized support services to all undergraduate students to help them achieve their academic goals. The ASC focuses on three key academic areas: **Policy:** reviewing petitions for course repetitions, late course additions, and graduation requirements; **Learning Resources:** tutoring, supplemental instruction, academic support courses; and, **Advocacy:** case management to address academic and institutional challenges that may adversely affect persistence, progression, and timely degree completion. ASC's Early Academic Alert System allows faculty to easily notify students at risk of receiving a D or F and provides students with resources to help improve their performance. Alerting students early in the semester facilitates students taking the necessary steps to improve their grades and achieve success. Other ASC services include the Computing Success Center, The Writing Center, and Supplemental Instruction Peer-Assisted Study Sessions (SI PASS), which provide regularly scheduled, out-of-class review sessions for courses with significant enrollment numbers and high D/F/W rates.

Financial Supports: As part of its comprehensive student success strategy, UMBC is committed to supporting near-completers—undergraduate students who have earned 90 or more credits but have not yet completed their degrees. Through a combination of targeted communication campaigns, flexible academic pathways, financial support initiatives, and innovative outreach strategies, we aim to reduce barriers to re-enrollment and empower students to complete their degrees. Our efforts continue to evolve to meet students where they are, ensuring that every near-completer has a clear, supported path to academic success. There are numerous communication and outreach mechanisms. The degree completion initiatives include: 1) Finish Line Near

Completers Initiative targeting students with 60+ credits who have not enrolled for more than two semesters and have not earned a degree elsewhere and providing a streamlined pathway for readmission and high-touch advising support; 2) the Senior Degree Completion Grant, which offers last dollar grants to students within one year (two semesters) of degree completion who are unable to register due to financial holds. Our FinancialSmarts initiative offers online modules, workshops, and credit-bearing courses that address budgeting, saving, investing, and debt management, all designed to help students in planning and managing their finances and financing their education. Another initiative designed to support the financial health of students was the expansion of *myUMBC* profile card to include students' Financial Aid counselors in addition to their academic advisor and academic advocate, rounding out the students' "care team."

Mental Health Supports: Retriever Integrated Health (RIH) provides resources and supports students through individual or group counseling and workshops for mental health ([link](#)). Students can schedule an initial appointment by visiting RIH, calling their office, or via the *myRetrieverCare* patient portal. RIH also supplies the *Togetherall* online peer-to-peer support platform and has expanded the range of affinity groups available for group therapy sessions.

Basic Needs Supports: Retriever Essentials is a multifaceted approach to address food and health essentials insecurity that can affect student persistence. Currently, there are five programs constituting this broader initiative: 1) Essential Space (a free store with perishable/non-perishable food, toiletries and baby items); 2) Free Corner Stores (placed across campus providing students an easy and discrete way to access pre-packed food bags); 3) Save-A-Swipe (allows students to donate meals from their meal plan to other students); 4) Free Food Pop-up Markets (UMBC community members can stock up on dry goods and recovered produce); and 5) Winter Coat Closet where winter clothes are available from community donations. Finally, Retriever Essentials connects students to other local and state resources. **Retriever Support Services (RSS)** serves as a referral source and entry point for all students, undergraduate and graduate, who experience social, basic needs, and emotional barriers to obtaining their individual and educational goals. RSS, in collaboration with campus partners, fosters an accessible and meaningful educational experience; prioritizing student care and well-being.

2. In what ways has your institution changed (e.g., structures, policies, practices, or culture) as a result of pursuing the 55% completion goal? What lessons have you learned about sustaining institutional change over time?

UMBC has built the focus on student success into our DNA. Helping students reach their degree goals is a key part of our institutional mission. The success of many of the initiatives discussed in prompt 1 is predicated on a "culture of caring" that has developed over time. This pervasive culture guides us as we develop and enhance the infrastructure, policies and practices that support our students. For example, the Academic Advocacy program in the ASC is successful because we operate under a culture where faculty, staff and students feel comfortable making referrals for those who need assistance. And while the ASC coordinates, it is a community effort to support all aspects of the student experience – academic, social, health and wellness, and financial.

USM - University of Maryland Baltimore County

MISSION

University of Maryland Baltimore County (UMBC) is a dynamic public research university integrating teaching, research, and service to benefit the citizens of Maryland. As an Honors University, the campus offers academically talented students a strong undergraduate liberal arts foundation that prepares them for graduate and professional study, entry into the workforce, and community service and leadership. UMBC emphasizes science, engineering, information technology, human services, and public policy at the graduate level. UMBC contributes to the economic development of the State and the region through entrepreneurial initiatives, workforce training, K-16 partnerships, and technology commercialization in collaboration with public agencies and the corporate community. UMBC is dedicated to cultural and ethnic diversity, social responsibility, and lifelong learning.

VISION

Our UMBC community redefines excellence in higher education through an inclusive culture that connects innovative teaching and learning, research across disciplines, and civic engagement. We will advance knowledge, economic prosperity, and social justice by welcoming and inspiring inquisitive minds from all backgrounds.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. Prepare students for work and/or graduate/professional school.

- Obj. 1.1** Increase the employment rate of UMBC graduates six months from graduation from 67 percent in fiscal year 2024 to 70 percent in fiscal year 2029.
- Obj. 1.2** Increase the percentage of bachelor's degree recipients satisfied with the preparation for employment from 73 percent in reporting year 2024 to 80 percent in Survey Year 2029.
- Obj. 1.3** Increase the percent of bachelor's degree recipients enrolled or planning to enroll in graduate/professional school six months following graduation from 23.7 percent in fiscal year 2024 to 25 percent or higher in fiscal year 2029.
- Obj. 1.4** Increase the percentage of bachelor's degree recipients satisfied with the preparation for graduate/professional school from 82.7 percent in fiscal year 2024 to 85 percent or higher in fiscal year 2029.
- Obj. 1.5** Maintain the percent of UMBC's bachelor's degree recipients employed and/or enrolled or planning to enroll in graduate/ professional school within six months of graduation at 90 percent or higher.

Performance Measures (Triennial Measures)	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Employment rate (full or part-time) of bachelor's degree recipients within 6 months of graduation	61.3%	65.4%	65.8%	69.2%	73.9%	74.0%	75.0%
Percent of bachelor's degree recipients satisfied with education received for employment	N/A	74.6%	74.6%	73.0%	78.7%	78.0%	79.0%
Percent of bachelor's degree recipients enrolled or planning to enroll in graduate/professional school within six months of graduation	25.6%	23.2%	24.7%	23.7%	18.6%	20.0%	23.0%
Percent of bachelor's degree recipients satisfied with education received for graduate/professional school	N/A	84.5%	81.9%	82.7%	82.8%	83.0%	84.0%
Percent of bachelor's degree recipients employed and/or enrolled or planning to enroll in graduate/professional school within six months of graduation	86.9%	88.6%	90.5%	92.8%	92.4%	94.0%	95.0%

USM - University of Maryland Baltimore County

Goal 2. Increase the estimated number of UMBC graduates in key State workforce areas.

- Obj. 2.1** Increase the number of students completing teacher training at UMBC and available to be hired by Maryland public schools from 72 in fiscal year 2024 to 80 in fiscal year 2029.
- Obj. 2.2** Increase the estimated number of UMBC bachelor's degree recipients in science, technology, engineering, mathematics (STEM) fields - areas that are key to success in the knowledge economy for the State of Maryland - from 1,290 in fiscal year 2024 to 1,500 in fiscal year 2029.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Number of undergraduates in teacher training programs	98	65	82	51	73	80	85
Number of post-bachelor's students in teacher training programs	181	144	120	138	117	125	130
Number of undergraduates completing teacher training program	29	25	26	22	12	18	20
Number of post-bachelor's students completing teacher training program	40	55	63	50	26	33	35
Number of undergraduates enrolled in STEM programs	6,561	6,596	6,552	6,481	6,648	6,883	6,900
Number of baccalaureate graduates of STEM programs	1,465	1,456	1,389	1,293	1,357	1,350	1,350
Rank in STEM bachelor's degrees awarded compared to peer institutions	2nd	2nd	2nd	2nd	2nd	2nd	2nd

Goal 3. Promote economic development.

- Obj. 3.1** Maintain through 2029 the number of companies graduating from UMBC incubator programs each year at six or more.
- Obj. 3.2** Maintain through 2029 the number of jobs created through UMBC's Technology Center and Research Park at 1,425 or more.
- Obj. 3.3** Increase the three-year average of invention disclosures reported by UMBC's Office of Technology Development from 35.7 in fiscal year 2020 to 37 in fiscal year 2029.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Companies graduating from UMBC incubator programs	8	6	7	8	7	7	8
Number of jobs created by UMBC's Technology Center and Research Park	1,460	1,480	1,485	1,425	1,430	1,440	1,450
Three-year average number of invention disclosures	35.00	35.33	34.00	35.67	35.67	37.67	38.33

USM - University of Maryland Baltimore County

Goal 4. Enhance access and success of traditionally under-represented students in higher education.

Obj. 4.1 Increase the percentage of First Generation undergraduate students from 29.9 percent in fiscal year 2024 to 35.0 percent in fiscal year 2029.

Obj. 4.2 Increase the institutional six-year graduation rate for Pell eligible undergraduate students from 68.2 percent in fiscal year 2024 to 70 percent or higher in fiscal year 2029.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Percent First Generation of undergraduate students enrolled	29.4%	29.7%	29.9%	29.9%	29.9%	31.0%	32.0%
Percent minority of undergraduate students enrolled	56.9%	59.0%	61.4%	63.5%	65.2%	66.3%	66.0%
Percent Pell Eligible of new undergraduate students enrolled	32.3%	33.1%	33.5%	32.9%	36.7%	36.0%	36.0%
Six-year graduation rate from UMBC of Pell Eligible undergraduate (First Year First Time & New Transfer) students	63.6%	69.4%	68.6%	68.2%	69.4%	69.5%	70.0%

Goal 5. Enhance success of all students.

Obj. 5.1 Maintain a second-year retention rate of UMBC undergraduate students at 90 percent or greater through fiscal year 2029.

Obj. 5.2 Maintain the six-year graduation rate of UMBC undergraduates at 75 percent or greater through fiscal year 2029.

Obj. 5.3 Increase the provision of student learning opportunities known to support student success by increasing the percentage of bachelor's degree recipients who engaged in research, internships, service learning and other high impact experiences from 81 percent in fiscal year 2024 to 86 percent in fiscal year 2029.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Ratio of full-time equivalent students to full-time instructional faculty	20.3	21.0	21.7	21.8	19.9	20.0	20.0
Second-year retention rate at UMBC (or another public university in Maryland) of students	90.5%	90.8%	88.8%	90.4%	90.2%	90.0%	90.0%
Six-year graduation rate of students from UMBC (or another public university in Maryland)	77.8%	76.5%	76.7%	77.8%	76.7%	75.0%	75.0%
Time to degree for new transfer students entering UMBC with 60 or more credits and graduating from UMBC	3.20	3.38	3.22	3.20	3.19	3.18	3.17
Percent of undergraduate degree recipients that engaged in an internship, service learning, research opportunity, and/or other	82.0%	79.0%	74.0%	81.0%	85.0%	85.0%	85.5%

USM - University of Maryland Baltimore County

Goal 6. Provide quality research.

Obj. 6.1 Maintain the amount of total federal research and development (R&D) expenditures in Science and Engineering (S&E) per full-time faculty at \$150,000 or higher.

Obj. 6.2 Increase the number of Ph.D. degrees awarded from 90 in fiscal year 2020 to 100 in fiscal year 2029.

Obj. 6.3 Increase the number of research opportunities for undergraduate students.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Total federal R&D expenditures in S&E per full-time faculty	\$133,130	\$134,371	\$147,981	\$200,444	\$212,118	\$248,310	\$181,820
Number of Ph.D. degrees awarded	89	103	100	90	109	110	110
Number of undergraduate students receiving prestigious	7	9	4	3	6	6	6
Number of students participating in Undergraduate Research and Creative Achievement Day (URCAD)	254	265	313	364	428	440	450

UNIVERSITY OF MARYLAND, COLLEGE PARK (UMCP)

2025 Managing for Results

Mission

As the State's flagship public research university, its original land grant institution, and the legislatively mandated flagship institution of USM, the University of Maryland, College Park (UMCP) is dedicated to serving humanity with its research, teaching and outreach. By pursuing excellence and creating an environment where everyone has the opportunity to succeed, UMCP is continuing to empower the next generation of leaders, artists, writers, educators, scientists and global citizens to advance the public good.

Institutional Assessment

UMCP is one of the nation's premier public research universities, with leading faculty who earn places in national academies; students who win prestigious national and international scholarships; and a transformative research enterprise that, when combined with the University of Maryland, Baltimore, results in more than \$1.4 billion of expenditures fueling economic development and preparing a 21st-century workforce for the state, country and world.

Guided by its strategic plan, *Fearlessly Forward: In Pursuit of Excellence and Impact for the Public Good*, UMCP has made commitments to reimagine learning, take on humanity's grand challenges, invest in people and communities, and partner to advance the public good. The university is at the forefront of transformative projects that will make real changes for real people, including the \$1 billion "Capital of Quantum" initiative, which is cementing the state as a worldwide quantum technology hub; the Artificial Intelligence Interdisciplinary Institute at Maryland, which is developing the next generation of artificial intelligence education, technology and leaders; and the Institute for Health Computing, which uses advanced computing to improve well-being and quality of life, fight disease and enhance outcomes for people across Maryland and beyond. As the nation's first and only Do Good Campus, UMCP is also providing the education, opportunities, and resources to develop the next generation of nonprofit leaders, social innovators, and civic-minded contributors.

This year marked a goal-setting year for UMCP's Managing for Results (MFR) report; we set new goals, grounded in our own strategic plan, that align closely with the State Plan for Postsecondary Education's focus on access, success, and innovation.

State Plan Goal - Student Access: Ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents.

UMCP's first MFR goal focuses explicitly on student access: Ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents. The six objectives and performance measures under this goal emphasize maintaining need-based scholarship or grant awards; maintaining or decreasing student loan debt; and providing access to a UMCP education for first-generation college students and Pell grant recipients.

Accessibility. As a land grant institution, access to high-quality higher education is at the core of UMCP's mission; the inclusion of first generation metrics within our MFR objectives supports the economic mobility and stability of the state, and reinforces the State Plan's goals regarding increasing the percent of Maryland citizens with a postsecondary education.

The Office of Undergraduate Admissions develops and executes a comprehensive recruitment and yield strategy, which includes personalized recruitment activities, large-scale events, and outreach efforts. These efforts include open house programs, receptions, and strategic communications. UMCP is one of the 16 inaugural members of the Small Town and Rural Students Network (STARS). Through STARS, UMCP has enhanced its outreach to students and families from rural areas throughout the state of Maryland, reaching counties who have some of the lowest rates of educational attainment in the state. This includes providing curated campus visits and college application assistance to students from 18 Maryland counties designated as rural by The Maryland State Office of Rural Health as well as providing professional development and assistance to school counselors. We anticipate that these efforts, combined with our overall recruitment strategies, will result in greater access across the state, including for first generation students. While there has been some fluctuation from year to year, the percent of full-time, first-time degree seeking undergraduates who are first generation college students has increased from 14.8% in Fall 2019 to 15.9% in Fall 2024, with the highest percent at 17.3% in Fall 2022 (Objective 1.3). The percent of all undergraduates who are first generation college students has risen incrementally, from 19% in Fall 2019 to 20.2% in Fall 2024 (Objective 1.6).

Affordability. UMCP strives to keep high-quality education affordable for Maryland residents. Among those awarded aid, the average need-based scholarship or grant awarded to full-time undergraduate students with financial need continues to rise, from \$10,919 in the 2021 MFR reporting year to \$14,566 in the 2024 reporting year (Objective 1.1). Median cumulative federal loan debt has decreased from \$19,500 to \$19,000 (Objective 1.2) and UMCP is serving more Pell grant recipients: The percent of first-time, full-time, degree-seeking undergraduates awarded Pell grants and the percent of all undergraduates awarded Pell grants both increased by about one percentage point over the past four years (Objectives 1.4 and 1.6). Throughout the MFR, a focus on students receiving Pell grants provides evidence that the campus is fulfilling its mission as a public land-grant institution.

In FY23, UMCP launched the Terrapin Commitment program with the largest single-year investment in need-based scholarships in our history. This program is designed to reduce the gap between low-income Maryland resident students' total financial aid offer and the actual cost of their education. During FY25, close to 4,500 low-income Maryland residents received \$22.1 million in Terrapin Commitment funding. Our FY25 need-based financial aid budget increased by 11% from FY24, from \$48.5 million to \$53.7 million. UMCP continues to prioritize funding for low-income students in its fundraising efforts. The Office of Financial Aid increased first-generation college student outreach to encourage completion of federal and state financial aid requirements. Sixty-five percent of undergraduates who apply for financial aid receive some form of assistance, and only 31% of first-time undergraduates graduate with student loan debt.

UMCP continues to invest in degree programs at the Universities at Shady Grove (USG), a Regional Higher Education Center designed to expand access and affordability for Maryland

students who begin their education at community colleges. These programs allow students to complete a UMCP bachelor's degree in a cost-effective, locally accessible format. In Fall 2024, UMCP launched the Mechatronics Engineering program at USG with its first cohort of seven students. This interdisciplinary program prepares graduates for careers in robotics, automation, and advanced manufacturing — key areas of economic growth in Maryland. UMCP offers a range of undergraduate programs at USG, including Information Science, Communication, Criminology and Criminal Justice, Biological Sciences, and business majors such as Accounting, Management, and Marketing. Fields such as Information Science and Cyber-Physical Systems Engineering have seen steady interest and growth, reflecting strong demand for talent in data and systems-related fields. UMCP continues to collaborate with USG and community college partners to support transfer pathways, increase student outreach, and align academic offerings with regional workforce needs. At the University System of Maryland at Southern Maryland, UMCP continues to offer programs in Mechanical Engineering and Electrical Engineering, supporting students in Southern Maryland who seek locally accessible STEM degree pathways.

State Plan Goal - Student Success: Promote and implement practices and policies that will ensure student success.

Two of UMCP's goals relate to the State Plan's goal around student success:

- Goal 2: Promote and implement practices and policies that ensure student success.
- Goal 3: Promote the economic development of a knowledge-based economy in Maryland.

The performance measures under Goal 2 focus on increasing UMCP's four- and six-year graduation rates for all students, and for first-generation college students and Pell grant recipients in particular. Under Goal 3, two performance measures relate to student success: they focus on student outcomes after graduation (Objective 3.2) and earnings of bachelor's degree recipients (Objective 3.3). Reflections on specific metrics are provided below.

Undergraduate Student Success. All eight of UMCP's objectives under Goal 2 relate to maintaining retention rates and increasing graduation rates. UMCP's second-year retention rate dipped slightly below 95% for the Fall 2021 cohort, likely due to the pandemic, but otherwise has remained above 95%, rising to 96.2% for the Fall 2023 cohort (Objective 2.1). We anticipate these numbers will hold steady. Our four-year graduation rate hovers around 76% (Objective 2.3) and our six-year graduation rate was 88.6% for the Fall 2018 cohort (Objective 2.5). Graduation rates for first-generation students and Pell grant recipients are slightly lower than for the population overall: the six-year graduation rate for first-generation college students was 83.9% in reporting year 2025 (Objective 2.6), and was 84.1% for Pell grant recipients (Objective 2.7). Nevertheless, the six-year rate for Pell students is among the highest in the nation for public research institutions. Through various initiatives described below, we anticipate these rates will increase over the next five years.

The Student Academic Success-Degree Completion Policy provides advising, four-year graduation plans, and benchmarks that students must complete to stay in their majors. UMCP requires interventions and mandatory advising for students on probation and with a cumulative GPA under 2.3. The Registrar's Office and academic units notify students who did not register to resolve outstanding issues. The Transitional Advising Program (TAP) provides high-credit, undeclared students with resources to explore and declare a major. TAP students are interested in

a variety of majors, primarily in STEM fields. In FY25, advisors met with 59 students. The Student Success Office sends letters to students on academic probation as soon as grades are released. Students receive multiple letters informing them of their status and offering academic and other support. These efforts contribute to UMCP achieving one of the ten highest four-year bachelor's graduation rates among public, doctoral-granting institutions. The four-year graduation rate for first generation students has risen to 68.7% (Objective 2.4), but remains lower than the graduation rate for all first-time, full time, degree-seeking students.

UMCP has a number of programs that support sub-populations. The Academic Achievement Programs (AAP) provide access to UMCP for students who are low-income and/or first-generation. Students matriculate in the fall semester on the condition that they successfully complete the Summer Transitional Program and are supported for two years in the Intensive Educational Development/Student Support Services Programs. The First-Generation Student Association, a new student organization that helps first-generation college students in UMCP's Honors College navigate university life, launched in Fall 2024. The C.D. Mote, Jr. Incentive Awards Program (IAP) is designed to recognize and promote scholarship, leadership, and community responsibility among students from select high schools in Maryland and to make it financially possible for these students to enroll at UMCP. The program identifies students who demonstrated uncommon persistence, ingenuity, and maturity by maintaining good academic performance in the face of challenging circumstances. Selected students form cohorts and benefit from full scholarships and extensive wraparound programming to ensure they achieve their academic, personal, and professional goals. IAP served 107 students in FY25. IAP is reviewed annually using statistically generated comparison groups. Looking at the average of the five most recent cohorts, IAP students earn more credits than their peers, are retained at higher rates, and graduate at higher rates. Similarly, the Clark Challenge for the Maryland Promise was established by the A. James & Alice B. Clark Foundation as part of their \$219.5 million investment in UMCP. The Maryland Promise Program (MPP) provides educational and financial opportunities and academic support to undergraduate students from Maryland and Washington, D.C., exhibiting strong academic and leadership potential. The MPP fund is expected to grow to a \$100 million fund annually. Once fully funded, it will support 200-250 students.

UMCP also offers targeted programs for transfer students, which support our efforts to increase our four-year transfer graduation rate, which decreased slightly from a high of 87% in reporting year 2023 to 84% in reporting year 2025 (Objective 2.8). UMCP's Pre-Transfer Advising Program helps prospective transfer students develop academic plans for transfer and estimate time-to-degree. This program worked with about 13,000 students in FY25, primarily from local community colleges, including over 5,000 students in one-on-one appointments and more than 8,500 in information sessions and other advising-related events. The Interim Advising Program (IAP) provides newly admitted high-credit transfer students who are seeking to declare a Limited Enrollment Program major with guidance on admission requirements and alternative majors. In FY25, advisors met with 533 IAP students.

Undergraduate Career Outcomes. UMCP is committed to ensuring the post-graduation success of its students and bachelor's degree recipients continue to have high placement rates after graduating. Based on the 2024 Graduate Student Survey, 91% of graduates were employed or accepted into a continuing education program within one year of graduation (Objective 3.2).

Slight declines in placement rates may reflect broader market conditions, which include slower hiring in specific fields and longer search timelines for graduates. This extended search process also poses challenges for UMCP's data collection efforts. While the Graduate Student Survey yields high initial response rates, as time passes after graduation, it becomes increasingly difficult to maintain contact with graduates and update their placement status. As a result, more graduates have remained categorized as "unresolved." This impacts our overall career outcomes percentage, though it may not accurately reflect the ultimate placement status of the graduates.

UMCP consistently produces graduates who are academically prepared and equipped with the practical skills and professional acumen necessary to succeed in today's competitive job market. Through campus career services, students can access customized career advising to support their exploration and application of essential career management skills. In FY25, over 300 professional development events focused on developing students' awareness and competency related to resume/LinkedIn writing, interview skills, internship/job search strategies, professional etiquette, and industry trends. UMCP also offers career courses and opportunities for intentional reflection to help students understand, develop, and articulate employability competencies. UMCP's strong industry partnerships ensure our academic programs remain relevant and aligned with current industry standards. In FY25, over 19,000 students participated in career fairs, networking events, site visits, and job shadowing to build social capital and gain insights about opportunities from these partners. The 2024 Graduation Survey reported that 79% of respondents participated in at least one internship during their college career; the majority completed two or more. These opportunities provide students with hands-on experience, enabling them to apply classroom knowledge in real-world settings and build professional networks.

The Maryland Longitudinal Data System recently developed the Maryland Labor Sector and Wage Explorer, which can help track the earnings of UMCP bachelor's recipients employed in Maryland (Objective 3.3). The inflation adjusted median annualized salary for UMCP graduates immediately after graduation grew from just over \$44,345 in 2021 to \$46,640 in 2025. Given economic conditions in the state, UMCP's goal is to maintain that in the coming years.

Graduate Student Success. Although the State Plan emphasizes undergraduate education, UMCP's mission also includes excellence in graduate education, and UMCP continues to support graduate student success. For the Fall 2020 cohort, UMCP retained or graduated 78% of PhD students. For the Fall 2022 master's degree cohort, UMCP retained or graduated 87% of all students. The Fall 2015 doctorate cohort achieved a 73% 10-year completion rate, the second year in a row it has been above 70%. For FY24 PhD graduates, the median time-to-degree was 5.7 years. In FY25, the Graduate School provided \$12.8 million to recruit, retain, and promote graduate student success. The Graduate School also awarded \$390,000 to faculty for research projects that involved graduate students.

STEM Production. UMCP has seen continued growth in STEM fields, producing 5,192 STEM degrees in reporting year 2021 and 6,143 in reporting year 2025 (Objective 3.4). In particular, undergraduate enrollments continue to grow. In Fall 2022, UMCP launched new majors in Fermentation Science, Real Estate and the Built Environment, Technology and Information Design, and Social Data Science. Enrollment in Real Estate and the Built Environment increased from six students in Fall 2022 to 95 students in Fall 2024; Technology and Information Design

increased from 11 to 121 students, and Social Data Science doubled, from 27 to 57 students. Our most recently approved STEM major, Global Health, launched in Fall 2024 with 10 students. The Neuroscience major, created in 2020 to expand STEM degree choices, now serves more than 400 majors with 100 B.S. graduates in 2024. Beginning in Fall 2024, UMCP put more stringent enrollment controls on the computer science major (where undergraduate enrollment exceeds 4,100), similar to the approaches of other top-ranked undergraduate programs. Enrollment in other computing-related fields, such as the College of Information, is also on the rise, going from 995 undergraduate majors in Fall 2019 to 2,232 majors in Fall 2024.

State Plan - Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success.

UMCP is recognized by the Princeton Review and Entrepreneur magazine for its innovation and entrepreneurship ecosystem, ranked seventh in the country and fifth among public universities, achieving its tenth consecutive year in the top ten. As one example of this ecosystem, over 80 start-ups have been created from UMD research as of 2025 (Objective 3.1). UMCP ranked 17th for graduate entrepreneurship education and first in the mid-Atlantic for both undergraduate and graduate programs. These rankings reflect UMCP's campus-wide entrepreneurship ecosystem, focusing on a number of factors, which include academic offerings, mentorships, competitions, programs, centers, and faculty support. This section highlights some of UMCP's efforts around innovation to improve access and student success.

Innovation in Teaching and Learning. The Teaching and Learning Transformation Center (TLTC) promotes and supports innovative, inclusive, and effective strategies for teaching and learning. Last year, the TLTC provided professional development to 1,243 educators: 606 through synchronous workshops, 235 through asynchronous offerings, and 402 via department-requested sessions. About 250 instructors received individual consultations, and 134 faculty participated in learning communities. The TLTC is also deploying new analytical tools to support program planning, measure impact, and monitor educational effectiveness.

UMCP launched the Teaching Innovation Grants in 2020. In the 2023-24 cycle, the program funded 24 projects across over 35 courses with \$2 million, impacting over 6,000 students through cutting-edge educational technology, including AI, machine learning, gamification, and immersive learning environments to create affordable, experiential learning opportunities. In 2025-26, 48 new grant projects totaling \$500,000 were awarded, with the potential to impact 5,100 student enrollments during the academic year. These most recent projects focus on inclusive and accessible teaching practices.

UMCP partnered with the Howard Hughes Medical Institute and 14 other institutions through a six-year, \$8.7 million shared grant to promote inclusive teaching practices in the natural sciences. Although funding was cut after year three, UMCP work continues with previously unspent funds. This work in the College of Mathematics and Natural Sciences facilitates faculty learning communities, gathering student input and analyzing teaching data to improve student success and support evidence-based educational practices.

Undergraduate Research. The Office of Undergraduate Research (OUR) was established in November 2023 to strengthen and expand research opportunities by advancing access for

students of all backgrounds and levels of experience. OUR oversees programs, services, courses, and events, including the established First-Year Innovation & Research Experience, the Immersive Research Internship Experience, and the Student Proposed Innovation & Research Experience. OUR will continue to develop resources that drive personal and professional outcomes for undergraduate research experiences, grow undergraduate research culture through collaborative adoption of shared values and best practices of undergraduate research engagement, and share curricular and pedagogical practices to foster innovative and inclusive teaching and learning through course-based undergraduate research engagement.

Teacher Education. Both undergraduate and Master's Certification Program (MCERT) student completers are expected to increase in the coming years, rising from 182 in reporting year 2025 to 211 in reporting year 2026 (Objective 3.5). The College of Education (EDUC) is creating new pathways and opportunities with school districts, community colleges, and cross-campus programs to increase enrollment in teacher education programs and respond to workforce needs. EDUC increased support of the Praxis exams, added an upper division certificate for the undergraduate program, and added a health education specialization to the MCERT program to begin by the 2026-27 school year. On average, EDUC hosts 40 recruitment events per semester, including with community colleges, Enrollment Management, and faculty and staff. EDUC also expanded the Creative Initiatives in Teacher Education (CITE) program. This program provides a pathway for conditional teachers in elementary classrooms to become eligible for licensure. With this improved model, CITE program completers will double in the next year. As there are several financial barriers to the teaching profession, EDUC continues to apply for funded research and awards, work with the Maryland State Department of Education and Maryland Higher Education Commission for additional funding, and seek donor-supported activities.

Response to the Commission's Questions

1. Given the complex needs of today's students, what innovative supports (academic, financial, mental health, basic needs) has your college found most effective in boosting student success? How might these be expanded or reimaged to support long-term degree completion goals?

UMCP has implemented a number of academic and non-academic supports to enhance student success. Within the TLTC, the Learning Success Team implemented innovative, high-impact supports to promote student success, including peer-led Guided Study Sessions and Math Success coaching, which together served over 6,300 unique students through over 28,000 visits. Complementary programs like academic coaching and interactive workshops help students build essential learning strategies, address impostor syndrome, and develop growth mindsets. To expand impact, we aim to scale peer programs, integrate basic needs support, and embed wellness and academic tools into both in-person and digital formats. These efforts foster academic resilience and are key to advancing long-term degree completion.

In particular, UMCP has focused on improving student outcomes and experiences in Fundamental Studies Math (FSM) courses through the Fundamental Studies Math Success Initiative. This campus-wide effort aims to support students in FSM courses that have been particularly challenging over the past few years. The initiative, launched in October 2024, helps to ensure accurate student placement in math courses, align course content and instructional practices, and provide accessible learning resources. To achieve its goals, the initiative integrates

various success features at both the departmental and course levels. At the department level, we are implementing a multiple-measures placement process for students; providing accessible face-to-face tutoring resources; ensuring conducive class spaces for learning; and using AI-powered course alignment tools. At the course level, efforts focus on creating more accessible course websites; offering retake resources and guidance; providing course-specific Virtual Tutors; and fostering instructor and course coordinator participation in FSM Learning Communities.

For graduate students, the Graduate Student Success Team within The Graduate School supports academic support programming (e.g., writing, oral communication, time management), career and professional development workshops, and wellness activities to support graduate students' academic and professional growth of UMCP's 10,500 graduate students. The team works with colleges and programs to support similar local activities that meet students where they are and encourage engagement with colleagues and program faculty.

2. In what ways has your institution changed (e.g., structures, policies, practices, or culture) as a result of pursuing the 55% completion goal? What lessons have you learned about sustaining institutional change over time?

UMCP prides itself on its strong graduation rates, as evidenced by our six-year graduation rate of 84% for all entering cohorts (first-time and transfer, full and part-time), as documented in the IPEDS Outcome Measures report. UMCP has made a priority of improving support for students' mental health and increasing institutional aid to Pell eligible students; new structures, policies, and practices related to these areas are highlighted below.

UMCP has invested in improving mental health for the campus community. We increased the number of clinicians in the Counseling Center by 68% over the last three years, with the addition of innovative, specialized crisis responders and college-embedded clinicians to enhance this benefit further. UMCP established an Initial Access Team to provide for quicker and more efficient access to care, which has reduced wait times and doubled the number of weekly initial assessments. A new initiative integrating primary care/behavioral health services in the Health Center, which receives 30,000 annual visits, is providing a stronger monitoring and safety net for students in distress. Informed by findings from UMCP's Mental Health Taskforce, we launched a new mental health website, a single stop for mental health and well-being resources.

UMCP continues to prioritize need-based financial aid to support our students with the greatest need. Many of our efforts have been described in the "Student Access" section earlier in this report. Our internally developed financial aid awarding policy offers need-based aid only to Maryland residents in order to prioritize our state's most promising and deserving students. This has the added benefit of allowing us to impact a large group in more meaningful ways. However, UMCP's annual institutional financial aid budget, one of the lowest among our Big Ten Conference peers, has been a barrier to yielding and retaining new and returning undergraduates. Even with the recently implemented Maryland Promise Program, which will result in a \$100 million endowment for need-based scholarships, FY24's largest single year need-based financial aid budget increase, up to \$20 million from the Terrapin Commitment program, low-income UMD students still have a substantial amount of remaining unmet financial need. This impacts our ability to enroll and retain low-income Maryland residents, particularly those who are Pell eligible. Securing additional funding for low income Maryland residents, particularly those who are Pell eligible, remains an institutional priority.

USM - University of Maryland, College Park Campus

MISSION

Achieving excellence in teaching, research, and public service within a supportive, respectful and inclusive environment is central to the mission and identity of the University of Maryland, College Park (UMD). As the flagship campus and a national leader in higher education, UMD strives to provide exceptional and affordable instruction for Maryland's most promising students, regardless of income. A pre-eminent locus of scholarship, the university builds and maintains a world class capacity in the sciences, arts, and humanities to support ground-breaking discoveries that address the most pressing global challenges and inspire the human imagination. As one of the country's first land-grant institutions, UMD uses its research, educational, cultural, and technological strengths in partnership with state, federal, private, and non-profit sectors to promote economic development and improve quality of life in the State of Maryland. Diversity amongst our students, faculty and staff is essential to this mission. Accordingly, ensuring equal educational opportunity; hiring and retaining a diverse and exceptional faculty and staff; recruiting and graduating talented students from traditionally underrepresented groups; and providing a supportive climate for their well-being are top institutional priorities.

VISION

The University of Maryland, College Park campus serves the citizens of the State by leading the ranks of the nation's premier public research universities. It is nationally and internationally recognized for the quality of its faculty and students, for its outstanding academic and research programs across the disciplines, for programs in the arts that are a national model of excellence and community involvement, and for outreach and service initiatives that are key resources for the well-being of the citizens of the State. UMCP provides the highest quality undergraduate education, noted for its breadth, depth and many special opportunities for students. Graduate education - the hallmark of a first-rate research university - includes, at UMCP, both professional and research degree programs overseen by a world class faculty whose interests span an extraordinary range of research and scholarship.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. Ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents

- Obj. 1.1** Maintain the current average need-based scholarship or grant award to full-time undergraduate students with financial need from base year 2025.
- Obj. 1.2** Maintain or decrease the current median cumulative federal student loan debt after graduation as reported in the College Scorecard from base year 2025.
- Obj. 1.3** Maintain the percent of full-time, first-time degree-seeking undergraduate students who are first generation college students from base year 2025.
- Obj. 1.4** Maintain the percent of full-time, first-time degree-seeking undergraduate students awarded Pell grants from base year 2025.
- Obj. 1.5** Maintain the percent of all undergraduate students who are first generation college students from base year 2025.
- Obj. 1.6** Maintain the percent of all undergraduate students who are awarded Pell grants from base year 2025.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Average need-based scholarship or grant awarded to full-time undergraduate students with financial need who were awarded aid	10919	11337	12559	14566	16152	16150	16150
Median cumulative federal loan debt of undergraduate borrowers	19500	19000	N/A	N/A	N/A	19000	19000
Percent of full-time, first-time degree-seeking undergraduates who	14.5%	15.5%	17.3%	17.0%	15.9%	15.9%	15.9%
Percent of full-time, first-time degree-seeking undergraduates awarded Pell grants	15.0%	15.0%	15.0%	16.0%	16.0%	16.0%	16.0%
Percent of all undergraduates who are first generation college	19.4%	19.3%	19.7%	20.0%	20.2%	20.2%	20.2%
Percent of all undergraduates awarded Pell grants	18.0%	18.0%	18.0%	19.0%	19.0%	19.0%	19.0%

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Goal 2. Promote and implement practices and policies that ensure student success.

- Obj. 2.1** Maintain the second-year retention rate of all UMCP students from base year 2025.
- Obj. 2.2** Maintain the second-year retention rate of first-generation college students from base year 2025.
- Obj. 2.3** Increase the four-year graduation rate for all UMCP students from base year 2025.
- Obj. 2.4** Increase the four-year graduation rate for first-generation college students from base year 2025.
- Obj. 2.5** Increase the six-year graduation rate for all UMCP students from base year 2025.
- Obj. 2.6** Increase the six-year graduation rate for first-generation college students from base year 2025.
- Obj. 2.7** Increase the six-year graduation rate for first-time freshmen Pell grant recipients from base year 2025.
- Obj. 2.8** Increase the percentage of transfer students who graduate from base year 2025.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Second-year freshman retention rate from UMCP: all students	95.4%	95.5%	94.8%	95.7%	96.2%	96.2%	96.2%
All first generation college students	93.4%	94.3%	91.8%	93.4%	95.2%	95.2%	95.2%
First-time freshman four-year graduation rate from UMCP: all	74.4%	75.8%	77.0%	77.6%	76.4%	76.5%	77.0%
All first generation college students	63.6%	64.2%	69.2%	66.9%	68.7%	69.0%	69.5%
First-time freshman six-year graduation rate from UMCP: all	87.1%	88.4%	89.0%	88.5%	88.6%	89.0%	89.5%
All first generation college students	84.0%	82.3%	82.4%	81.3%	83.9%	84.0%	84.5%
All Pell grant recipients	81.9%	84.3%	81.8%	82.9%	84.1%	84.5%	85.0%
New full-time undergraduate transfer 4-year graduation rate from UMCP: all students from UMCP (or another institution)	84.0%	84.0%	87.0%	85.0%	84.0%	84.5%	85.0%

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Goal 3. Promote the economic development of a knowledge-based economy in Maryland.

Obj. 3.1 Grow the number of start-ups created from UMD research from base year 2025.

Obj. 3.2 Maintain or increase the percentage of UMCP graduates who are placed one year after graduation, based on the Graduate Student Survey, from base year 2025.

Obj. 3.3 Maintain or increase the inflation-adjusted, annualized median wage for UMCP bachelors' degree recipients immediately after graduation, according to data from the MLDS Maryland College Labor Sector and Wage Explorer, from base year 2025.

Obj. 3.4 Maintain the number of UMCP degrees in STEM fields (science, technology, engineering, and math) from base year 2025.

Obj. 3.5 Maintain the number of UMCP teacher education program completers from base year 2025.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Cumulative number of startups created from UMD research	60.00	63.00	65.00	75.00	81.00	85.00	89.00
Percent of bachelor's degree recipients who are employed, accepted into a program of continuing education, participating in a volunteer or service program, serving in the US Armed Forces, or starting their own business	N/A	95%	96%	94%	91%	91%	91%
Inflation-adjusted, annualized median wage for UMCP graduates immediately after graduation, according to data from the MLDS Maryland Labor Sector and Wage Explorer	\$44,345	\$45,180	\$47,867	\$46,517	\$46,640	\$46,640	\$46,640
Number of UMCP STEM field degrees	5,192	5,239	5,399	5,447	6,143	6,143	6,143
Number of UMCP teacher education completers (including undergraduate, master's, post-baccalaureate/non-degree)	256	252	235	176	182	211	178

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Goal 4. Support the development of a high-quality faculty engaged in innovation and the advancement of research.

Obj. 4.1 Maintain total research and development (R&D) expenditures for UMCP and UMB reported by the National Science Foundation (NSF) Higher Education Research and Development (HERD) survey from base year 2025.

Obj. 4.2 Increase the total number of patents held by UMD researchers through UM Ventures from base year 2025.

Obj. 4.3 Increase the number of faculty elected into National Academies from base year 2025.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Total R&D expenditures, as reported by NSF (\$ millions)	\$ 1,103	\$ 1,142	\$ 1,228	\$ 1,385	\$ 1,540	\$ 1,540	\$ 1,540
Total number of patents held by UMD researchers through UM Ventures	813.00	865.00	915.00	982.00	1,046.00	1,090.00	1,130.00
Number of national academy members, defined as: National Academy (Engineering, Science, Medicine, Education, Public Administration, Inventors); American Academy of Arts and Sciences)	N/A	62.00	68.00	74.00	82.00	85.00	88.00

NOTES

UNIVERSITY OF MARYLAND EASTERN SHORE

2025 Institutional Managing for Results Report

Vision and Mission

The University of Maryland Eastern Shore (UMES) will be the preeminent public Historically Black University that is recognized for leadership in student-centered education, exceptional research, innovation, and inclusiveness.

As a public 1890 land-grant Historically Black University that embraces diversity, UMES is committed to serving first-generation and underserved students and providing educational, research, and community engagement opportunities to transform the lives of its students who will impact the state, region, and the world.

Institutional Assessment

UMES' strategic plan goals have guided the Managing for Results (MFR) effort over the course of AY 2024-2025. The agenda sets the course for progress and advancement in the following key areas, which are also supportive of the 2022 Maryland State Plan for Postsecondary Education's goals of student access, student success, and innovation. The key strategic plan areas include:

(1) Academic Excellence and Innovation (MFR objectives 4.1, 4.2)

As we review the progress of UMES over the past three years and the impact of the COVID-19 pandemic, UMES is privy to a surge and drop of student retention as an understandable result of the world's impact upon our current and potential student population. From 2021 through 2024, the 1st to 2nd year retention rates illustrated a slight drop from 71% to 67%; respectively. During this period the Fall cohort size went from 443 to 762; respectively as well. Therefore, with a 42% increase in Fall cohort students; the institution experienced only a slight 4% retention rate drop. This speaks well toward the myriads of efforts the faculty, staff, and administration have performed to provide a safe and secure environment conducive to learning.

Also, during the Fall 2021 and 2023 retention period, UMES experienced a 1st to 3rd retention rate of 56% and 40%; respectively. UMES reflects upon this period of time as a fiscal reset for the students and the institution as these marks the ending of the financial support provided by the Federal Government and UMES. It is well understood that the financial impact of the pandemic has forever changed the lives and perspectives of the students and their prioritization of education.

UMES constantly assesses its completer's performance along with its respective graduation rates. As we assess our performance, the 4-year graduation rate from the Fall 2021 cohort is 21%. This has been an increase of 4% over the past year. The current 6-year graduation rate from the Fall 2019 cohort remains at 35%. UMES' commitment to educating and graduating students is the very first Strategic Plan Priority being addressed.

(2) Access, Affordability, and Achievement (MFR objective 2.1, 2.3, 2.4)

The number of first-generation freshmen experienced an increase of 1% from 44% to 45%. The distance education student enrollment has significantly increased from 1,334 to 2,312. This is an almost 73% increase in student population. UMES has accomplished this by introducing two 8-week online parts of term per semester that have several academic programs that have an emphasis on online education. UMES continues to promote an alternative educational method for those students that are outside the physical radius of our on-campus offerings. The off-campus student enrollment has seen an increase from Fall 2024 to Fall 2025 of ~36% from 197 to 269 students.

(3) Workforce and Economic Development (MFR objective 3.1, 3.2, 3.3)

As a component of UMES' workforce plan, the number of teacher program completers has been a metric of great pride. The percentage of graduates that have completed the PRAXIS II has constantly remained at 100%. UMES understands the critical resource need for teachers in our current society and feels confident that we will continue producing successful completers to fill this gap. UMES plans to align itself with the USM "Next Steps", to work with faculty and leaders in its teacher education programs, as well as other local stakeholder groups, to further identify roadblocks to teacher recruitment and training. UMES plans to also increase the number of completers with double major complementing the education degree.

UMES also plans to increase the overall number of baccalaureate degrees annually with an additional plan to increase completers of STEM (Science, Technology, Engineering, and Mathematics) and healthcare related fields. The healthcare fields are currently in the areas of Kinesiology, Pharmaceutical Sciences, Pharmacy, Physical Therapy, Physician Assistant, Rural Health Disparities and Social Inequities, and Rehabilitation Services and this spans the levels of bachelor's to doctorate degrees.

(4) Research and Community Engagement (MFR Objectives 5.1, 5.2)

As UMES continually strives to provide an environment for student and faculty success, an institutional challenge has been to work towards the Carnegie level Research 1 designation while maintaining our current Carnegie level Research 2 designation. UMES is continually raising funds with a new \$60 million Capital Campaign which is the largest campaign in UMES history. UMES plans to utilize some of the private donations to allow students without sufficient resources the ability to attend through completion to a worthwhile career, as articulated by President Anderson. The fundraising goal was \$3 million dollars and over \$4 million has been received.

(5) Diversity, Equity, and Inclusion (MFR Objectives 2.2)

UMES continues to have a very diverse student and faculty population. Fall 2024 enrollment included ~68% African American, ~13% White, ~5% two or more races, ~3% Hispanic, ~3% International, ~3% Asian, ≤ 1% Naive American, ≤ 1% Native Hawaiian, and ~4% unknown.

Similarly, the faculty is 35% African American, 30% White, 16% International, 14% Asian, 5% Hispanic, $\leq 1\%$ Native American, $\leq 1\%$ Native Hawaiian/Pacific Islander, and $\leq 1\%$ unknown. UMES currently has created training for faculty and staff in delivering content and information on various platforms and formats to ensure equal and meaningful access while also creating a pedagogy academy.

ADDENDUM

Response to the Commission's Prompts

As Maryland looks beyond its 2025 55% completion goal, this year, please respond to two prompts regarding the lessons learned and experiences gained through your work toward the 2025 completion goal.

- 1. Given the complex needs of today's students, what innovative support (academic, financial, mental health, basic needs) has your college found most effective in boosting student success? How might these be expanded or reimaged to support long-term degree completion goals?**

UMES recognizes that today's student faces extremely complex and very real challenges that may have seemed as outlandish only a few years ago. Some of our students face multiple challenges including financial, mental health, and even housing needs. UMES has implemented several strategies to help students excel as noted below:

- a) Increase contact and support between the students and the academic advisors with supportive campaigns to prepare early for a successful tenure at UMES. These activities have been implemented through the Center for Access and Academic Success (CAAS) office.
- b) UMES has increased our touchpoints promoting proactive outreach (via faculty, advisors, and staff) to monitor progress more closely and intervene earlier. This has correlated with a 90% persistence rate from Fall 2024 to Spring 2025.
- c) UMES has revised the dismissal policy to better support students making progress, allowing flexibility rather than strict exclusion. The result has been a drop in dismissals from 191 by Spring 2023 to 9 in Spring 2024. These alternatives measures promote students' continued progress without the absolute derailment along their path to academic completion.
- d) UMES has increased student academic performance monitoring by implementing and promoting training with the Starfish online application. This application allows the faculty to note and address issues that arise within a student's progress within the classroom but more importantly; this online application allows others, both faculty and advisors, to see any correlations in a single place. These correlations that may otherwise have been overlooked since they are normally independent of the other.

The long-term expansion to support degree completion has been a long-standing area of improvement at UMES. The most recent implementations have been expanded and will continue to be evaluated and re-evaluated as time progresses. UMES has done the following:

- a) UMES has recognized that the most basic needs of our students must be more visible to the students. The support also has increased for food pantry, emergency aid, housing support, and mental health counseling.

- b) UMES is offering small emergency grants (e.g. for transportation, textbooks, unexpected costs) that don't require complicated applications are done in a more discrete manner.
- c) As noted above, the Starfish application is the desire tool for providing predictive measures that support student growth. This tool will be continually promoted toward a more comprehensive view of the student from a holistic perspective.
- d) UMES promotes a consistent 15-credit semester each semester, pairing it with incentives (e.g. reduced fees, priority registration, or scholarship bonuses) to push more students into full-time progression.

2. In what ways has your institution changed (e.g., structures, policies, practices, or culture) as a result of pursuing the 55% completion goal? What lessons have you learned about sustaining institutional change over time?"

As a result of pursuing the 55% completion goal, UMES has made several advances and changes:

- a) UMES has implemented a data-driven focus towards increasing the retention and graduation rates by proactively addressing the student's performance records and that span from their academic to their student affairs records.
- b) The UMES strategic plan has a focus on persistence, retention and on-time graduation while also focusing upon the creation of strong citizenship.
- c) UMES has increased our investment in merit scholarships, particularly in STEM, alongside maintaining need-based aid, to attract and retain high performing students.

The lessons learned regarding sustaining institutional change over time have involved several aspects of UMES.

- a) The leadership "buy-in" is essential towards the successful implementation of our projects while also reaffirming the institutional priorities and ability to allocate resources.
- b) Incremental wins build momentum. The execution of activities that provide a demonstrative level of success helps to build trust and buy-in across the campus and creates a pathway towards more robust activities.
- c) Data-driven decision-making should also come with action. The process of collecting data should also lead to dashboards, alerts, and workflows to produce an actionable activity with a targeted goal.

Here at UMES, the goal is for *all* students to "*Soar Above and Beyond.*"

USM - University of Maryland Eastern Shore

MISSION

The University of Maryland Eastern Shore (UMES), the State's Historically Black 1890 Land-Grant institution, has its purpose and uniqueness grounded in distinctive learning, discovery, and engagement opportunities in the arts and sciences, education, technology, engineering, agriculture, business, and health professions. UMES is a student-centered, doctoral research degree-granting university known for its nationally accredited undergraduate and graduate programs, applied research, and highly valued graduates. UMES provides individuals, including first-generation college students, access to a holistic learning environment that fosters multicultural diversity, academic success, and intellectual and social growth. UMES prepares graduates to address challenges in a global knowledge-based economy, while maintaining its commitment to meeting the workforce and economic development needs of the Eastern Shore, the State, the nation, and the world.

VISION

UMES will strategically maintain its doctoral research university classification and serve as a national model for producing globally competent citizenry in the 21st century by: (i) providing access to high quality, values-based educational experiences, especially to individuals who are first generation college students of all races, while emphasizing multicultural diversity and international perspectives; (ii) recruiting and retaining outstanding students, faculty, and staff who will learn, work and conduct world class research and development engagements that address the challenges of the future; and (iii) creating a culture to develop a systematic approach to successfully close the student achievement gap.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. Sustain, design, and implement quality undergraduate and graduate academic programs to meet the challenges of a highly competitive and global workforce.

Obj. 1.1 Maintain a minimum passing rate on the Praxis II of 95 percent.

Obj. 1.2 Increase the percentage of students expressing satisfaction with job preparation from 77 percent in 2017 to 90 percent in 2024.

Obj. 1.3 Maintain the percentage of students expressing satisfaction with graduate/professional school preparation at a minimum of 90 percent in 2024.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Percentage of undergraduate students who completed teacher training and passed Praxis II	100%	100%	100%	100%	100%	100%	100%

Goal 2. Promote and sustain access to higher education for a diverse student population.

Obj. 2.1 Maintain the percentage of first generation students at a minimum of 40 percent through 2024.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Total undergraduate enrollment	2,277	2,081	2,178	2,466	2,399	2,459	2,531
Percentage of first-generation students enrolled	44%	43%	42%	44%	45%	43%	41%

USM - University of Maryland Eastern Shore

Obj. 2.3 Increase the number of students enrolled in courses using distance education technology from 1,700 in 2019 to 3,000 in 2024.

Obj. 2.4 Increase the number of students enrolled in courses at off-campus sites from 269 in 2019 to 350 in 2024.

Obj. 2.5 Maintain enrollment of economically disadvantaged students at a minimum of 43 percent through 2024.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Number of students enrolled in distance education courses	1,097	894	1,018	1,334	2,312	2,381	2,440
Number of students enrolled in courses at off-campus sites	111	156	166	197	269	275	283
Percent of economically disadvantaged students	58%	58%	51%	57%	57%	53%	53%

Goal 3. Enhance quality of life in Maryland in areas of critical need to facilitate sustainable domestic and international economic development.

Obj. 3.1 Increase the total number of teacher education graduates from 15 per year in 2019 to 30 per year in 2024.

Obj. 3.2 Increase the number of students completing all teacher education programs from 7 in 2019 to 15 in 2024.

Obj. 3.3 Increase the total number of STEM (science, technology, engineering, mathematics) graduates from 166 in 2019 to 190 in 2024.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Undergraduates enrolled in teacher education programs	34	27	28	34	31	28	27
Students who completed all teacher education programs	29	32	26	32	33	30	28
Number of graduates of STEM programs	145	127	130	85	87	91	94

Goal 4. Redesign and sustain administrative systems to accelerate learning, inquiry, and engagement.

Obj. 4.1 Increase the second-year retention rate for all UMES students from 66 percent in 2019 to 80 percent in 2024.

Obj. 4.2 Increase the six-year graduation rate for all UMES students from 46 percent in 2019 to 50 percent in 2024.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Second-year retention rates at UMES (or another public university in Maryland) for all students	73%	61%	71%	62%	67%	70%	70%
Six-year graduation rate from UMES (or another public university in Maryland) for all students	43%	41%	37%	35%	34%	35%	37%

USM - University of Maryland Eastern Shore

Goal 5. Efficiently and effectively manage University resources and pursue public/private funds to support the enterprise.

Obj. 5.1 Raise \$2 million annually through 2024.

Obj. 5.2 Maintain a minimum of 1 percent efficiency on operating budget savings (e.g., rate of operating budget savings achieved through efficiency measures) through 2024.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Campaign funds raised (\$ millions)	\$4.4	\$9.2	\$3.2	\$4.0	\$3.8	\$3.5	\$3.0
Percentage rate of operating budget savings	1.0%	1.0%	1.0%	1.0%	1.0%	1.0%	1.0%

University of Maryland Global Campus 2025 Institutional Performance Accountability Report Managing for Results

Mission

The mission of University of Maryland Global Campus (UMGC) is to inspire hope, empower dreams, and transform lives, one student at a time. We accomplish this by:

- Operating as Maryland's open university, serving working adults, military servicemen and servicewomen and their families, and veterans who reside in Maryland, across the United States, and around the world.
- Providing our students with affordable, open access to valued, quality higher education.
- Serving as a recognized leader in career-relevant education, embracing innovation and change aligned with our purpose, and sharing our perspectives and expertise.

Institutional Assessment

UMGC's mission is carried out through institutional goals and strategies designed to continually improve the institution's framework and the student learning experience. UMGC is committed to meeting the goals of access, success, and innovation in the 2022 State Plan for Higher Education as well as its Managing for Results (MFR) goals listed below:

MFR Goal 1: create and maintain a well-educated workforce,
MFR Goal 2: increase access for economically disadvantaged and minority students,
MFR Goal 3: maximize the efficient and effective use of State resources, and
MFR Goal 4: broaden access to educational opportunities through online education.

Accountability Goals, Objectives, and Performance Measures

State Goal 1: Access

As per the Maryland State Plan, this goal is to *ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents*. UMGC supports this goal through its MFR goal 4.

MFR Objective 4.2: Maintain undergraduate tuition for Maryland residents at an affordable level.

- In FY25 UMGC maintained both in-state undergraduate and graduate tuition rates by the approved 2%; all other UMGC tuition rates remained the same. These 2% increases still represent rates that are below market for UMGC's competitive set and will not require additional strategies to maintain enrollment levels.
- UMGC has maintained out-of-state rates as these are already at market rates. We believe that any increase to out-of-state tuition could negatively impact enrollment.

UMGC has launched several initiatives aimed at advancing equitable access to affordable, high-quality postsecondary education for all Maryland residents. Key examples include:

- In 2024, UMG's School of Cybersecurity and Information Technology (CIT) launched an undergraduate certificate in Artificial Intelligence Foundations, laying the groundwork for the new bachelor's degree in Artificial Intelligence that launched in Fall 2025. This program is designed to equip students with versatile skills applicable across a wide range of industries, including business, management, cybersecurity, information technology, healthcare, criminal justice, social sciences, and natural sciences.
- Also debuting in Fall 2025 are several new academic offerings: bachelor's degrees in Sustainable Value Chain and Business Administration and Management, along with two specialized certificates in high-demand fields—Teaching Cybersecurity (graduate level) and Drones and Autonomous Systems (undergraduate level). These programs reflect UMG's commitment to aligning educational pathways with evolving workforce needs.
- In Spring 2025, UMG joined 24 other public and state-aided institutions across Maryland in a statewide initiative—the Maryland Transfer Student Success Intensive (MDTI)—aimed at strengthening transfer pathways between community colleges and four-year institutions. The initiative, led by the Maryland Higher Education Commission (MHEC) in collaboration with the Aspen Institute College Excellence Program, seeks to significantly improve bachelor's degree attainment among transfer students. UMG, Cecil College, Frederick Community College, and Harford Community College are partners in co-developing and implementing targeted strategies that reimagine and improve their transfer pathways.

State Goal 2: Success

As per the Maryland State Plan, this goal is to *promote and implement practices and policies that will ensure student success*. UMG supports this goal through MFR goal 1.

The specific objectives established to meet this MFR goal are referenced below. UMG exceeds each of these objectives.

MFR Objective 1.2: Maintain the number of students enrolled in STEM (science, technology, engineering, and mathematics) programs at 12,526.

- In FY25, the number of undergraduate students enrolled in STEM programs totaled 16,510, which is approximately 32% above the target set in MFR Objective 1.2. In FY24, the total number of STEM bachelor's degree recipients totaled 3,976, an increase of approximately 17% over the prior fiscal year.

MFR Objective 1.3: Maintain the number of enrollments/registrations in courses delivered off campus or through distance education worldwide at the level of 322,107.

- In FY25, enrollment in courses delivered off campus or through distance education worldwide totaled 389,764, an increase of approximately 8% over the prior fiscal year.

UMGC has implemented a range of initiatives aimed at advancing student success through the promotion and adoption of effective practices and policies. Notable examples include:

- From July 9 to August 5, 2025, UMGc launched a global Summer Accelerated Session Pilot, offering students a condensed 4-week term designed to expand learning opportunities and support diverse educational goals. This initiative, part of UMGc's broader strategic growth efforts, provides greater flexibility to accommodate varying student learning preferences. The summer pilot builds on the success of the Stateside Winter Intersession, held from December 2024 through January 2025, further demonstrating UMGc's commitment to innovative and student-centered academic programming.

State Goal 3: Innovation

As per the Maryland State Plan, this goal is to *foster innovation in all aspects of Maryland higher education to improve access and student success*. UMGc supports this goal through MFR goal 4.

The specific objectives established to meet this MFR goal are referenced below. UMGc exceeds each of these objectives.

MFR Objective 4.1: Maintain the number of worldwide online enrollments at the level of 289,690 and maintain the percentage of classes taught online at the level of 85 percent.

- UMGc's worldwide online enrollments reached 367,966 in FY25, which is approximately 21% above the target set in MFR Objective 4.1.
- The percentage of UMGc classes taught online in FY 25 was 86%, which is approximately 1% above the target set in MFR objective 4.1.

UMGC has invested in several initiatives that have contributed to the goal of fostering innovation within Maryland higher education. Examples of these include:

- A pioneer in flexible education for working adults and military-affiliated learners, UMGc launched a digital community platform in partnership with InScribe to foster stronger engagement among its geographically dispersed student population. Recognizing that many students juggle academics alongside work, family, and other responsibilities, the platform was designed to promote peer-to-peer connection and academic support. Early indicators point to encouraging gains in course success, persistence, and overall achievement, though continued evaluation will be essential to understanding long-term impact. This initiative reflects UMGc's ongoing commitment to innovation, inclusivity, and student success in the dynamic landscape of online education.

- UMGC is strategically integrating AI across its global community—from teaching and learning to student support, advising, operations, and workforce development. By blending foundational knowledge with practical, career-ready skills, UMGC is driving innovation in both efficiency and workforce value. This balanced approach ensures graduates are not only AI-literate but also equipped to lead in an increasingly dynamic digital economy.
- The Comprehensive Learner Record (CLR) initiative launched in 2021 to develop a holistic record of student learning. The CLR captures a broad spectrum of knowledge, competencies, and skills gained throughout a student's academic journey. This initiative enriches the recording of accomplishments, offering a multi-dimensional view of student achievements and demonstrating UMGC's commitment to an integrated, skills-forward education approach. Since its inception, the CLR pilot has successfully awarded 6,000 CLRs, with a 70% claim rate and a 10% share rate on social media. In 2025, UMGC implemented a new CLR powered by Territorium for select programs and will eventually centralize all other programs to this new platform.
- UMGC has been selected as one of only four institutions nationwide to participate in Generation Hope's FamilyU Cohort—a two-year initiative aimed at addressing the unique challenges faced by students who are also parents ("student parents"). Through this collaboration, participating institutions will evaluate and revise institutional policies, enhance systems for tracking student parent enrollment and outcomes, provide targeted training for faculty and staff, and foster a campus culture that is inclusive and supportive of students with children. UMGC's involvement reflects its longstanding commitment to adult learners and its leadership in developing innovative strategies to promote student success. The goals of the FamilyU initiative—to increase enrollment, improve academic persistence, and boost graduation rates among student parents—align with UMGC's mission and values.

UMGC's Responses to the 2025 Performance Accountability Report Prompts

1. **Given the complex needs of today's students, what innovative supports (academic, financial, mental health, basic needs) has your college found most effective in boosting student success? How might these be expanded or reimaged to support long-term degree completion goals?**
 - As part of UMGC's ongoing commitment to access and affordability as an open university within the University System of Maryland (USM), institutional aid is strategically used to expand pathways to higher education. Institutional grants are awarded to both new and returning students who file the FAFSA and demonstrate financial need. These financial aid awards have shown a meaningful impact on student retention. Additionally, emergency assistance is available through the SAFER program, which has also demonstrated a positive effect on student persistence and success.
 - For the past three fiscal years, UMGC has received \$2,551,209 from USM, which funds the Maryland Resident Success Grant. Data continue to demonstrate that students in all

categories receive institutional funding, retain and graduate at higher levels than those without.

- UMGC has created a First Year Experience (FYE) model that coaches students to take a sequence of courses that scaffolds academic skills, encourages continuous enrollment, accounts for adult learners' life demands, which together leads to better outcomes.
- To provide more targeted support to new and high-risk students, UMGC has implemented the Hypercare Program. This effort allows Success Coaches to rapidly identify students at risk of dropping courses or earning poor course outcomes, as well as those with immediate non-academic needs, enabling them to conduct timely outreach and work to resolve the student need, minimizing negative adverse impacts to students.
- UMGC's Global Academic and Learning Enterprise Department (GALE; formerly Academic Affairs) also started the process of simplifying the term structure, so that all programs would follow a 3-term (3T) structure (eliminating the 4-term [4T] additional structure). Seven programs have now been transitioned from 4T to 3T with two remaining programs (Transformational Leadership Program/TLP and Acquisition and Contract Management/ACM) to be added.
- In FY25, UMGC established two new teams—Student Resolution Services (SRS) and the Faculty Affairs and Scheduling Team (FAST)—as part of its continued focus on enhancing student success. SRS provides resources and guidance to help resolve conflicts, promote accountability, and ensure fair, restorative processes for all learners. Meanwhile, FAST was created to strengthen faculty support and training, contributing to a more dynamic and resilient instructional ecosystem.
- The Summer and Winter intersessions were implemented to provide additional options for our global student community, military learners in particular, to continue their degree by taking courses offered in a 4-week format.
- In 2025, updates to the classroom were implemented to improve the user experience by simplifying navigation and to add consistency across courses.

2. In what ways has your institution changed (e.g., structures, policies, practices, or culture) as a result of pursuing the 55% completion goal? What lessons have you learned about sustaining institutional change over time?

- In collaboration with several of the university's global units, the Center for Institutional Effectiveness (CIE) has developed a Product Performance Health framework designed to evaluate student success data, identify challenges, and implement targeted strategies to improve completion rates and enhance the overall learner experience.
- Student Affairs recently adopted a new set of Key performance Indicators (KPIs) that align directly with UMGC academic metrics and definitions, to ensure consistent and focused efforts to support our students to be successful. These include Persistence, Retention, Course Success, Graduation Rates, Student Satisfaction.
- A skills-forward approach is a cornerstone of our strategic plan, guiding curriculum development across the university. The GALE team has begun integrating skills into

all programs undergoing revision. Currently, 16 programs include clearly defined skills that empower learners to articulate their capabilities to employers. By Fall 2026, another 19 programs are scheduled to be reviewed and refreshed.

- UMGC recently streamlined its Student Resolutions team, centralizing operations to deliver more consistent and timely support for learners. This reorganization has led to faster response times and an improved overall student user experience.

USM - University of Maryland Global Campus

MISSION

The mission of University of Maryland Global Campus (UMGC) is to inspire hope, empower dreams, and transform lives . . . one student at a time. We accomplish this by operating as Maryland's open university, serving working adults, military servicemembers and their families, and veterans who reside in Maryland, across the United States, and around the world, providing our students with affordable, open access to valued, quality higher education, and serving as a recognized leader in career-relevant education, embracing innovation and change aligned with our purpose, and sharing our perspectives and expertise.

VISION

UMGC aspires to be the school of choice for adults and business because we are learner-centric, data-driven, and skills-based.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. Create and maintain a well-educated workforce.

Obj. 1.1 Maintain the number of students enrolled in STEM (science, technology, engineering, and mathematics) programs at the level of 15,544.

Obj. 1.2 Maintain the number of enrollments/registrations in courses delivered off campus or through distance education at the level of 359,341.

Obj. 1.3 Maintain or increase the level of student satisfaction with education received for employment.

Obj. 1.4 Maintain or increase the level of student satisfaction with education received for graduate school.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Total undergraduate enrollment	47,080	45,100	46,734	50,793	52,187	TBD	TBD
Total bachelor's degree recipients	7,637	7,904	7,843	8,400	9,767	TBD	TBD
Number of undergraduates enrolled in STEM programs	13,496	13,244	13,614	15,544	16,510	TBD	TBD
Number of baccalaureate graduates of STEM programs	2,855	3,029	2,928	3,299	3,976	TBD	TBD
Number of worldwide off-campus and distance education enrollments/registrations	347,050	328,185	330,785	359,341	389,764	TBD	TBD

Goal 2. Increase access for economically disadvantaged and minority students.

Obj. 2.1 Maintain or increase the percentage of economically disadvantaged students at 45 percent or greater between fiscal year 2025 and fiscal year 2029.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Percent economically disadvantaged students	46%	46%	45%	47%	49%	TBD	TBD

USM - University of Maryland Global Campus

Goal 3. Maximize the efficient and effective use of State resources.

Obj. 3.1 Maintain current annual rate of operating budget savings achieved through efficiency and cost containment measures at two percent.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Percent of operating budget savings achieved through efficiency and cost containment measures	2%	2%	2%	2%	2%	TBD	TBD

Goal 4. Broaden access to educational opportunities through online education.

Obj. 4.1 Maintain the number of worldwide online enrollments at the level of 337,572, and maintain the percent of classes taught online at the level of 85 percent.

Obj. 4.2 Maintain undergraduate tuition for Maryland residents at an affordable level.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Number of worldwide online enrollments	312,123	305,402	311,745	337,572	367,966	TBD	TBD
Percentage of courses taught online	78%	84%	85%	85%	86%	TBD	TBD
Undergraduate resident tuition rate per credit hour	\$300	\$306	\$312	\$318	\$324	TBD	TBD
Percent increase from previous year	0%	2%	2%	2%	2%	#VALUE!	#VALUE!

Morgan State University

August 2025

Performance Accountability Narrative

Mission

Morgan State University serves the community, region, state, nation, and world as an intellectual and creative resource by supporting, empowering, and preparing high-quality, diverse graduates to lead the world. The University offers innovative, inclusive, and distinctive educational experiences to a broad cross section of the population in a comprehensive range of disciplines at the baccalaureate, master's, doctoral, and professional degree levels. Through collaborative pursuits, scholarly research, creative endeavors, and dedicated public service, the University gives significant priority to addressing societal problems, particularly those prevalent in urban communities.

Morgan State University is, by legislative statute, Maryland's Preeminent Public Urban Research University. The goals and objectives in this Performance Accountability Report reflect the legislatively mandated mission, the six goals of the University's Board of Regents approved ten-year strategic plan entitled, *Transformation Morgan: Leading the Future: Strategic Goals 2021–2030*, as well as how our strategic goals and objectives align with the 2022 State Plan for Higher Education

Institutional Assessment

Goal 1: Enhancing Student Success and Well-Being

Morgan strives to create an educational environment that enhances student success by offering new academic programs and holistic co-curricular activities in a welcoming, diverse and inclusive campus community.

For the fall 2018 cohort, the most recent year that MHEC has data, 42% of those students graduated from Morgan State University or other four-year institutions in Maryland within six years. For African American freshmen, the six-year graduation rate is 42%. The graduation rate of the university is higher than the 28% six-year rate predicted based on national data (i.e., UCLA Higher Education Research Institute); however, the university's goal is to increase the six-year graduation rate to 60% by 2030.

For the fall 2023 cohort, the most recent year that MHEC has data, MHEC has reported our first to second year retention rate as 67% overall and 67% for African American students. The University would like to point out that the MHEC rates are based on students' Social Security Numbers, which do not take into account students who did not provide their Social Security number because they do not use federal financial aid, students who do not have a Social Security number, or students whose Social Security numbers may have changed from the past year due to data entry errors. Using campus student identification numbers, the retention rate for the fall 2023 cohort was 73% and was 74% for African American students.

Morgan State University has a well-established approach to enhancing student success which directly supports the Maryland state-wide goals of increasing student access and success. Initiatives include: a six-week summer bridge program for students with demonstrated potential but whose SAT scores and/or high school GPA do not meet the University's criteria for admission (CASA Academy); a summer bridge program for incoming freshmen majoring in Engineering (PACE) designed to increase their likelihood of successful and timely degree completion; an early alert and response system for faculty to alert students and advisors to students showing signs of being in jeopardy (EAB Navigate); Degree Works, the University's degree auditing system; and a Tutoring Center that offers one-on-one in-person and virtual peer tutoring. Understanding, however, the need for continuous improvement, especially in addressing the needs of the post-pandemic generation, the University continues to enhance its student success efforts.

The Enrollment Management and Student Success division has continued with a 6th year of EAB Metrics Mapping. EAB Metrics Mapping utilizes the Advanced Search Filter, Saved Searches, Watch Lists, and Messaging in EAB Navigate to identify, contact, and monitor students in specific subgroups such as students with low GPAs or students who are eligible for specific scholarships. One of our signature innovations is the Reclamation Project, in which we invite students back who left the University in good academic standing (2.0 GPA or better) and earned at least 90 credits to return in their 5th or 6th academic year to finish Morgan "on-time" in six consecutive years or less.

Another best practice is that all first-year freshman students at Morgan are advised by professional staff from the Center for Academic Success and Achievement (CASA) and the Office of Student Success and Retention (OSSR). Holds are placed on every first-year student's account preventing them from making changes to their course schedule without consulting with an academic advisor first. Once first-year students have earned at least 24 credits with a 2.0 minimum cumulative GPA and a declared major, they are reassigned to their departmental/faculty advisor for the balance of their matriculation. All of the notes from first-year advising meetings are saved in EAB Navigate for faculty advisors to refer back to in subsequent advising meetings. Every student has an online advising folder through EAB Navigate.

Morgan State University continues to provide higher education access to a segment of the population which faces financial constraints and challenges which impact our retention and graduation rates. Sixty-two percent of our undergraduates are Pell recipients. However, Pell grants only cover about a third of the cost of attendance for an in-state student. The six-year graduation rate for Pell recipients was 37% in 2025. We continue to work on enhancing our wraparound services to increase the success rates of our Pell students, and indeed of all our students. Such services implemented in recent years include implementing EAB Navigate, the student success management system; utilizing Lumina Foundation's Beyond Financial Aid toolkit to provide students with information about resources that they may find useful in providing supplemental financial and social support; establishing the Growing the Future student emergency fund in 2020; and organizing a Food Resource Center to provide free, nutritious food to students. Currently, the University is working with the National Institute for Student Success (NISS) at Georgia State to decrease the achievement gap between our Pell and non-Pell students through a multi-pronged approach.

Beginning in 2020, out of concern for the unknown consequences of the COVID-19 pandemic on enrollment, several rounds of emails to students were added to the withdrawal process for students who request to withdraw from their classes. Morgan was able to help a good number of students to stay enrolled because of the changes to the withdrawal process; the new process will continue indefinitely.

While our updated strategic plan is to increase enrollment to 10,000 by fall 2030, we achieved this milestone in fall 2024 with a record enrollment of 10,739. Additional enrollment growth beyond the strategic plan objective is expected via the new College of Interdisciplinary and Continuing Studies which houses 18 programs from the bachelor's degree through the doctoral degree that are geared towards adult learners with some college credits who need pathways to earn their degrees. The mission of this new college ties directly to Priority 6, identifying and supporting near completer students, of the Maryland 2022 State Plan for Higher Education.

Our objective to increase the number of undergraduates in research aligns with the State Plan goal of supporting innovative methods to support student access and success. The Association of American Colleges and Universities counts undergraduate research experience as a high impact practice that leads to increased student engagement, retention, and success. An Office of Undergraduate Research has been established to lead this effort. As the University continues to recover from the COVID 19 pandemic, we expect that the number of undergraduates participating in research will reach and surpass the pre-pandemic numbers.

Another component of our goal of Student Success is to add to the racial and ethnic diversity of the student body. Currently, 7.0% of our student body are members of other racial/ethnic groups.

Morgan State University continues to expand services for transfer students. The newly restructured Office of Transfer Initiatives (OTI) has launched a process that allows students/advisors transparency in tracking the status of their transfer credit evaluation and has reduced the turnaround in transcript evaluation from 20+ business days to 5 business days. OTI has also hired an in-house advisor to support transfer students in addition to their School Transfer Coordinator; redesigned the online orientation and onboarding module for new transfer students and sponsored in-person New Transfer Student Welcome Days; and sponsored Welcome activities and engagements throughout the semester, including the celebration of National Transfer Student Week. The University also signed the Degrees to Succeed partnership with the Community College of Baltimore County, a dual admission program providing a streamlined admission and evaluation process. Additionally, we've implemented a transfer student portal that allows prospective students wishing to transfer to Morgan to review coursework that has already been articulated to see its applicability and submit new courses for review before applying to MSU. These initiatives are aligned to Priority 6, address challenges faced by transfer students, of the 2022 State Plan for Higher Education.

The Office of Undergraduate Admission and Recruitment (OUAR) has expanded its recruitment efforts in out-of-state territories and modified its in-state recruitment philosophy to position the University to continue its enrollment growth. The percentage of applicants from Maryland urban districts out of all Maryland applicants has averaged 80% for the past six years.

Morgan State University continues to generate strategies to increase student enrollment and retention in the STEM fields. For the academic year 2024-2025, 287 bachelor's degrees were awarded in the STEM fields, including our first bachelor's degrees awarded in Mechatronics Engineering (n=3). Two initiatives with Google and Intel provide our STEM students with opportunities to work with these leading innovators in technology.

For the past several years, Morgan State University has continued to rate well in relation to its outcome quality indicators. Recent data from the Maryland Longitudinal Data System (MLDS) indicates that on average 48% of our bachelor's degree recipients after one year of graduation are included in the state workforce data available through MLDS. Morgan State University's undergraduate alumni continue to express their satisfaction with the way in which the University has prepared them for careers with 64% rating job preparation as good or excellent. Additionally, Morgan State University's undergraduate alumni continue to express their satisfaction with the way in which the University has prepared them for advanced degree programs with 73% of those attending graduate school rating preparation for advanced study as good or excellent. Undergraduate students at Morgan State University have continued their studies in graduate school or first professional degree programs. Based on survey and National Student Clearinghouse results, graduate or professional school going rate has averaged 25% for the 2020-2025 period. Additionally, on average for the 2020-2025 period, 95% of employers expressed satisfaction with Morgan hires.

To support our student athletes, we have included a new objective to maintain a culture of academic achievement in athletics with at least 60% of student athletes earning a Grade Point Average of 3.0 or higher. Our current percentage of athletes at 3.0 or higher is 62%. In addition to academic support services available to all students, the Athletic Department also provides Study Halls for student athletes and the P.A.W.S. (Providing Athletes With Success Strategies) Program. P.A.W.S. is a "Life Skills" program designed to provide an optimum experience for every Morgan State student-athlete. P.A.W.S. focuses on the "total development" of the student athlete including academic, personal, career, service, and athletic development.

Goal 2: Implement Faculty Ascendancy and Staff Development Initiatives.

The University will implement a broad range of human resource development initiatives for the benefit of faculty and staff. These initiatives will facilitate the ascendancy of faculty to higher ranks and provide staff with progressive opportunities for professional development and merit-based promotions.

An engaged and highly qualified faculty and staff are essential to the accomplishment of our strategic goals and is aligned with Priority 5 of the State Plan to maintain a commitment to high quality postsecondary education in Maryland. Currently, the University has three endowed professors. To support faculty ascendancy, 11 Associate Professors were promoted to Professor during the academic year 2024-2025. The average number of Scholarly Publications for the past six years is 705. The average number of faculty and staff engaged in professional publications and creative activities for the past six years is 481.

Morgan State University's strategic plan delineates the University's objective to increase its online presence to better serve both traditional and non-traditional students. This objective ties directly to the Maryland 2022 State Plan for Higher Education goal of expanding access to quality higher

education in the state. The percentage of faculty and staff at Morgan engaged in training to teach online has increased from 14% to 29% during the 2020-2025 period. Additionally, the number of faculty and staff with online courses has increased from 69 to 161 during the same period.

Goal 3: Elevate Morgan's Status to R1 Very High Doctoral Research University

Over the next ten years, Morgan will emerge as an R1 doctoral research university fully engaged in basic and applied research and creative interdisciplinary inquiries undergirded and sustained through increased research grants and contracts.

In Fiscal Year 2025 (FY2025), MSU's research enterprise received \$104.4 million in new grants, cooperative agreements, and contracts. A portion of these awards are for research and development (R&D). While the FY2025 expenditures have not yet been finalized, we estimate that the R&D expenditures will be approximately \$68 million. The current Carnegie requirement for R-1 (a doctoral university with Very High Research Activity) is at least \$50M in research expenditures and 70 PhDs conferred. Both new awards and expenditures show remarkable increases over the corresponding numbers in FY2021 and years prior to that. The University awarded 93 research and scholarship doctorates in academic year 2024-2025. We are well on track to meet the Carnegie requirement of an average of 70 research doctorate degrees over the FY24, FY25, and FY26 period.

Additionally, to ensure that our research is impactful for Baltimore City, Maryland, and the nation, we have created several new research centers such as the Center for Equitable Artificial Intelligence and Machine Learning Systems, the Center for Urban Health Equity, the Center for Urban Violence and Crime Reduction, and the Center on Urban and Coastal Climate Science Research. The research conducted by these centers will enhance equity, reduce disparities, and save lives. The work of these research centers also supports Priority 8 of the Maryland State Plan for Higher Education which promotes the identification of innovative and emerging fields of study.

The University has increased its full-time Post-Doctoral Research staff from 49 in FY2020 to 101 in FY2025. Over the next few years, the University expects to hire 100 new tenure-track faculty.

Goal 4: Expand and Improve a Campus-Wide Infrastructure to Support Operational Excellence and Increase Overall Institutional Capacity

Morgan will advance new construction, capital improvement, deferred maintenance, and campus safety projects in keeping with the University's evolving master plan. The University will also implement an information technology plan to accommodate and optimize operational excellence in all aspects of its service delivery.

The Division of Institutional Advancement exists to advance the vision, mission and core values of Morgan State University. It also aims to foster a culture of philanthropy through strategic fundraising, communications and alumni engagement. Annual private and philanthropic fundraising results for fiscal year 2025 are estimated at \$18.1M, and the alumni participation rate was 11%. Results of our fund-raising efforts help support institutional financial aid for students. In FY2025, \$5.6 million in scholarships was awarded to 2, 600 students. This aid reduces out of pocket costs for students and helps keep the University as one of the most affordable four-year public institutions in Maryland.

The campus has made progress in reducing energy consumption. The average decrease of electrical usage for the past six years is 6%. The gas usage declined 14% in fiscal year 2025. This decline is mainly due to the ongoing implementation of an Energy Performance Contract which includes key natural gas usage reduction initiatives such as improved infrastructure. A plan was developed in fall 2021 to curtail gas usage and to continue to reduce the use of electricity campus wide.

Morgan State University advanced its infrastructure modernization efforts to support academic continuity, operational resilience, and improved user experience. The Division of Information Technology (DIT) expanded the cloud storage capacity to improve data accessibility, support academic research, and enhance disaster recovery capabilities. To further strengthen system reliability, 15 Uninterruptible Power Supply (UPS) units were replaced, with an additional 15 units scheduled for installation during summer 2025. These upgrades help safeguard critical systems during electrical power disruptions. Planning is also underway to upgrade the wireless network with next-generation Wi-Fi technology in the CBEIS building targeted for implementation by fall 2025.

Goal 5: Serve as the Premier Anchor Institution for Baltimore City and Beyond

Morgan will expand and deepen its role as a recognized anchor institution with broad social and economic impact. The University will engage community residents and officials in the application of knowledge and policy analyses derived from faculty and student research, an appropriate sharing of mutually beneficial resources and the deployment and utilization of University experts and professionals to address local and regional concerns in the areas of public education, housing, safety, employment and neighborhood revitalization. In this way, Morgan State University will serve as a dynamic epicenter dedicated to the generation, integration and dissemination of new knowledge as a driving force to effect policy and catalyze meaningful social change.

Morgan State University has a strong commitment to serve the residents of Baltimore City, Maryland, and the nation as evidenced by its numerous partnerships with local school, government agencies, businesses and industries, and community organizations. Over the course of the next ten years, Morgan expects to expand its partnerships with a focus on providing internships for Morgan's undergraduate and graduate students. Overall, Morgan executed 46 new partnerships in 2025 with other government agencies, businesses, industries, non-profit, and community organizations.

Morgan State University's students also play an active role in the local area. This past academic year approximately 1,515 students participated in university sponsored internship and field experience classes.

Goal 6: Accelerate Global Education Initiatives and Expand the University's International Footprint

Morgan will enhance its study abroad program and promote global awareness and intercultural competencies through its diverse curricular and co-curricular programs and activities. The University will also increase international student enrollment and leverage its ongoing presence in West Africa to develop effective and replicable models of excellence in international

development and responsive, market-based educational service delivery in Latin America and the Caribbean nations.

The University has demonstrated sustained growth in international student enrollment over the past five years, marked by a 55% increase during that period. In Fall 2024, the University enrolled 454 international students, a figure that rose to 528 by Spring 2025. This upward trend reflects the institution's continued commitment to global engagement and international recruitment. In support of this commitment, Morgan is actively pursuing strategic recruitment and partnerships with institutions across Africa, Asia, and other regions of the world. In 2025, 150 Morgan students participated in Study Abroad programs, while 550 participated in the Virtual Exchange-COIL Collaborative Online International Learning (COIL) Program.

Institutional Response

Responses to the prompts below follow.

Question 1: Given the complex needs of today's students, what innovative supports (academic, financial, mental health, basic needs) has your college found most effective in boosting student success? How might these be expanded or reimaged to support long-term degree completion goals?

Given the evolving and multifaceted needs of today's students, Morgan State University has adopted an integrated student support model, drawing on cross-campus collaboration and data-informed practices.

Academic Supports:

We have significantly expanded our use of EAB Navigate360. Students have access to the Navigate360 app, which they can use to schedule appointments with their academic advisor, get notifications and nudges about important deadlines and events, identify study partners, and more. We added additional full-time academic advisors and have developed a comprehensive advisor training series to support faculty and professional advisors in maximizing usage of the system's robust support tools.

Additionally, to better support the needs of the post-pandemic generation, in summer 2024 we reimaged our new student summer orientation program and for summer 2025 we have enhanced our summer bridge alternative admissions program, CASA. A faculty-led learning community has spent the 2024-2025 academic year assessing and redesigning our first-semester orientation course to better align with evolving learner needs.

This academic year, we also piloted expanding professional advising beyond the first year, with promising results. Through our \$1.5 million grant with the National Institute for Student Success at Georgia State University, we developed a peer mentor program to support first-year students, which we are seeking additional funding to expand.

Mental Health and Well-being:

During the pandemic, the University launched a comprehensive campaign to destigmatize mental health support on the campus. Wellness Days built into the academic calendar encourage rest and reflection. Additional investments have been made to support the counseling center staffing and offer embedded counselors in our residential facilities and athletics department.

All new and renovated residence halls have been equipped with wellness spaces to support student well-being. In addition, telehealth therapy is available to support students 24 hours a day, on weekends and during university breaks. There has also been a concentrated effort to expand Mental Health First Aid Training to all faculty, staff and students to familiarize our community with the signs and triggers of how, and when to support/refer someone who may be struggling with mental health issues.

Financial and Basic Needs:

Over the past year, we added a second Scholarship Coordinator to help our students identify and apply for external funding opportunities. We also just implemented Scholarship Universe, a scholarship management program through which students can apply for a variety of institutional scholarships through one application. Scholarship Universe also matches students with external scholarships that they can apply for.

The University's Care team has also relaunched its efforts to become more accessible to faculty, staff, and students to assist with "wayfinding" and provide referral resources to support our students. The Food Resource Center (FRC) has also played a significant role in addressing the food insecurity and nutrition development of some of our students who reside off campus in neighboring apartments. This fall the FRC will launch a Swipe Out Hunger campaign with students to donate meal swipes to those students who may be struggling to secure adequate meals on the campus during peak periods when students are trying to finalize their food and housing budgets for the academic year.

The University also has a student emergency fund, where students can apply for up to \$500 per semester to assist with emergency needs. Additionally, the University is participating in the Student Financial Wellness Pilot Project established by House Bill 811 in 2024.

Together, these integrated supports form a scalable, student-centered ecosystem that positions Morgan to meet students where they are and to guide them toward long-term academic and personal success.

Some ways in which we plan to expand and/or reimagine these initiatives include:

- Hiring data analysts to assist in providing actionable data that we can use to more quickly identify at-risk students earlier and offer personalized interventions.
- Continue to expand the peer mentoring program.

- Expand professional advising and further develop completion coaching models tailored to students approaching degree thresholds.
- Expand the work of the Financial Well-Being Pilot Program

Question 2: In what ways has your institution changed (e.g., structures, policies, practices, or culture) as a result of pursuing the 55% completion goal? What lessons have you learned about sustaining institutional change over time?

In response to the state's 55% completion goal--and our institutional goal of achieving a 50% six-year graduation rate-- Morgan has implemented a series of comprehensive, structural changes that continue to shape our campus culture.

In spring 2013, the University President charged a task force with identifying barriers to timely degree completion that were within our control. The task force identified 13 obstacles and proposed targeted recommendations. These obstacles were then systematically addressed through policy revisions, process reengineering and cross-campus collaboration.

To further galvanize the campus community, in 2016, the President launched a university-wide campaign centered on increasing the graduation rate to 50% by 2025. The campaign was anchored by three pillars: enhancing advising and degree planning; supporting faculty development and course redesign for high DFW courses; and applying Lumina Foundation's Beyond Financial Aid framework to address financial stressors that affect persistence.

Through intentional leadership, strategic implementation of technologies and initiatives, data transparency and persistent focus, Morgan saw its graduation rate increase from 29% in 2009 to consistently in the 40% range for the past seven years.

Post-pandemic, Morgan has adapted its support structures to meet the evolving needs of today's students, who face amplified socio-emotional, mental health, academic and financial challenges. We redesigned our new student orientation program to foster a strong sense of belonging and to help students connect with their purpose--their "why." The orientation model now emphasizes peer-to-peer engagement, which has proven more resonant with our incoming students. Simultaneously, we are reimagining key academic support initiatives, including our summer bridge program, to further increase academic preparedness and success.

The Division of Student Affairs launched a co-curricular approach to student engagement and learning that occurs outside the classroom. The learning outcomes are designed to facilitate a learning experience that focuses on the Morgan legacy and imbuing Core Values of the institution. It enables students to understand their self-awareness and understanding of their relationships within the Morgan community and beyond, and their social responsibility and respect for diversity, and career preparation for life after Morgan.

We've learned numerous lessons in the past 15 years that we have been engaged in trying to increase completion, including:

- **Presidential leadership is essential.** Setting student success as the university's top priority--and communicating that priority consistently--has been critical to achieving broad-based engagement. All units, from academic departments to administrative services, are aware that they must play a role in advancing degree completion goals.
- **Distributed commitment needs centralized coordination.** While student success must involve every corner of the institution, establishing a designated unit and senior leader accountable for tracking outcomes, generating enthusiasm, coordinating efforts, and scaling innovations was vital.
- **Strategic use of technology enhances outcomes.** Thoughtful implementation of platforms like EAB Navigate360 and Degree Works has allowed for more personalized, data-informed advising and improved the efficiency of degree planning. These tools have become integral to our degree completion strategy.
- **Sustained change requires adaptability.** Continuous improvement and responsiveness to student needs--particularly in a rapidly evolving post-pandemic context--are critical to lasting success.

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MISSION

Morgan State University is, by legislative statute, Maryland's premier public urban research university. Morgan serves the community, region, State, nation, and world as an intellectual and creative resource by supporting, empowering, and preparing high-quality, diverse graduates to lead the world. The University offers innovative, inclusive, and distinctive educational experiences to a broad cross-section of the population in a comprehensive range of disciplines at the baccalaureate, master's, doctoral, and professional degree levels. Through collaborative pursuits, scholarly research, creative endeavors, and dedicated public service, the University gives significant priority to addressing societal problems, particularly those prevalent in urban communities. These goals and objectives reflect the University's ten-year strategic plan, which focuses on the five strategic goals including: Enhancing Student Success and Well-Being, Implement Faculty Ascendancy and Staff Development Initiatives, Elevate to R1 Very High Doctoral Research University, Improve Campus-Wide Infrastructure, Serve as a Premier Anchor Institution for Baltimore City and Beyond, and Activate Global Educational Initiatives and Expand International Footprint.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. Enhance Student Success and Well-Being.

- Obj. 1.1** Increase the graduation rate of Morgan undergraduates to 50 percent by 2027 and 60 percent or higher by 2030.
- Obj. 1.2** Increase the graduation rate of Pell recipients to 45 percent by 2027.
- Obj. 1.3** Maintain or increase the second-year retention rate of Morgan undergraduates to 70 percent or higher by 2027.
- Obj. 1.4** Increase enrollment to 9,500 by Fall 2027 and 10,000 by Fall 2030.
- Obj. 1.5** Increase the number of undergraduates in research by five percent a year by 2027.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Six-year graduation rate	48%	47%	47%	42%	42%	42%	42%
Six-year graduation rate of African-Americans	48%	47%	45%	42%	42%	42%	43%
Six-year graduation rate of Pell recipients	42%	40%	38%	38%	37%	39%	40%
FTE student-authorized faculty ratio	18.8:1	22.5:1	24.9:1	24.9:1	25.7:1	23.0:1	23.0:1
Average class size of first year course offering	28	31	30	30	30	30	30
Percent of first-year courses taught by tenured/tenure track	42%	32%	25%	21%	20%	33%	33%
Second-year retention rate	77%	73%	71%	68%	67%*	73%	73%
Second-year retention rate of African-Americans	78%	74%	74%	69%	67%*	74%	74%
Total enrollment	7,634	8,469	9,101	9,808	10,739	11,200	11,500
Number of Morgan Completes You Enrollment	N/A	N/A	62	125	163	225	500
Number of undergraduate students participating in research classes, campus research symposiums, or working as campus research assistants	117	93	144	204	289	300	310
Total percent of diverse students enrolled	6.9%	5.7%	6.5%	6.4%	7.0%	8.3%	8.3%
Percent of Asian or Native Hawaiian students enrolled	0.7%	0.3%	0.3%	0.4%	0.3%	0.6%	0.6%
Percent of Native American students enrolled	0.2%	0.1%	0.1%	0.2%	0.2%	0.2%	0.2%
Percent of Caucasian students enrolled	1.6%	1.0%	0.9%	0.7%	0.7%	1.0%	1.0%
Percent of Hispanic students enrolled	4.4%	4.3%	5.2%	5.1%	5.8%	6.5%	6.5%

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- Obj. 1.6** Increase the diversity of undergraduate students to 10 percent by 2027.
- Obj. 1.7** Increase the number of new transfer students from Maryland community colleges to 212 by 2027.
- Obj. 1.8** Maintain or increase the pool of college applicants to Morgan from urban school districts in Maryland at 60 percent of all Maryland applicants by 2027.
- Obj. 1.9** Increase the number of bachelor degree recipients in science, technology, engineering, and math (STEM) fields to 270 by 2027.
- Obj. 1.10** Increase the number of degrees awarded in teacher education to 50 by 2027.
- Obj. 1.11** Increase the percentage of bachelor's recipients satisfied with education received in preparation for graduate/professional study to 85 percent by 2027.
- Obj. 1.12** Increase the percentage of bachelor's recipients satisfied with education received in preparation for the workforce to 85 percent by 2027.
- Obj. 1.13** Increase the percentage of employers satisfied with employees who are Morgan bachelor's recipients to 90 percent by 2027.
- Obj. 1.14** Maintain a culture of academic achievement in athletics with at least 60 percent of student athletes with a 3.0 grade point average or above.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Number of Maryland community college transfer students	116	73	168	103	109	115	130
Percent of freshman applicants from urban districts	84.0%	74.0%	80.0%	80.0%	82.0%	82.0%	82.0%
Percent of students accepted from urban districts	72.0%	73.0%	83.0%	83.0%	83.0%	83.0%	83.0%
Percent of students enrolled from urban districts	23.0%	24.0%	24.0%	23.0%	25.0%	25.0%	25.0%
Total number of STEM bachelor's recipients	319	265	247	228	287	311	332
Number of underrepresented minority STEM bachelor's recipients	231	207	209	184	215	241	262
Number of women STEM bachelor's recipients	106	102	104	100	132	148	163
Number of baccalaureates awarded in teacher education	71	50	27	44	31	40	40
Number of new hires teaching in Maryland schools	22	35	22	36	25*	32	32
Percent of students who attend graduate/professional schools	25%	31%	20%	15%	16%	20%	20%
Percent of students rating preparation for graduate/professional school excellent or good	66%	80%	81%	66%	73%	80%	80%
Percent of bachelor's recipients employed one year after graduation	84%	90%	90%	73%	73%	73%	75%
Percent of bachelor's recipients employed in Maryland one year after graduation	19%	39%	43%	48%	50%*	50%	51%
Percent of students rating preparation for jobs excellent or good	69%	76%	72%	71%	64%	69%	72%
Percent of employers satisfied with employees who are Morgan bachelor's recipients	98%	92%	90%	100%	92%	93%	93%
Percentage of student athletes with a 3.0 GPA or above	80%	62%	57%	60%	62%	60%	60%

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Goal 2. Implement Faculty Ascendency and Staff Development Initiatives

- Obj. 2.1** Establish 10 endowed professorships to recruit, attract, and retain leading scholars world-wide by 2027.
- Obj. 2.2** Increase scholarly publications and activities per full-time tenured/tenure track faculty to 3.5 by 2027.
- Obj. 2.3** Use a mentoring framework to support and convert 70 percent of the associate professors to full professors by 2027.
- Obj. 2.4** Increase the percentage of faculty and staff engaged in professional development with emergent technologies on the science of teaching and learning, research and grant writing to 70 percent by 2027.
- Obj. 2.5** By 2027, conduct two professional development opportunities per year that support the health and wellness need of all employees.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Number of endowed professors	N/A	N/A	1	2	3	6	6
Number of faculty holding membership in the national societies	N/A	N/A	\$7.0	11	14	14	14
Number of scholarly publications and activities by full-time tenured/tenure track faculty	226	240	746	1145	1655	1670	1670
Number of faculty and staff engaged in professional publications and creative activities	464	470	490	500	510	515	520
Number of faculty engaged as Principal Investigators in funded research or contracts	71	78	94	172	175	170	170
Number of Associate Professors Promoted to Full-Professors	N/A	N/A	\$9.0	9	11	11	11
Percentage of faculty and staff engaged in quality matters training	17%	18%	19%	26%	29%	30%	33%
Number of faculty and staff with online courses that meet Quality Matters standards	71	115	146	137	161	170	180
Percentage of the faculty and staff using open education resources	N/A	N/A	\$0.1	27%	29%	29%	30%
Percentage of new faculty and staff engaged in professional development on the science of teaching and learning	N/A	N/A	0.63	55%	58%	70%	70%
Number of faculty and staff engaged in training workshops on research and scholarship of grant writing	N/A	N/A	70	90	100	110	110
Number of professional development opportunities on safety, health, and wellness	N/A	N/A	41	44	58	58	58
Percentage of faculty and staff engaged in professional development on safety, health, and wellness	N/A	N/A	0.9	95%	95%	95%	96%

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Goal 3. Elevate to R1 Very High Doctoral Research University.

- Obj. 3.1** Achieve total annual science and engineering research and development expenditures of \$40 million by 2030.
- Obj. 3.2** Achieve total annual doctoral conferrals per year of more than 110 by 2030.
- Obj. 3.3** Achieve total annual full-time post-doctoral research staff to 140 by 2030.
- Obj. 3.4** Increase the number of full-time instructional tenure track faculty to 300 by 2025.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
S&E R&D Expenditures	\$18.9M	\$25.2M	\$32.1M	49.9	61	70	74
Non S&E R&D Expenditures	\$1.7M	\$4.3M	\$6.1M	\$5.6	\$7.0	\$8.0	\$9.0
Total R&D Expenditures	\$20.6M	\$29.5M	\$38.2M	\$55.5	\$68.0	\$78.0	\$83.0
Number of STEM research and scholarship doctoral degrees conferred	20	20	14	18	27	33	33
Number of humanities research and scholarship doctoral degrees conferred	5	5	2	5	7	6	7
Number of social science research and scholarship doctoral degrees conferred	0	0	0	0	0	2	2
Number of other research and scholarship doctoral degrees conferred	46	45	42	39	59	46	52
Total number of research and scholarship doctoral degrees conferred	71	70	58	62	93	87	94
Number of Doctorally Qualified Research Staff	65	102	111	92	101	130	130
Full-time instructional tenure track faculty	331	299	298	330	352	370	375

Goal 4. Improve Campus-Wide Infrastructure.

- Obj. 4.1** Increase private and philanthropic donations to \$50 million by 2027.
- Obj. 4.2** Increase the alumni giving rate to 16 percent by 2027.
- Obj. 4.3** Reduce campus electricity usage by 7 percent by 2027 through effective conservation measures, persistent curtailment, and enhanced efficiency services.
- Obj. 4.4** Reduce campus natural gas usage by 5 percent by 2027.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Annual private and philanthropic donations (millions)	\$67.9	\$27.5	\$17.4	\$15.3	\$18.1	\$18M	\$19.0
Annual alumni giving rate	14.0%	14.0%	11.2%	12.0%	11.0%	12.0%	13.0%
Change in electricity usage	-21.6%	-0.4%	-9.1%	-1.4%	-1.4%	-1.5%	-1.5%
Change in natural gas usage	-6.5%	-15.6%	-28.5%	-14.2%	-14.2%	-15.2%	-15.2%

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Goal 5. Serve as the Premier Anchor Institution for Baltimore City and Beyond.

Obj. 5.1 Expand mandatory internships for undergraduate and graduate students placed in non-profit agencies and organizations from 150 to over 200 in collaboration with Morgan's Second Year Experience Program by 2027 and 300 by 2030.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Number of new partnerships	8	39	35	33	46	38	40
Number of students who participated in university-sponsored internship and field experience courses	900	1,031	1,064	900	1,515	1,100	1,200

Goal 6. Activate Global Educational Initiatives and Expand International Footprint.

Obj. 6.1 Enroll 500 international students by 2027 and 800 by 2030.

Obj. 6.2 Increase and sustain annual student participation in study abroad and experiential global learning activities (both face-to-face and virtual) from 2 percent to 7 percent of total enrollment by 2030.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Number of international students enrolled	349	327	319	336	454	520	550
Number of international partnerships	0	0	0	0	1	1	1
Number of students participating in the face-to-face study abroad program	0	34	83	140	150	175	200
Number of students participating in the virtual exchange-COIL study abroad program	180	284	211	500	550	600	650
Number of faculty engaged in the face-to-face study abroad program	0	7	12	13	15	18	21
Number of faculty engaged in the virtual exchange- COIL study abroad program	8	4	14	10	12	15	15
Number of staff engaged in the face-to-face study abroad programs	0	2	2	4	5	6	7
Number of staff engaged in the virtual exchange- COIL study abroad program	4	3	3	3	4	5	5

NOTES

¹ FY 2024 data is an estimate.

ST. MARY'S COLLEGE OF MARYLAND

1. MISSION

St. Mary's College of Maryland is Maryland's honors college, a selective, public liberal arts college—a vibrant community of scholars and learners. We foster a rigorous and innovative curriculum; experiential learning; scholarship and creativity; close mentoring relationships; and a community dedicated to honesty, civility, and integrity. We are committed to diversity, access, and affordability. Our students, faculty and staff serve local, national, and global communities and cultivate and promote social responsibility.

2. INSTITUTIONAL ASSESSMENT

A. Analysis of Goals and Objectives (*Aligned with State Plan Goals*)

Goal 1: Ensure a high quality and rigorous academic program. (*Success, Innovation*)

Objective 1.1: SMCM places intentional emphasis on student completion of high-impact practices (HIPs), setting aggressive targets and providing opportunities to meet them. Students in the Class of 2025 completed an average of four HIP experiences each, and both targets were met or surpassed (100% completed at least two and 96% completed at least three HIPs). This high level of participation (first observed last year) likely reflects both the second full class to graduate under the LEAD curriculum, which emphasizes experiential learning, and continued recovery from the decline of pandemic-affected graduating classes. SMCM continues to actively increase and encourage HIP opportunities for all students, particularly internships, research experiences, and international experiences, three HIPs that are guaranteed as part of the [Honors College Promise](#).

Peer Benchmarks: The National Survey of Student Engagement (NSSE) used to release annual benchmarks regarding the completion of HIPs among graduating seniors at institutions participating in the survey. Data has not been updated since 2020, when NSSE reported that 87% of seniors at participating Carnegie Baccalaureate Arts & Sciences institutions completed two or more HIPs. SMCM's rate among graduates has exceeded this for the past nine years (2020 level, 99%; five-year average, 98%). (*Source: NSSE*)

Objectives 1.2 and 1.3: SMCM is committed to offering a rigorous curriculum taught by qualified faculty. Full-time faculty continue to teach the great majority (83%) of undergraduate credit hours. Since 2020 there has been an increase in part-time faculty, largely due to SMCM's engagement of expert practitioners in a variety of fields to teach courses in the professional pathways course sequence of the LEAD curriculum. Students benefit from learning with these professionals while taking the majority of their traditional coursework with full-time faculty. Finally, the undergraduate student-faculty ratio has been at 10:1 for the past three years, more pedagogically favorable than the target of 12:1 yet more financially sustainable than the 9:1 ratio reported in 2020 and 2021. The increase in part-time faculty teaching the professional pathways courses has contributed to keeping the student-faculty ratio low; without those adjunct faculty, the ratio would be approximately 10.5:1.

Peer Benchmarks: According to the most recent available data (Fall 2023), at 10:1, SMCM has one of the lowest (most favorable for the student experience) student-faculty ratios among the traditional four-year public institutions in Maryland, which average 14:1. The SMCM student-faculty ratio is third lowest among the 27 Council of Public Liberal Arts Colleges (COPLAC) institutions, which also average 14:1; and is on par with Maryland private institutions and peer institution's average of 11:1, and aspirant institutions which average 9:1. (Source: IPEDS Data Center)

Goal 2: Recruit, support, and retain a diverse and qualified group of students, faculty and administrative staff. (Access, Success)

Objective 2.1: The percentage of incoming students who identify as students of color has remained at or above 30% for the past six years, a substantial and sustained improvement from about a decade ago when the percentage averaged only 20% (data not shown). Over the next two years, we expect to exceed the target of 33% which was reset two years ago. Entering class targets were exceeded for first generation college students for the eighth consecutive year, for the out-of-state population for the fourth consecutive year, and for Pell recipients for the fifth out of the past six years. Encouragingly, the percentage of out-of-state students has slowly been rising and is expected to hold steady above the target of 10% for the next few years. High school academic performance of the entering class remains strong; the average GPA of incoming students (3.51, unweighted) continues to surpass the target of 3.40, and is projected to hold steady near this level with the next entering class.

Objective 2.2: Both four-year graduation rates (Fall 2021 cohort graduating by Summer 2025) and six-year graduation rates (Fall 2019 cohort graduating by Summer 2025) were below targets for all groups. Note that graduation targets for students of color, African American students, first generation students, and Pell recipients were reset to aspirational levels three years ago to reflect SMCM's commitment to narrowing equity gaps in student success. Note that based on currently available data, the four-year graduation rate is on track to meet the 70% target in two years. To ensure this success, SMCM will focus on providing all students with resources and strategies to support timely graduation, with particular emphasis on students from historically underrepresented groups. SMCM's current strategic plan, [*The Rising Tide*](#), contains initiatives aimed at improving student retention and persistence to graduation, including expanding access to global opportunities, promoting holistic student wellness and belongingness, increasing student leadership activities, and enhancing student advising and degree-planning experiences. As of Summer 2025, we have just launched the Integrated Retention Strategic Plan which explicitly engages faculty and staff across the institution to enhance community cohesiveness, create a broader system of student support and mentorship, and cultivate a service-oriented culture. For entering first generation students, we continue to support the growth of the *Sum primus* ("I am first") program which offers extended pre-orientation activities, focusing on academic, financial, social, and cohort-building.

Peer Benchmarks: Based on the most recent national comparison data available (FY21), SMCM's overall four-year graduation rate (58% for the 2017 entering cohort graduating by 2021) exceeded or equaled those of other COPLAC institutions and other Maryland public and private four-year institutions, and was close to rates at SMCM's peer institutions, many of which are private. The average four-year graduation rate at aspirant institutions (all

private) represents a benchmark well above our target. As shown below, SMCM’s four-year graduation rates for African American and Hispanic students were consistently above the corresponding rates at other COPLAC and Maryland public institutions, but fell below the comparison rates at Maryland private and peer institutions. Benchmark four-year graduation rates for Pell recipients are not available from IPEDS.

Because of the lag in reporting four-year graduation rates to IPEDS, additional comparison data are shown below from 37 Baccalaureate Arts & Sciences institutions (36 private, 1 public) that participate in the Higher Education Data Sharing Consortium ([HEDS](#)). These data are three years more recent than IPEDS (2020 cohort graduating by 2024) and additionally include Pell student data. These comparisons reveal that SMCM’s four-year graduation rates for all groups generally lag behind these mainly private institutions, similar to the findings in IPEDS when compared with peer and aspirant institutions. *(Sources: As shown in tables below)*

Four-Year Graduation Rates, FY21 (Fall 2017 cohort)					
Institution(s)	N	Overall	Students of Color	African American	Hispanic
SMCM	1	58%	44%	38%	44%
COPLAC	27	40%	32%	26%	34%
MD Public	11	32%	29%	27%	30%
MD Private	9	56%	49%	45%	53%
Peer	12	62%	56%	51%	57%
Aspirant	6	81%	80%	77%	79%

Source: IPEDS Data Center

Four-Year Graduation Rates, FY24 (Fall 2020 cohort)					
Institution(s)	N	Overall	African		
			American	Hispanic	Pell
SMCM	1	60%	54%	50%	56%
Bacc A&S	37	64%	51%	57%	61%

Source: Higher Education Data Sharing Consortium

For six-year graduation rates, the most recent IPEDS comparison data available (FY23) reveal that SMCM’s overall rate in that year (68%, for the 2017 entering cohort) equaled or exceeded that of other COPLAC, Maryland public and Maryland private institutions. As shown below, SMCM’s six-year rates for students of color, Pell recipients, and need-based aid recipients also met or exceeded rates at COPLAC and Maryland public institutions, but were more variable in comparison to Maryland private and peer institutions. *(Source: IPEDS Data Center)*

Six-Year Graduation Rates, FY23 (Fall 2017 cohort)							
Institution(s)	N	Overall	Students of Color	African American	Hispanic	Pell	Need-Based Aid
SMCM	1	68%	54%	44%	52%	48%	63%
COPLAC	27	53%	46%	42%	48%	47%	49%
MD Public	11	51%	49%	49%	48%	47%	48%
MD Private	9	64%	58%	53%	62%	60%	61%
Peer	12	72%	66%	62%	66%	65%	69%
Aspirant	6	90%	89%	87%	89%	89%	89%

Source: IPEDS Data Center

Objective 2.3: The second-year retention rate rebounded to a seven-year high of 86% in FY25. While still not meeting the target, this year's retention rate still exceeds many benchmarks, and retention is a key focus of *The Rising Tide* strategic plan.

Peer Benchmarks: Based on the most recent data available (FY24), SMCM's first-to-second year retention rate last year (81%) continued to match or exceed those of COPLAC institutions (average = 73%), Maryland public four-year institutions (average = 74%), Maryland private institutions (average = 80%), and peer institutions (average = 82%), many of which are private. Retention rates at aspirant private institutions averaged 93%, supporting SMCM's aspirational target of 90%. (Source: IPEDS Data Center)

Objective 2.4: SMCM continues to work to maintain a diverse faculty and staff. Gender parity was down in FY25 for the second year in a row but is expected to return in FY26. Employee diversity targets were reset to 33% two years ago to match the student diversity goal, and this goal was met for the first time this year for full-time staff. SMCM has been making steady progress toward this goal in the tenure-track faculty, and the FY25 measure of 28% represents a notable improvement over last year's 21%. In addition to SMCM's portfolio of faculty mentoring and professional development resources, recent efforts to advance an inclusive learning environment (the Ross Fellows cluster hire initiative) and to diversify search processes have been successful in advancing toward this goal; over the past five years, 50% of newly hired faculty (ranging from 33% to 70% per year) have been faculty of color, and 90% of them have been retained to date.

Objective 2.5: Between FY14 and FY20, SMCM met or exceeded the target of an entering class that contains 20% transfer students each year. However, as the size of the first year entering class has rebounded, the percentage fell to 17% in FY21 and has remained under the target since then; a reconsideration of the target will be undertaken next year. We will continue to devote resources toward recruiting transfer students, and efforts by the Transfer Recruitment, Admission, and Services unit (established in 2023) to enhance the transfer student experience have successfully resulted in increased transfer student enrollment for the entering class in Fall 2025.

Objective 2.6: Among transfer students, the three year-graduation rate (71%, Fall 2022 entering

students graduating by Summer 2025) exceeded the target for the fifth time in six years, while the four-year graduation rate (69%, Fall 2021 entering students graduating by Summer 2025) fell just 1% below the target. Analysis of all transfer students' degree progress suggests that three- and four-year graduation rates will remain high over the next two years. Continued development and refinement of articulation agreements with Maryland two-year institutions will facilitate transfer students' timely progress toward the baccalaureate degree.

Peer Benchmarks: Benchmark information for transfer student four-year rates is available from IPEDS, but with quite a delay. The most recently available data is from transfer students who entered during 2015-16 and graduated by 2019. In that year, SMCM's four-year graduation rate for transfer students (69%) met or exceeded the average rates for Maryland public (53%) and private four-year institutions (61%), COPLAC institutions (56%), and peer institutions (69%). The average at aspirant institutions was 81%. (Source: IPEDS Data Center)

Goal 3: Ensure access for students with financial need through a strategic combination of federal, state, private, and institutional funds. (*Access, Success*)

Objective 3.1: This objective has consistently been met or exceeded as SMCM has focused on meeting the financial needs of entering first-time students.

Objective 3.2: Both four-year and six-year graduation rates among students receiving need-based aid (Pell grant or Direct Stafford loan) were low this year, similar to other cohort groups as discussed above for Objective 2.2. Given the particularly sensitive financial situation of students receiving need-based aid, this gap warrants increased attention. On the other hand, the leading indicator of retention to the second year, while not meeting the target of 90%, remained steady at 84% and was close to the all-student level of 86%.

Peer Benchmarks: Discussed under Objective 2.2 above.

Goal 4: Increase student contributions to the Maryland community and to the state and national workforce. (*Success, Innovation*)

Objectives 4.1, 4.2, 4.3, and 4.4: Community service participation in FY25 did not meet the target for the sixth year in a row after many years of consistently higher levels. It is unclear whether this is a lingering effect of the pandemic, changes in student priorities, or related to the availability of community service opportunities. The recently established (August 2024) Office of Community Outreach and Engagement is specifically focused on expanding community leadership and service opportunities for students, through such efforts as Volunteerism Day, Days of Service, and programming at the annual Career Week. The Office of Community Outreach and Engagement is also partnering with the Dean of Students and the Center for Career and Professional Development to incorporate community service opportunities into new student orientation and professional pathway courses, respectively. Internship participation increased to 53% participation, surpassing the 45% target. This is likely attributed to the continued expansion of the professional skills component of the LEAD curriculum and expanded support for internships. The six-month employment rate declined from 65% to 53% this year; however, as

observed in past years, there was an increase in the six-month continuing education rate (30% to 36%) for the Class of 2024, which continues to surpass the target. Together, these shifts suggest that SMCM graduates remain on target for success after graduation; a total of 90% of graduates are either employed or continuing their education, consistent with the past several years.

Peer Benchmarks: Benchmarks for the six-month employment and continuing education rate come from the nationally administered First Destination Survey and are for Carnegie Baccalaureate Arts & Sciences institutions. For the Class of 2023, the most recent graduating class for which benchmark data is available, SMCM's employment rate was 65% and the national rate was 67%, while SMCM's continuing education rate was 30% and the national rate was 21%. The total Career Outcome Rate (rate of graduates with a "positive career outcome", such as employment, continuing education, fellowship, or service experience) for the SMCM Class of 2023 was 94%, exceeding the national rate of 91%. These numbers illustrate that SMCM graduates enjoy a high rate of post-graduate success, and are more likely than similar college graduates nationwide to choose to continue their education (rather than enter the job market) just after graduation. (Source: *National Association of Colleges and Employers (NACE) First Destinations for the Class of 2023 Report*)

B. Response to Commission Questions

1. Given the complex needs of today's students, what innovative supports (academic, financial, mental health, basic needs) has your college found most effective in boosting student success? How might these be expanded or reimaged to support long-term degree completion goals?

To improve each student's academic experience and promote timely graduation, SMCM has implemented several initiatives regarding academic, financial, mental health, and basic needs to boost student success. For example, within the past three years the College has introduced a "Winterim" session – in addition to the regular fall, spring, and summer sessions – that enables students to add flexibility in their scheduling or remain "on-track" for a four-year graduation. Moreover, these accelerated courses are taught remotely, which permits students to continue their education from the comfort of their own home. The College's Sum primus ("I am first") Initiative also provides dedicated support for first-generation students – including an on-campus support and mentoring network of other first-generation students, faculty, and staff. Since 2023, Sum primus has been expanded to a full-scale living-learning community, and offers extended pre-orientation activities on crucial topics such as time management, major exploration, campus technology, financial literacy, and more.

The College's most recent innovative support system – the Seahawk Success Network – was launched during the Fall of 2024 for first-year students, and assigns each student four individual on-campus advisors in key institutional touchpoints, including faculty advising, co-curricular advising, financial aid, and academic success. This network reorients the College's existing student engagement and support structure from "reactive" to "proactive," and builds upon prior successful efforts to centralize student support services (including

academic coaching, tutoring, parent/family outreach, and an “early alert” system for students encountering academic or personal challenges) under a single office: The Office of Student Success Services.

The College also remains keenly aware that students’ ability and willingness to persist to graduation are significantly impacted by their perception of, and belief in, the relevance of a liberal arts honors education and a strong financial return on their investment. To this effect, SMCM’s updated core curriculum, LEAD (Learning through Experiential and Applied Discovery), is designed to specifically and intentionally address those concerns. Key aspects of LEAD include the reorganization of general coursework requirements into thematic Inquiries, the expansion and revitalization of the Center for Career and Professional Development, and significant funding to support students achieving the Honors College Promise - a guaranteed opportunity to participate in research or a creative endeavor, complete an internship, or study abroad. Finally, increases in the College’s need-based and merit-based financial aid budgets provide additional support to students in completing their degrees.

All of the above initiatives are intended to both support short-term student success, and long-term degree completion goals. In the future, SMCM will continue to promote, improve, and expand these programs as appropriate. To that end, increased investment in the College’s private fundraising apparatus will assist in expanding and sustaining the funding base used to support these programs.

2. In what ways has your institution changed (e.g., structures, policies, practices, or culture) as a result of pursuing the 55% completion goal? What lessons have you learned about sustaining institutional change over time?

Overall, SMCM has become a much more flexible and supportive institution in guiding students through an honors-level curriculum and coursework load. In addition to the Winterim initiative discussed above, the College currently programs “off sequence” offerings of two-semester courses to fill important gaps for transfer students, and plans to pilot two-credit courses to further increase scheduling flexibility in the future. The College has also implemented a new scheduling matrix as of 2022, with dedicated “community meeting time” – when no classes are scheduled – built into the middle of the day to provide students more regular access to student support officers.

The College’s LEAD and discipline-specific curricula now integrate the proven, long-term benefits of a traditional liberal arts education with the practical and applied skills necessary to achieve their post-graduation plans. During their first semester at SMCM, all students, not just those from more privileged backgrounds, are immersed in personal and professional development exercises based on their post-graduation interests, and students are provided the opportunity and means to systematically explore these interests – as well as their alignment with various career paths. This curriculum design also places an emphasis on high-impact practices. For the past five graduating classes, nearly every student (98%) has completed at least two high-impact practices compared to the national average for baccalaureate arts and sciences institutions (87%). Among the graduating class of 2025, 100% of students completed at least two high-impact practices, and the average was four; moreover, 87% completed an experiential learning course, 70% engaged in faculty-mentored research project

or creative experience, and 53% completed an internship (the highest percentage to date) – with no significant participation gaps between students from historically underrepresented groups and all SMCM students.

One of the keys to sustaining institutional change over time is to remain proactive in identifying and addressing student needs, rather than reacting after the fact. Such an approach is not only more beneficial for students, but facilitates a positive faculty and staff culture to engage with students to boost their success instead of working backwards to solve problems. Another key is to develop and maintain a culture of assessment and continuous improvement. SMCM is regularly conducting comprehensive assessments of student learning, administrative effectiveness, student satisfaction, and employee satisfaction to monitor the effects of change, and to ensure that all constituents have a voice in shaping the institution's policies and practices.

St. Mary's College of Maryland

MISSION

St. Mary's College of Maryland (SMCM) is Maryland's honors college, a selective, public liberal arts college—a vibrant community of scholars and learners. We foster a rigorous and innovative curriculum; experiential learning; scholarship and creativity; close mentoring relationships; and a community dedicated to honesty, civility, and integrity. We are committed to diversity, access, and affordability. Our students, faculty and staff serve local, national, and global communities and cultivate and promote social responsibility.

VISION

St. Mary's College of Maryland will increasingly serve as the liberal arts college of choice for intellectually ambitious students, faculty, and staff from diverse backgrounds, attracted by a rigorous, innovative, and distinctive curriculum that integrates theory and practice; a talented, professionally engaged, and student-centered faculty and staff; and a strong infrastructure. Students will be part of a collaborative learning community that embraces intellectual curiosity and innovation, the power of diversity, and the College's unique environment. Our graduates will thrive as responsible and thoughtful global citizens and leaders.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. Ensure a high quality and rigorous academic program.

- Obj. 1.1** All graduating students will participate in at least two high-impact practices, and at least 80 percent of the graduating class will participate in at least three high-impact practices. High-impact practices are defined by the Association of American Colleges & Universities (AAC&U).
- Obj. 1.2** Maintain a full-time faculty of which 98 percent have terminal degrees. Maintain the proportion of undergraduate credit hours taught by full-time faculty at 88 percent annually.
- Obj. 1.3** Maintain an environment that promotes individual contact between faculty and students by maintaining a student-faculty ratio of no more than 12 to 1.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Percent of the graduating class successfully completing at least two high-impact practices	95%	97%	99%	100%	100%	100%	100%
Percent of the graduating class successfully completing at least three high-impact practices	72%	76%	83%	96%	96%	96%	96%
Percent of all full-time faculty who have terminal degrees	98%	97%	96%	93%	95%	95%	95%
Percent of undergraduate credit hours taught by full-time faculty	82%	80%	84%	86%	83%	85%	85%
Undergraduate student to faculty ratio	9:1	10:1	10:1	10:1	10:1	10:1	10:1

Goal 2. Recruit, support, and retain a diverse and qualified group of students, faculty and administrative staff who will contribute to and benefit from the enriched academic and cultural environment provided by St. Mary's.

- Obj. 2.1** Recruit a qualified and diverse entering class with the following attributes: Average high school grade point average (GPA) of at least 3.40 (4 point scale), enrollment of students from historically underrepresented racial/ethnic groups at least 33 percent, out of state student enrollment of at least 10 percent, students from first generation households enrollment of at least 20 percent, and Pell Grants disbursed during their first semester student enrollment of at least 20 percent.

St. Mary's College of Maryland

Obj. 2.2 Achieve and maintain 4-year graduation rates for all students (70 percent), students from all historically underrepresented racial/ethnic groups (65 percent), African-American students (65 percent), Hispanic students (70 percent), all first generation students (65 percent), and all students with a Pell Grant disbursed during their first semester (65 percent). Achieve and maintain 6-year graduation rates at 80 percent for all students and all student subgroups, including students from all historically underrepresented racial/ethnic groups, African-American students, Hispanic students, first-generation students, and students with a Pell Grant disbursed during their first semester.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Average high school GPA	3.44	3.45	3.5	3.49	3.51	3.49	3.50
Percent of entering first year class who identify as members of historically underrepresented racial/ethnic groups	32%	31%	31%	30%	32%	38%	38%
Percent of entering first year class who originate from outside of Maryland	9%	11%	13%	14%	13%	13%	16%
Percent of entering first year class from first generation households	25%	21%	25%	28%	23%	28%	28%
Percent of entering first year class receiving Pell Grants disbursed during their first semester	24%	18%	20%	22%	23%	29%	29%
Four-year graduation rate for all students	58%	60%	56%	60%	63%	58%	70%
Four-year graduation rate for students from historically underrepresented racial/ethnic groups	44%	41%	50%	49%	56%	53%	68%
Four-year graduation rate for African-American students	38%	37%	41%	54%	64%	41%	57%
Four-year graduation rate for Hispanic students	44%	42%	52%	50%	45%	63%	76%
Four-year graduation rate for all first generation students	44%	57%	44%	53%	57%	51%	63%
Four-year graduation rate for students with a Pell Grant disbursed during their first semester	43%	58%	46%	56%	60%	51%	60%
Six-year graduation rate for all students	73%	71%	68%	70%	65%	69%	70%
Six-year graduation rate for students from historically underrepresented racial/ethnic groups	64%	60%	54%	53%	57%	59%	61%
Six-year graduation rate for African-American students	69%	59%	44%	42%	51%	71%	67%
Six-year graduation rate for Hispanic students	58%	50%	52%	58%	60%	53%	52%
Six-year graduation rate for all first generation students	71%	63%	58%	67%	55%	59%	62%
Six-year graduation rate for students with a Pell Grant disbursed during their first semester	76%	65%	48%	67%	61%	64%	64%

St. Mary's College of Maryland

Obj. 2.3 The first to second-year retention rate will be 90 percent.

Obj. 2.4 The College will strive for diversity in the faculty and staff so that the composition reflects the aspired diversity of the student body. The aspirant goals for full-time faculty and staff will be: 33 percent from historically underrepresented racial/ethnic groups and 50 percent women.

Obj. 2.5 Ensure access for transfer students, particularly those from 2-year institutions. Achieve and maintain transfer students at 20 percent of the entering class each fall.

Obj. 2.6 Achieve and maintain degree completion rates for transfer students at 60 percent for three-year graduation rates, and at 70 percent for four-year graduation rates.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
First to second-year retention rate	83%	85%	82%	81%	86%	82%	85%
Percent of all full-time tenured or tenure-track faculty who identify as members of historically underrepresented racial/ethnic groups	16%	18%	19%	21%	28%	31%	33%
Percent women of all full-time tenured or tenure-track faculty	51%	50%	50%	48%	46%	50%	50%
Percent of all full-time (non-faculty) staff who identify as members of historically underrepresented racial/ethnic groups	27%	30%	27%	31%	33%	33%	33%
Percent women of all full-time (non-faculty) staff	57%	58%	61%	60%	60%	60%	60%
Percentage of entering fall class who are transfer students	17%	18%	15%	14%	15%	16%	16%
3-year graduation rate for all transfer students	68%	64%	56%	62%	71%	74%	77%
4-year graduation rate for all transfer students	74%	74%	70%	62%	69%	77%	78%

Goal 3. Ensure access for students with financial need through a strategic combination of federal, state, private, and institutional funds.

Obj. 3.1 72 percent of entering first-year student need is met by awarding any need-based aid.

Obj. 3.2 Support persistence to graduation of students receiving need-based aid at entry. Achieve and maintain first-to-second year retention rates at 90 percent, four-year graduation rates at 70 percent, and six-year graduation rates at 80 percent for students receiving need-based aid in the first semester.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Average percent of first-time full-time degree-seeking student need met by awarding need-based aid	84%	78%	78%	82%	76%	79%	79%
First-to-second year retention rate for students receiving need-based aid in the first semester	78%	87%	84%	83%	84%	79%	80%
Four-year graduation rate for students receiving need-based aid in the first semester	54%	54%	46%	57%	63%	54%	65%
Six-year graduation rate for students receiving need-based aid in the first semester	69%	64%	63%	62%	55%	65%	66%

St. Mary's College of Maryland

Goal 4. Increase student contributions to the Maryland community and to the state and national workforce.

Obj. 4.1 65 percent of graduating seniors will have performed community service while at SMCM.

Obj. 4.2 45 percent of graduating seniors will have participated in a paid or unpaid internship.

Obj. 4.3 The rate of employment within six months of graduation will be at least 67 percent.

Obj. 4.4 The rate of continuing education (at any level) within six months of graduation will be 25 percent.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Percent of graduating seniors who will have performed community service while at SMCM	50%	39%	37%	40%	40%	42%	45%
Percent of graduating seniors who fulfilled a paid or unpaid internship	44%	47%	38%	49%	53%	53%	53%
Employment rate of graduates within six months of graduation	53%	61%	67%	65%	53%	65%	65%
Percent of graduates continuing their education (at any level) within six months of graduation	34%	35%	28%	30%	36%	35%	35%

ANNE ARUNDEL COMMUNITY COLLEGE

SECTION 1: MISSION

With learning as its central mission, Anne Arundel Community College (AACC) responds to the needs of our diverse community by offering high-quality, affordable, accessible, and innovative lifelong learning opportunities.

Vision

Anne Arundel Community College is a premier learning community that transforms lives to create an engaged and inclusive society.

Values

Anne Arundel Community College's values are Community and Relationships, Opportunity, Positivity, Innovation and Creativity, and Equity and Inclusion.

SECTION 2: INSTITUTIONAL ASSESSMENT

MHEC Prompts

Question 1: Given the complex needs of today's students, what innovative supports (academic, financial, mental health, basic needs) has your college found most effective in boosting student success? How might these be expanded or reimaged to support long-term degree completion goals?

The higher education landscape is undergoing significant transformations, driven by factors such as changing student demographics, evolving economic needs, and technology. These shifts are prompting institutions to develop innovative support services to better address the complex needs of today's students. In light of this, AACC has developed a combined tutoring and retention-coaching model that integrates support for academic improvement and personal growth. For example, students are matched with peer tutors based on availability, learning preferences, and modality - either in-person, at a campus location, or online. This personalized model ensures flexibility and meaningful academic support. Students also benefit from individualized guidance provided by these tutoring and retention success coaches, who assist students with setting academic goals, overcoming financial and personal challenges, and connecting with college-wide resources. This integrated approach of tutoring and academic success coaching boosts college performance, builds confidence, and supports long-term student retention. To expand student support in AY 2025-26, AACC will pilot the implementation of a peer academic coaching program, which offers ongoing mentorship, skills development, and encouragement beyond traditional tutoring services.

With mental health issues becoming an increasing concern for college students, AACC's Office of Personal Counseling has enhanced its services to promote student well-being and academic success through a comprehensive, student-centered approach. Dedicated staff actively connect students through semesterly introductory emails, social media posts, hosting and facilitating mental health workshops, participating in on-campus tabling events, inviting guest speakers to classrooms to educate students on key mental health topics, launching a comprehensive

counseling services webpage, and other strategies. Assessment has been built into all administrative units at AACC to measure program effectiveness, multifaceted outcomes, and impact on students. A program outcome survey, recently administered to students who have used counseling services, revealed that 20% of the respondents considered dropping a class before receiving counseling; 80% reported stronger relationships with professors; 85% had improved their organizational skills; 85% gained access to helpful college and community resources; 92% felt empowered to reflect on and make life changes; and 96% learned stress-management strategies.

With the Blueprint for Maryland's Future legislation that passed in 2021, AACC has witnessed a significant increase in its dually enrolled student population. To help these students navigate college life and to support their long-term degree completion, AACC created multiple positions titled "dual enrollment retention advisors." These staff members provide guidance on course access, scheduling, learning management system navigation, and college expectations. Leveraging technology, a dual enrollment success video library was developed to address essential topics, such as the differences between high school and college environments, time management, online learning, tutoring, and accessing accommodation. Advisors proactively support students, flagged through faculty referrals or interim grades, to identify barriers and create personalized success plans. In collaboration with high school staff, events are hosted for financial-aid application, program introductions, and other learning opportunities, thus fostering consistent and accessible support for dually enrolled students.

Question 2: In what ways has your institution changed (e.g., structures, policies, practices, or culture) as a result of pursuing the 55% completion goal? What lessons have you learned about sustaining institutional change over time?

As a result of pursuing the 55% completion goal, AACC has enhanced its organizational structures, and has developed new policies and procedures to better support students and sustain institutional change over time. In FY 2022, jointly led by the Provost/Vice President for Learning and the Vice President for Learner Support Services, the College launched an Enrollment, Retention, and Completion Council (ERCC) to manage essential enrollment management policies, procedures, practices, and protocols through a data-driven, collaborative process that infuses stakeholder voices. Over 100 faculty and staff members comprise the nine ERCC sub-teams, including Planning, Outreach, African American Male Success, Financial Support, Course Success, Classroom Experiences and Student Engagement, Policy and Procedures, Analytics, and Offsite Locations. This college-wide ERCC initiative has become a pivotal framework moving AACC toward scaled transformation.

To sustain institutional changes, the College has embedded actionable strategies that were implemented from the ERCC initiative into its daily practices. For example, the Learning Leadership Council and the leadership team of Learner Support Services hold regular joint meetings to identify student needs, address barriers, and deliver timely and relevant interventions for student success and completion. This intentional collaboration between academic schools and student services has fostered a more supportive and engaging learning environment, streamlined services, and improved efficiency of resource allocation.

In recent years, the College has also implemented a Course and Section-level Data Review

initiative to boost students' academic momentum through improved course success and cumulative credit earning. This initiative was piloted with one school, in AY 2022-23, and subsequently scaled up across all five schools, based on clear evidence of its success. As of spring 2025, 57 courses with 4,807 sections were reviewed, respectively, by the 346 full- and part-time faculty who taught these sections. This data review stimulated discussions on academic planning for optimal course offerings, modalities, and section lengths for highly enrolled courses, and reinforced a focus on equity-mindedness rather than deficit-mindedness at the College. Gateway courses, defined as initial credit-bearing college-level Math and English courses, were given special attention under this initiative. These courses are crucial for building necessary foundations and can significantly influence a student's persistence in their educational journey.

At AACC, policies and procedures guide day-to-day operations, ensuring that academic standards and integrity are upheld, and that expectations for student and employee conduct are clearly communicated. Policies and procedures are set by the Board of Trustees to comply with federal and state regulations as well as accreditation standards. For example, in recent years, the College developed and implemented a series of new policies and procedures to better align services with student needs and improve engagement and outreach efforts to attract adult students and other subpopulations. Some of these policies and procedures include accepting transfer credits for prior learning examinations, allowing grade appeals, accommodating religious practices, permitting certain animals on campus, etc.

Overview

In FY2021, AACC launched its strategic plan: *Engagement Matters II: Excellence through Innovation (FY2021-2025)*. The plan includes an intentional, focused approach to institutional assessment as the College continues to emphasize equity in its objectives of excellence, engagement, innovation, and resources.

In FY 2025, under the leadership of the Special Assistant to the President, AACC developed its new strategic plan: *AACC Forward 2030 (FY 2026-2030)*. The development of this plan occurred through a collaborative process that included a comprehensive environmental scan, review of data, and input from the College community. The Strategic Planning Council, a representative body that supports the College's planning efforts, officially endorsed the strategic plan at its meeting on April 22, 2025. The Board of Trustees endorsed the plan at its meeting on June 16, 2025. The new strategic plan focuses on moving AACC forward as a dynamic and student-centered college that delivers exceptional learning experiences while protecting the long-term viability and sustainability of the college. The plan is grounded in our core values, ensuring AACC remains committed to putting students first in everything we do. This aligns well with the goals of the 2022 State Plan for Postsecondary Education.

Student Characteristics

AACC serves an increasingly diverse student population. In fall 2024, 47.9% of the student credit body identified as nonwhite students compared to 41.1% in fall 2021, exceeding the College's benchmark goal of 42.0% (Ind. 11-a). Like Anne Arundel County, the greatest

percentage growth at the College was the Hispanic/Latino student population, comprising 12.9% of the credit student population, a significant increase from 10.0% in fall 2021 (Ind. H-a). In addition, 24.3% of credit students are first-generation college students (Ind. C), the highest data point for this group in the last four years. The unduplicated headcount of students taking English for Speakers of Other Languages (ESOL) courses is 1,604 (Ind. D), the highest data point in AACC's history.

In fall 2024, the majority of AACC's student credit population (74.0%) attend part-time (Ind. A-b). Credit students with developmental education needs at entry comprised 37.0% of the credit student population, the highest rate during the last four years (Ind. B). Regarding the age of credit students, 32.6% were 25 years of age or older (Ind. F-a.). Among continuing education students, 85.2% were 25 years of age or older in FY 2024 (Ind. F-b).

State Goal 1 – Access: Ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents.

AACC is committed to attracting and retaining a wide array of students to its programs, eliminating barriers to success, and responding quickly to the needs of the community. The college offers over 160 credit degrees and certificate programs, as well as extensive lifelong learning opportunities, including noncredit continuing professional education courses. It makes its educational resources available to a diverse population that includes students seeking career training or retraining, students intending to boost basic skills, and students pursuing new areas of interest.

Because AACC is a public, comprehensive, open-admission institution, committed to affordable education, the Board of Trustees recognizes the significance of keeping tuition and fees for credit and continuing-education programming affordable. To this end, the Board has ensured that the College's affordability measure (as a percentage of tuition and fees at Maryland public four-year institutions) remains stable. Indeed, the College has maintained this measure below the 45.0% benchmark over the years (Ind. 7-b).

Additionally, the AACC Foundation expands private philanthropy and cultivates partnerships to enhance the College's ability to support students and initiatives that strengthen the community. In 2024, the AACC Foundation raised over \$3.98 million in new gifts and commitments, provided over \$1.2 million to AACC for student scholarship awards, and subsidized programs with \$223,000 of support. Moreover, nine new donor-funded scholarships were established to support students during FY 2024. Working closely with the College leadership, the AACC Foundation created a new scholarship program to help candidates for the nursing program overcome financial barriers that negatively impact program enrollment and student completion. Over \$120,000 in gifts were received from donors to provide emergency support for students. Due to these intentional efforts, the enrollment of nursing students increased from 369, in fall 2020, to 510, in fall 2024 – an increase of almost 40%. The percentage of nursing students representing minoritized ethnic groups increased from 37.9% to 52.4% (Data Source: AACC PRIA).

Forty-five percent of credit students received financial aid in FY 2024, a significant improvement compared to the previous year's 39.1% (Ind. E-a). The highest percentage (73.7%) occurred in FY

2022, due to the large number of students who received assistance from the Higher Education Emergency Relief Fund and Governor's Emergency Education Relief Fund, which supported continued access and success for students during the COVID-19 pandemic. It is worth pointing out that 22.1% of credit students received Pell Grants in FY 2024, the highest rate in the last four years (Ind. E-b).

In fall 2024, 1,756 high school students were enrolled at the College, 299 short of the benchmark goal (Ind. 5). This shortfall was due to late registration for a single foundational algebra course taught at Anne Arundel County Public Schools (AACPS) locations, preventing approximately 370 students from being included in the fall 2024 enrollment census file. In FY 2024, 2,563 unduplicated high school students were enrolled in 6,671 courses, earning a total of 19,751 credits at AACC, the greatest number of dually enrolled earned credits in AACC's history (Source: AACC PRIA). It is also worth noting that AACC's dual enrollment goes beyond access for AACPS students, as high school students from other sectors also benefit from AACC's high quality, affordable education. In fall 2024, 91.0% of dually enrolled students came from AACPS, 1.0% from other Maryland public schools, 2.4% from Maryland independent schools, and 5.6% from homeschool (Source: AACC PRIA).

Indicators exceeding benchmark goals:

- Annual enrollment in continuing education online courses in FY 2024 is 12,272, exceeding its benchmark of 2,800 (Ind. 6-b).
- Annual enrollment in credit hybrid courses in FY 2024 is 4,802, exceeding its benchmark of 3,500 (Ind. 6-c).
- Annual enrollment in continuing education hybrid courses in FY 2024 is 1,235, exceeding its benchmark of 1,100 (Ind. 6-d).
- Adult education student achievement of at least one Adult Basic Education (ABE) functioning level in FY 2024 is 35.5%, exceeding its benchmark of 30.0% (Ind. 10-a).
- Percentage of nonwhite credit enrollment, compared to service area in FY 2024, is 47.9%, exceeding its benchmark of 42.0% (Ind. 11-a).
- Percentage of nonwhite continuing education enrollment, compared to service area in FY 2024, is 44.0%, exceeding its benchmark of 37.8% (Ind. 11-b).
- Percentage of minorities (nonwhite), among full-time administrative and professional staff in fall 2024, is 22.2%, exceeding its benchmark of 20.0% (Ind. 13).

The College continues to work on the following indicators to ensure progress in the next cycle:

- FY 2024 annual unduplicated headcount of total students (27,886), credit students (16,083), and continuing education students (12,466), despite not meeting their respective benchmark of 36,871, 17,871, and 19,000, all categories are up from FY 2023 (Ind. 1-abc).
- Fall 2024 market share of first-time, full-time freshmen, (40.1%) fell short of the benchmark (55.0%), despite an observed increase from Fall 2023 (38.3%) (Ind. 2).
- Fall 2024 market share of part-time undergraduates (70.9%) fell short of the benchmark (74.0%), despite an increase from FY 2023 (Ind. 3).
- FY 2004 annual enrollment in online credit courses (33,835) did not meet its benchmark (40,500), despite an increase from FY 2023 (Ind. 6-a).

- FY 2024 unduplicated annual headcount (5,183) and the annual course enrollments (22,152) for continuing education in community service and lifelong learning courses, did not meet their respective benchmark of 8,900 and 38,300, despite an increase from FY 2023 for both indicators (Ind. 8-ab).
- FY 2024 unduplicated annual headcount (2,330) and the annual course enrollments (4,229) for continuing education in basic skills and literacy courses, did not meet their respective benchmark of 3,100 and 5,400 (Ind. 9-ab).
- FY 2024 adult education student achievement of at least one ESL educational functioning level (24.7%) fell short of its benchmark (30.0%), despite a significant increase from 2023 (14.3%) (Ind. 10-b).

The pandemic negatively impacted all programs, especially those that experienced a decline in continuing-education enrollments (Ind. 1-c). To improve key continuing education metrics, AACC's School of Continuing Education and Workforce Development (CEWD) is implementing multifaceted strategies that combine outreach, recruitment, and program innovation. For increasing total unduplicated headcount in lifelong learning and community service courses, CEWD is focusing on enhancing its schedule of classes, web presence, and student supports to make registration a more seamless experience for students. Course offerings are also added that are on trend, of interest to the community, and support the programming needs of various community-based partners such as senior centers. CEWD outreach efforts include an expanded presence in the community through information sessions, strategic partnership development, and visibility at a variety of internal and external events. The Department of English Language Learning and Adult Education within CEWD is enhancing student success by implementing integrated support services and clearly defined pathways to postsecondary credentials. The department is also refining its recruitment and intake strategies through strong community engagement, partnerships with local organizations, and outreach that is culturally responsive and inclusive.

State Goal 2 – Success: Promote and implement practices and policies that will ensure student success.

AACC strives to create a welcoming and accepting climate that supports the growth and success of all students. The College is realizing positive momentum in retention rates, successful-persister rates, and graduation transfer rates as of completely redesigning the student experience with intentional scaling of equity-focused student success interventions in the strategic plan.

Indicators exceeding benchmark goals:

- Fall 2020 Cohort developmental completion rate after four years was 51.6%, exceeding benchmark (50.0%) (Ind. 15),
- College-ready successful-persister rate after four years was 90.4%, exceeding benchmark (87.0%) (Ind. 16-a)
- Developmental completers successful-persister rate after four years was 86.8%, exceeding benchmark (85.0%) (Ind. 16-b)
- Overall successful-persister rate after four years was 89.0%, exceeding benchmark by 13.0% (Ind. 16-d)

- Overall graduation-transfer rate after four years was 70.4%, exceeding benchmark by 10.4% (Ind. 18-d)
- Graduate transfers rate within one year was 66.8%, exceeding benchmark by 8.8% (Ind. 22)

The college continues to work on the following indicators to ensure progress in the next cycle:

- The fall-to-fall retention rates of all students (60.7%), Pell Grant recipients (60.0%), developmental students (53.0%), and college-ready students (64.4%), for the fall 2023 cohort, fell short of their respective benchmarks (62.0%), (62.0%), (61.0%), and (70.0%) (Ind. 14-abcd).
- The graduation transfer rate, after four years, for college-ready students (73.5%) and developmental completers (62.5%) fell short of their respective benchmarks (74.0%) and (62.5%) (Ind. 18-ab).

Although the fall-to-fall retention rate, for the fall 2020 cohort, increased from 55.2% to 60.7%, as of fall 2023 cohort (Ind. 14-a), the College missed its benchmark by 1.3%. The fall-to-fall retention rate is a part of the College's key performance indicators. The ERCC initiative has reimagined student support services by creating a holistic, proactive, and personalized approach that leverages collaboration and analytics to address the diverse needs of students and thus create a supportive and engaging environment for all students. To foster a sense of belonging and community, in AY 2025-26, the College will administer a collegewide Higher Education Data Sharing Consortium (HEDS) Sense of Community Survey to measure the extent to which students feel a sense of community at the College and what experiences promote or diminish their sense of community. Additionally, led by the Provost/Vice President for Learning, the College recently completed a comprehensive Academic Program Review to examine the viability of academic programs, remove curriculum bottleneck, and help students see the relevance of their studies to their future careers and personal aspiration.

State Goal 3. Innovation – Foster innovation in all aspects of Maryland higher education to improve access and student success.

The College prioritizes access by offering courses in a variety of modalities. In addition to traditional face-to-face courses, students can engage in synchronous and asynchronous online, online blended, hybrid, and hybrid synchronous course formats. These innovative pedagogical practices provide the flexibility students need to integrate a college education into their multifaceted schedule.

AACC offers 10 academic credit programs in the health professions that serve as springboards for the external licensing and/or certification required upon completion. Two programs had 100% pass rates in FY 2024 (Practical Nursing and Radiological Technology), reaching or exceeding benchmark goals. With the largest cohort of first-time candidates tested, the pass rate of Nursing-RN was a stellar 93.0%, although this was short of the benchmark goal. EMT-Paramedic's pass rate was 93.0%, an 11.0% increase from the previous year. Three programs had pass rates over 80%: Therapeutic Massage (87.5%), Surgical Technology (83.3%), and Medical Laboratory Technician (83.3%). Three programs had pass rates over 70%: Physical Therapy

Assistant (79.0%), EMT-Basic (77.4%), and Medical Assisting (75.0%). Although these pass rates did not reach the benchmark goals, they were above the national average for each of the tests in FY 2024 (Ind. 23).

The College continues to work on the following indicators to ensure progress in the next cycle:

- The unduplicated annual headcount (5,603) and the annual course enrollments (10,847) for continuing education workforce development courses, in FY 2024, did not meet their respective benchmarks (10,000) and (20,000) (Ind. 26-ab).
- The unduplicated annual headcount (1,817) and the annual course enrollments (2,900) for continuing professional education leading to government or industry-required certification or licensure, in FY 2024, did not meet their respective benchmarks (2,700) and (5,000) (Ind. 27-ab).
- The unduplicated annual headcount (3,049) and the annual course enrollments (6,058) for enrollment in contract training courses, in FY 2024, did not meet their respective benchmarks (10,000) and (20,000) (Ind. 28-ab).

To improve performance and address the challenges that impede progress in the next cycle, the College is continuing to expand access to certification and licensure programs through online and hybrid formats, modular learning, and employer-aligned curricula. These efforts are supported by targeted training in high-demand fields that are aligned with the Local Workforce Development Plan for Anne Arundel County, ensuring relevancy and accessibility for adult learners. Enrollment in contract training initiatives is expected to increase given the expanded role of the Corporate Training Group (CTG) within CEWD to focus on promoting both credit and noncredit training to the businesses, organizations, and governmental entities within the region.

SECTION 3: COMMUNITY OUTREACH & IMPACT

AACC's School of Health Sciences maintains strong partnerships with local hospitals and healthcare organizations to enhance learning and support community health. Through our clinical affiliate sites, students gain hands-on experience in real world healthcare settings. In collaboration with Baltimore Washington Medical Center (BWMC), our Pathways Program supports hospital employees in advancing their careers by providing a structured path to become Licensed Practical Nurses. Additionally, the Academic and Clinical Excellence (ACE) Program partners with hospitals to increase clinical faculty, ensuring high-quality clinical education while supporting hospital staffing needs. These initiatives help develop a skilled, diverse nursing workforce and strengthen healthcare delivery in our community

In FY 2025, the School of Science, Technology, and Education hosted an Innovation Summit, with over 200 registrants from local businesses, industries, and residential communities. Additionally, co-organized and funded by Google, the School organized a DevFest stimulating intellectual discussions on cutting edge technology and showcased new software development techniques and technologies. These events were intended to offer potential for empowering students and local residents to become leaders in the economic growth and development in their communities.

Anne Arundel Community College Degree Progress Four Years after Initial Enrollment Fall 2020 Entering Cohort

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1 First-time full- and part-time fall headcount	1804		1335		242		227	
2 Number attempting fewer than 18 hours over first 2 years	745		462		90		193	
3 Cohort for analysis (Line 1 – Line 2)	1059	100.0%	873	100.0%	152	100.0%	34	100.0%
4 Earned Associate degree from this community college	430	40.6%	367	42.0%	63	41.4%	0	0.0%
5 Earned certificate, but no degree, from this community college	15	1.4%	10	1.1%	4	2.6%	1	2.9%
6 Total associate and certificate graduates (Line 4 + Line 5)	445	42.0%	377	43.2%	67	44.1%	1	2.9%
7 Transferred to Maryland two-year/technical college	26	2.5%	21	2.4%	3	2.0%	2	5.9%
8 Transferred to Maryland public four-year college	449	42.4%	385	44.1%	60	39.5%	4	11.8%
9 Transferred to Maryland private four-year college or university	7	0.7%	7	0.8%	0	0.0%	0	0.0%
10 Transferred to out-of-state two-year/technical college	13	1.2%	12	1.4%	1	0.7%	0	0.0%
11 Transferred to out-of-state four-year college or university	126	11.9%	114	13.1%	10	6.6%	2	5.9%
12 Total transfers (sum of Lines 7 - 11)	621	58.6%	539	61.7%	74	48.7%	8	23.5%
13 Graduated from this college and transferred (Line 6 □ Line 12)	320	30.2%	274	31.4%	46	30.3%	0	0.0%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	746	70.4%	642	73.5%	95	62.5%	9	26.5%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	185	17.5%	137	15.7%	36	23.7%	12	35.3%
16 Successful transition to higher ed (Line 14 + Line 15)	931	87.9%	779	89.2%	131	86.2%	21	61.8%
17 Enrolled at this community college last term of study period	12	1.1%	10	1.1%	1	0.7%	1	2.9%
18 Successful or persisting (Line 16 + Line 17)	943	89.0%	789	90.4%	132	86.8%	22	64.7%

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Student & Institutional Characteristics *(not Benchmarked)*

These descriptors are not performance indicators subject to improvement by the college, but clarify

	Fall 2021	Fall 2022	Fall 2023	Fall 2024
A Fall credit enrollment				
a. Unduplicated headcount	10,630	10,192	11,158	11,481
b. Percent of students enrolled part time	74.4%	72.1%	73.7%	74.0%
	Fall 2021	Fall 2022	Fall 2023	Fall 2024
B First-time credit students with developmental education needs	32.7%	35.0%	36.0%	37.0%
	FY 2021	FY 2022	FY 2023	FY 2024
C Credit students who are first-generation college students (neither parent attended college)	22.5%	22.9%	23.2%	24.3%
	FY 2021	FY 2022	FY 2023	FY 2024
D Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	1,042	1,284	1,512	1,604
	FY 2021	FY 2022	FY 2023	FY 2024
E Credit students receiving financial aid				
a. Receiving any financial aid	46.9%	73.7%	39.1%	45.4%
b. Receiving Pell grants	15.8%	18.4%	19.2%	22.1%
F Students 25 years old or older	Fall 2021	Fall 2022	Fall 2023	Fall 2024
a. Credit students	34.4%	32.6%	31.3%	32.6%
	FY 2021	FY 2022	FY 2023	FY 2024
b. Continuing education students	82.6%	85.1%	85.3%	85.2%
	FY 2021	FY 2022	FY 2023	FY 2024
G Credit students employed more than 20 hours per week	N/A	46.5%	N/A	51.0%
	Fall 2021	Fall 2022	Fall 2023	Fall 2024
H Credit student racial/ethnic distribution				
a. Hispanic/Latino	10.0%	11.3%	11.8%	12.9%
b. Black/African American only	16.7%	17.6%	18.1%	19.2%
c. American Indian or Alaskan native only	0.3%	0.4%	0.3%	0.3%
d. Native Hawaiian or other Pacific Islander only	0.1%	0.2%	0.1%	0.1%
e. Asian only	4.8%	4.8%	4.5%	4.4%
f. White only	53.8%	51.5%	49.4%	46.8%
g. Multiple races	5.7%	5.8%	5.8%	6.1%
h. Foreign/Non-resident alien	1.5%	1.8%	2.0%	2.1%
i. Unknown/Unreported	7.2%	6.7%	8.0%	8.1%

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	Fall 2021	Fall 2022	Fall 2023	Fall 2024
I Credit student distance education enrollment				
a. Enrolled exclusively in distance education	60.2%	41.3%	29.3%	29.6%
b. Enrolled in some, but not all, distance education	22.2%	25.6%	29.0%	27.2%
c. Not enrolled in any distance education	17.6%	33.1%	41.7%	43.1%
	FY 2021	FY 2022	FY 2023	FY 2024
J Unrestricted revenue by source				
a. Tuition and fees	31.0%	25.0%	24.4%	27.3%
b. State funding	25.0%	26.0%	35.3%	32.6%
c. Local funding	43.0%	40.0%	39.2%	38.5%
d. Other	0.0%	9.0%	1.2%	1.6%
	FY 2021	FY 2022	FY 2023	FY 2024
K Expenditures by function				
a. Instruction	49.3%	48.2%	47.0%	46.7%
b. Academic support	16.0%	16.5%	16.5%	16.6%
c. Student services	10.1%	10.4%	10.9%	10.9%
d. Other	24.6%	24.9%	25.5%	25.8%

Goal 1: Access

	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
1 Annual unduplicated headcount					
a. Total	26,007	26,044	27,343	27,886	36,871
b. Credit students	17,509	15,555	15,644	16,083	17,871
c. Continuing education students	9,431	11,049	12,254	12,466	19,000
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
2 Market share of first-time, full-time freshmen Note: Methodology changed starting in Fall 2019.	40.2%	41.2%	38.3%	40.1%	55.0%
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
3 Market share of part-time undergraduates Note: Methodology changed starting in Fall 2019.	67.3%	65.8%	69.4%	70.9%	74.0%
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
4 Market share of recent, college-bound high school graduates	58.9%	51.5%	55.2%	52.6%	67.0%
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
5 High school student enrollment	1,362	1,172	1,889	1,756	2,055

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	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
6 Annual enrollment in online/hybrid courses					
a. Credit, online	66,912	42,015	32,910	33,835	40,500
b. Continuing education, online	23,379	21,149	14,986	12,272	2,800
c. Credit, hybrid	598	4,144	4,448	4,802	3,500
d. Continuing education, hybrid	1,158	1,041	1,030	1,235	1,100
	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2026
7 Tuition and mandatory fees					
a. Annual tuition and fees for full-time students	\$4,400	\$4,400	\$4,460	\$4,580	NA
b. Percent of tuition/fees at Md public four-year institutions	45.6%	44.8%	44.4%	44.6%	45.0%
Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					
	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	2,871	3,915	4,765	5,183	8,900
b. Annual course enrollments	15,983	17,977	19,349	22,152	38,300
	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	1,695	2,640	2,900	2,330	3,100
b. Annual course enrollments	3,650	5,041	5,410	4,229	5,400
	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
10 Adult education student achievement of:					
a. At least one ABE educational functioning level	16.1%	18.2%	18.0%	35.5%	30.0%
b. At least one ESL educational functioning level	26.3%	29.9%	14.3%	24.7%	30.0%
Note: Not reported if < 50 students in the cohort					
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
11 Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	41.1%	43.7%	45.2%	47.9%	42.0%
	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
b. Percent nonwhite continuing education enrollment	43.9%	41.4%	46.2%	44.0%	37.8%

ANNE ARUNDEL COMMUNITY COLLEGE

2025 ACCOUNTABILITY REPORT

	July 2021	July 2022	July 2023	July 2024	Benchmark Not Required
c. Percent nonwhite service area population, 15 or older	32.5%	34.1%	35.5%	36.4%	NA

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
12 Percent minorities (nonwhite) of full-time faculty	25.0%	22.2%	21.5%	20.7%	26.0%

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
13 Percent minorities (nonwhite) of full-time administrative and professional staff	21.1%	22.3%	22.5%	22.2%	20.0%

Goal 2: Success

	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort	Fall 2023 Cohort	Benchmark Fall 2024 Cohort
14 Fall-to-fall retention					
a. All students	55.2%	61.4%	60.6%	60.7%	62.0%
b. Pell grant recipients	55.7%	62.2%	52.4%	60.0%	62.0%
c. Developmental students	49.2%	55.3%	52.1%	53.0%	61.0%
d. College-ready students	57.1%	64.4%	65.3%	64.4%	70.0%

	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	45.7%	67.3%	49.9%	51.6%	50.0%

	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	88.2%	93.1%	88.7%	90.4%	87.0%
b. Developmental completers	87.6%	86.3%	86.9%	86.8%	85.0%
c. Developmental non-completers	43.9%	62.5%	64.3%	64.7%	NA
d. All students in cohort	77.0%	89.1%	87.9%	89.0%	76.0%

	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	79.5%	90.6%	90.0%	90.1%	NA
b. Black/African American only	67.9%	84.6%	88.7%	85.7%	NA
c. Asian only	85.9%	93.8%	97.3%	89.4%	NA
d. Hispanic/Latino	73.8%	83.5%	92.5%	86.0%	NA

Note: Not reported if < 50 students in the cohort for analysis

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	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	73.3%	76.0%	68.2%	73.5%	74.0%
b. Developmental completers	60.4%	59.2%	64.0%	62.5%	69.0%
c. Developmental non-completers	33.7%	31.3%	42.9%	26.5%	NA
d. All students in cohort	58.8%	67.2%	67.0%	70.4%	60.0%
	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	62.0%	70.2%	70.3%	71.7%	NA
b. Black/African American only	50.2%	58.7%	60.7%	69.0%	NA
c. Asian only	65.4%	75.0%	69.9%	72.7%	NA
d. Hispanic/Latino	52.5%	59.0%	58.5%	60.5%	NA
Note: Not reported if < 50 students in the cohort for analysis					
	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	2,548	2,462	2,174	2,275	NA
b. Career degrees	769	727	642	664	NA
c. Transfer degrees	1,023	843	759	765	NA
d. Certificates	756	892	773	846	NA
e. Unduplicated graduates	2,022	1,867	1,637	1,713	NA
	AY 20-21	AY 21-22	AY 22-23	AY 23-24	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	88.5%	86.2%	88.7%	90.7%	no benchmark set
	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	FY 2023 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year	64.4%	63.1%	44.9%	66.8%	58.0%

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Goal 3: Innovation

	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. EMT-Basic	87.0%	85.0%	71.4%	77.4%	85%
Number of Candidates	65	60	49	62	
b. EMT-Paramedic	95.0%	85.7%	82.0%	93.0%	95%
Number of Candidates	18	35	50	43	
c. Practical Nursing	100.0%	100.0%	95.5%	100.0%	98%
Number of Candidates	20	23	22	33	
d. Medical Assisting - Certificate	91.0%	66.7%	88.9%	75.0%	98%
Number of Candidates	10	6	9	12	
e. Medical Laboratory Technician	100.0%	92.3%	100.0%	83.3%	97%
Number of Candidates	9	13	7	12	
f. Nursing-RN	88.0%	88.1%	98.1%	93.0%	98%
Number of Candidates	118	143	159	163	
g. Physical Therapy Assistant	80.0%	90.9%	85.7%	79.0%	95%
Number of Candidates	16	11	21	19	
h. Physician Assistant	97.0%	97.4%	na	na	98%
Number of Candidates	38	39	na	na	
i. Radiological Technology	100.0%	100.0%	100.0%	100.0%	100%
Number of Candidates	13	7	10	9	
j. Therapeutic Massage	92.0%	100.0%	90.0%	87.5%	97%
Number of Candidates	23	12	30	16	
k. Surgical Technology	62.0%	57.1%	83.3%	83.3%	90%
Number of Candidates	8	7	6	12	
Note: Not reported if <5 candidates in a year					
	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	FY 2023 Graduates	Benchmark Not Required
24 Graduates employed within one year	72.1%	75.0%	73.0%	74.8%	NA
	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	\$20,744	\$22,052	\$25,400	\$25,716	NA
b. Median annualized income three years after graduation	\$52,700	\$54,232	\$59,160	\$60,732	NA
	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	5,819	5,457	5,389	5,603	10,000
b. Annual course enrollments	12,724	12,647	11,726	10,847	20,000

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	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	1,716	1,854	1,644	1,817	2,700
b. Annual course enrollments	3,431	2,928	3,181	2,900	5,000
	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	3,046	2,630	3,205	3,049	10,000
b. Annual course enrollments	6,066	3,963	5,181	6,058	20,000

Note: NA designates not applicable

* designates data not available

Allegany College of Maryland

I. Mission

We deliver diverse and relevant education centered around student success in a supportive and engaging community.

II. Institutional Assessment

Goal 1: Access

Access is and has always been an integral part of Allegany College of Maryland's Mission, vision, and strategic goals. Allegany County remains the county in Maryland with the lowest median household income while continuing to experience high rates of poverty relative to the state of Maryland at large. At the same time, the educational attainment rates for the county are much lower than the state. Access is, therefore, a necessity of the College's operational existence. Through Access, ACM provides the financial resources to engage with educational opportunities which may assist students in their future careers and livelihoods. 85% of the students attending ACM received some form of financial aid in FY24 with 30% receiving Pell, demonstrating the need students express despite keeping tuition and fee increases minimal.

Fall 2024 saw the third straight Fall semester with an increase in headcount, indicating a rebound in enrollment for the institution since the pandemic. The share of these students attending part time increased during the same period as many enrollments are from dually enrolled high school students and the College's online LPN-RN program which has working adults as its students. Non-credit continuing education enrollments increased even more, to their highest levels in over ten years.

The market share of first-time full-time freshmen dipped back to where it had been before Fall 2023, implying the highs seen there were an anomaly. The College's other market shares, of part-time undergraduates and of recent, college-bound high school graduates, remained relatively even to where they have been over the prior three years. With increasing emphasis on the Blueprint and improved engagement with local student populations, ACM is optimistic that these numbers will increase in the next few years. This is partially thanks to the substantial increase in dually enrolled early college students, with Fall 2024 seeing 922 compared with 729 just three years prior. Fall 2025 anticipates another increase as junior high school students become eligible to participate in dually enrolled course offerings.

Online enrollment continues to increase, even in Continuing education which has not traditionally engaged with it. FY24 saw an increase in CE offerings of 13% for online and 29% for hybrid offerings. Continuing education's growth comes despite level enrollment in community service and lifelong learning courses, as well as within basic skills and literacy.

With its focus on Access, the College has kept tuition and fees as low as possible, remaining below 50% of the statewide average for Maryland public four-year institutions. This facilitates the College's ability to serve all prospective students from the area, with the student population

consisting of a much greater demographic proportion of underserved populations than the regional population reflects. Demographic representation among faculty and staff remains relatively unchanged.

Goal 2: Success

Students entering ACM in the Fall 2023 semester saw an increase in their retention rate from the prior year's cohort with 58.9% of all students returning to the College one year after their first arrival. ACM focuses heavily on the student experience, with a number of different student service resources available and dedicated to student progression and success – these will be detailed further in the next section.

The Fall 2020 entering cohort performed exceptionally well with the highest overall success-persistence rate in the last four years at 80%. College-ready and development completers demonstrating increases of their rates by a substantial margin. Although developmental non-completers decreased in success rate, the proportion of students entering that designation remained low, ensuring the majority of students in the cohort were able to find success or persist in their education. Students in the cohort maintained an even level of successfully completing their developmental education requirements, with 56% transitioning from developmental to credit education during the review period. As the Fall 2020 cohort was the first to enter higher education during the COVID-19 pandemic, the students represented were more aware of the problems they would face with an altered delivery of education and shifting service availability.

Additionally, the Fall 2020 cohort experienced higher than average graduation-transfer rates over a four-year period with 70.8% able to successfully complete their degree and/or move into higher education at another institution subsequent to their time at ACM. As with the success-persistence rates, these rates tended to be higher for college-ready students and those students who successfully completed their developmental requirements. As a follow through, FY24 saw a roughly even number of degrees conferred despite the decrease in enrollment experienced by the college four years prior.

With many students able to transfer on to other institutions and continue their education, measure 21 demonstrating the improvement ACM students had in their performance at transfer institutions is highly important and celebratory. 85% of ACM students achieved a 2.0 or better GPA in their first year after transferring, up from 75.4% in the prior year. Further, 32% of the students graduating from ACM in FY23 had transferred to a four-year institution within a year of graduation, a high mark for an institution comprised largely of students taking courses in career programs intended to move directly into the workforce upon completion.

Goal 3: Innovation

With such a large proportion of ACM's programs dedicated to the career side of education, the success of students on their licensure and certification exams is critical to their ability to function in the industry of their choosing upon graduation. For those programs reporting enough students attempting the exams, all programs exceeded the anticipated benchmark level for their program during the FY24 attempts. Of particular note, all 10 Physical Therapy Assistant students passed the licensure exam on the first attempt. Over 90% of all Dental Hygiene students passed again as well, maintaining strong academic quality among career students.

In addition to needing to take and pass licensure and certification exams, graduates understandably have the intention of employment upon graduation. The data provided by the Maryland Longitudinal Data System show that 75% of ACM's graduates from 2023 were employed within a year of graduating. This is roughly equivalent to the amount it has been for the last three years, but remains high demonstration of institutional success. Additionally, graduates from FY2021 saw their income grow at a rate of 3.3 times what they were earning prior to graduation within three years, again demonstrating the capacity for higher education to improve earnings and lifestyle for students.

As discussed previously, ACM's continuing education grew significantly in FY2024. This is mainly the result of enrollments in courses leading to government or industry-required certifications and licensure, with enrollment increasing by 27% even after it had nearly doubled the year before. Contract training courses increased by 14% during the same time period and the two combined for a total increase in enrollments of 1,783. Workforce development courses offered by the College during the same time period decreased but grew in FY2025.

Institutional Response

Given the complex needs of today's students, what innovative supports (academic, financial, mental health, basic needs) has your college found most effective in boosting student success? How might these be expanded or reimaged to support long-term degree completion?

The needs of community college students are many and varied, yet the institution is expected to meet them all to adequately provide an environment that promotes learning and success for students. Allegany College of Maryland has done everything in its power to meet all the needs of its students, from financial to academic and as many external as possible to ensure they have the best opportunity for success.

Students who are able to take credit-bearing courses as quickly as possible are more likely to be successful from every description, including retention, graduation, and transfer. The College's reimagining of developmental education and new student placement several years ago has led to far more students testing out of developmental education from the outset and a larger percentage of students being able to complete their developmental education requirements in a timely manner, boosting confidence and facilitating early college skills that will be useful throughout their educational career.

In addition to the national literature indicating the number and voracity of mental health issues confronting today's students, ACM conducts mental health surveys of students on a periodic basis supporting this conclusion. Supporting student mental health requires a broad-based institutional approach with multiple opportunities to identify and meet student needs. ACM's Holistic Mental Health Network is designed to improve student capacity for wellbeing and resilience with a focus on self-care. Students are encouraged from orientation, advising, and student life to engage with the mental health resources which include:

- Educational resources describing the levels of mental health support
- Student groups, such as clubs and TRIO to create community

- Mental Health First Aid trainings (in person and digital)
- Educational Programming
- Free mental health screenings
- On-campus mental health support specialists including personal counseling

Another obstacle many students face is paying for their education. ACM is extremely proud of the capacity of its Foundation to meet the financial needs of students. The ACM Cumberland Foundation distributes an estimated \$1.5 million annually thanks to the generosity of the Allegany County community, alumni, and student networks. Additionally, ACM faculty and staff donate annually to an emergency fund used to support students in need of last-dollar funding to purchase books, supplies, and incidentals necessary for classroom success. Financial Aid at ACM distributes nearly \$18 million in FY24 equating to just under \$2,000 per student receiving financial aid. Although there will always be financial needs for students, the College puts forth a tremendous effort to mitigate this for as many students and to as great a degree as possible every year for every student.

Technologically, the College implemented two major software packages to foster student success. The first was to transition the learning management system to D2L Brightspace, creating a simpler user interface, giving faculty greater control over the content in their courses, and simplifying assessment to grades while simultaneously making the construction of online courses more seamless to reach a broader array of students. The second was the implementation of EAB's Navigate platform, which creates faster intervention opportunities with students who have need additional student services assistance to succeed during the semester. It also provides quicker data evaluation opportunities for student service areas and student care units to tailor service needs based on real-time student need.

In what ways has your institution changed (e.g. structures, policies, practices, or culture) as a result of pursuing the 55% completion goal? What lessons have you learned about sustaining institutional change over time?

The 55% completion goal has led ACM to significant and lasting changes in approaching student success. Programs and resources are more deliberately aligned around pathways supporting timely degree completion which has included expanding guided pathways, strengthening advising systems, and creating clearer transfer agreements with four-year partners. The College has emphasized faster and simpler access to gateway courses, developmental education reform, and embedded supports such as tutoring and advising.

Faculty and staff have embraced a culture of evidence-based decision-making to support student success. Student support services have also become more proactive, with early alert systems and case management through Navigate to ensure students at risk are identified quickly during the semester and given opportunities to recover early and often.

The College updated its Mission and Vision to reflect the central role learners play in the educational operations of the institution. Employees have been able to leverage that both for their own positions and to understand the institution's goals and priorities more easily. Ongoing professional development and employee onboarding helps to keep these intentions front-of-mind.

To sustain institutional changes, consistent leadership coupled with participation from all constituency groups (both employee and student) to drive initiatives and necessary change to gather appropriate buy-in remain necessary. Reforms must be embedded into policies and operational processes to avoid them becoming one-off. Sustaining the College's successes with graduation and retention rates, awards granted, and program growth will require ongoing reflection of institutional processes and practices, using data to evaluate success, and iterating further when possible and appropriate.

III. Community Outreach and Impact

Sample of Funded Grants and Initiatives:

Weekend Hybrid Nursing Option – The state-supported NSP II program has been instrumental in expanding access to our growing nursing program. A new weekend hybrid option will provide greater flexibility for working adults and non-traditional students, helping to meet regional and statewide demand for skilled nurses.

Robotic Welding Training – This new program aims to provide specialized manufacturing training to enhance workforce skills and support regional businesses. Focusing on robotic welding, the program will equip students with advanced skills, addressing the evolving demands of modern manufacturing.

Cosmetology: The 1,500-hour Licensed Cosmetology program, offered in partnership with the Allegany County Center for Career and Technical Education, is approved by the Maryland Board of Cosmetologists. The Board recently recognized ACM as a Continuing Education provider to support the new state requirement that licensed cosmetologists complete six continuing education credits every two years to maintain licensure.

Heavy Equipment Operation, Solar Installation and Maintenance, and CDL-A - These new Continuing Education/Workforce Development programs are currently under development. We continue to work closely with our business and industry partners to identify current and future needs and attach these programs to industry-recognized credentials.

Meeting the Moment with Mind-Body Medicine – A partnership with Allegany County Public Schools and the Center for Mind-Body Medicine to address the mental health crisis and the need for timely intervention. This project supports students and families in all 23 Allegany County Public Schools and has served over 4200 students.

ACM Continuing Education and Workforce Development achieved their highest enrollment since 2011 providing **nearly 8000 learners** with professional development training, workforce education, and personal enrichment opportunities.

Scholarships:

Over \$2 million was awarded in FY24 through more than 2500 individual scholarship awards to deserving students.

Allegany County Opportunity Scholarships provide assistance to residents from every community in Allegany County, including need-based, merit, Early College, and workforce development students.

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Student & Institutional Characteristics *(not Benchmarked)*

These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.

	Fall 2021	Fall 2022	Fall 2023	Fall 2024
A Fall credit enrollment				
a. Unduplicated headcount	2,421	2,577	2,677	2,785
b. Percent of students enrolled part time	67.9%	68.0%	67.5%	70.5%
	Fall 2021	Fall 2022	Fall 2023	Fall 2024
B First-time credit students with developmental education needs	30.5%	32.9%	27.6%	30.5%
	FY2022	FY2023	FY2024	FY2025
C Credit students who are first-generation college students (neither parent attended college) *RISC Survey was not run in FY2025	57.0%	55.0%	55.0%	NA
	FY2021	FY2022	FY2023	FY2024
D Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	0	0	0	0
	FY2021	FY2022	FY2023	FY2024
E Credit students receiving financial aid				
a. Receiving any financial aid	89.7%	94.4%	91.7%	85.1%
b. Receiving Pell grants	30.6%	32.1%	41.9%	30.4%
	Fall 2021	Fall 2022	Fall 2023	Fall 2024
F Students 25 years old or older	30.4%	29.6%	30.8%	33.6%
a. Credit students				
	FY2021	FY2022	FY2023	FY2024
b. Continuing education students	82.9%	83.1%	68.5%	66.2%
	FY2022	FY2023	FY2024	FY2025
G Credit students employed more than 20 hours per week *RISC Survey was not run in FY2025	53.0%	41.0%	58.0%	NA
	Fall 2021	Fall 2022	Fall 2023	Fall 2024
H Credit student racial/ethnic distribution				
a. Hispanic/Latino	2.5%	2.7%	3.6%	4.6%
b. Black/African American only	9.3%	10.8%	10.8%	11.6%
c. American Indian or Alaskan native only	0.2%	0.2%	0.1%	0.0%
d. Native Hawaiian or other Pacific Islander only	0.1%	0.2%	0.0%	0.2%
e. Asian only	0.8%	0.7%	1.0%	0.8%
f. White only	82.3%	80.1%	78.0%	75.9%
g. Multiple races	3.1%	3.3%	4.0%	4.1%
h. Foreign/Non-resident alien	1.2%	1.1%	1.4%	1.5%
i. Unknown/Unreported	0.5%	0.9%	1.1%	1.1%
	Fall 2021	Fall 2022	Fall 2023	Fall 2024
I Credit student distance education enrollment				
a. Enrolled exclusively in distance education	23.5%	26.0%	28.7%	33.3%
b. Enrolled in some, but not all, distance education	24.6%	26.4%	28.7%	25.5%
c. Not enrolled in any distance education	51.9%	47.7%	42.6%	41.2%

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	FY2021	FY2022	FY2023	FY2024
J Unrestricted revenue by source				
a. Tuition and fees	44.0%	41.7%	40.8%	45.1%
b. State funding	22.0%	25.0%	31.0%	27.3%
c. Local funding	26.0%	25.3%	23.8%	23.6%
d. Other	8.0%	8.0%	4.4%	4.1%
	FY2021	FY2022	FY2023	FY2024
K Expenditures by function				
a. Instruction	34.4%	34.1%	33.1%	32.0%
b. Academic support	18.9%	19.7%	18.9%	18.3%
c. Student services	7.7%	8.5%	7.7%	7.9%
d. Other	39.0%	37.7%	40.3%	41.8%

Goal 1: Access

	FY2021	FY2022	FY2023	FY2024	Benchmark FY 2025
1 Annual unduplicated headcount					
a. Total	8,909	7,078	9,921	10,624	10,250
b. Credit students	3,117	3,072	3,196	3,413	3,300
c. Continuing education students	3,906	4,407	7,165	7,529	7,050
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
2 Market share of first-time, full-time freshmen	50.7%	50.8%	61.9%	51.5%	61.0%
Note: Methodology changed starting in Fall 2019.					
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
3 Market share of part-time undergraduates	82.3%	82.8%	83.6%	84.3%	81.5%
Note: Methodology changed starting in Fall 2019.					
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2024
4 Market share of recent, college-bound high school graduates	59.4%	63.6%	65.9%	61.5%	61.5%
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
5 High school student enrollment	729	791	910	922	725
	FY2021	FY2022	FY2023	FY2024	Benchmark FY 2025
6 Annual enrollment in online/hybrid courses					
a. Credit, online	5,358	5,166	5,721	6,468	4,000
b. Continuing education, online	1,697	839	2,265	2,567	100
c. Credit, hybrid	2,438	1,260	1,263	1,045	1,750
d. Continuing education, hybrid	NA	874	1,675	2,161	NA
	FY2022	FY2023	FY2024	FY2025	Benchmark FY 2026
7 Tuition and mandatory fees					
a. Annual tuition and fees for full-time students	\$4,912	\$4,912	\$4,920	\$5,130	NA
b. Percent of tuition/fees at Md public four-year institutions	50.0%	48.9%	47.9%	48.9%	47.0%
Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

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	FY2021	FY2022	FY2023	FY2024	Benchmark FY 2025
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	142	623	652	644	1,350
b. Annual course enrollments	169	650	1,114	1,114	2,250
	FY2021	FY2022	FY2023	FY2024	Benchmark FY 2025
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	196	155	161	159	400
b. Annual course enrollments	469	477	287	485	1,000
	FY2021	FY2022	FY2023	FY2024	Benchmark FY 2025
10 Adult education student achievement of:					
a. At least one ABE educational functioning level	<50	<50	<50	<50	NA
b. At least one ESL educational functioning level	<50	<50	<50	<50	NA
Note: Not reported if < 50 students in the cohort					
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
11 Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	17.2%	18.7%	19.9%	22.0%	15.0%
	FY2021	FY2022	FY2023	FY2024	Benchmark FY 2025
b. Percent nonwhite continuing education enrollment	NA	NA	NA	NA	NA
	July 2021	July 2022	July 2023	July 2024	Benchmark Not Required
c. Percent nonwhite service area population, 15 or older	13.9%	12.9%	13.4%	13.7%	NA
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
12 Percent minorities (nonwhite) of full-time faculty	1.0%	2.0%	2.0%	2.0%	3.0%
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
13 Percent minorities (nonwhite) of full-time administrative and professional staff	1.8%	1.7%	3.0%	3.4%	2.0%

Goal 2: Success

	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort	Fall 2023 Cohort	Benchmark Fall 2024 Cohort
14 Fall-to-fall retention					
a. All students	57.0%	54.7%	57.4%	58.9%	60.0%
b. Pell grant recipients	52.4%	49.7%	59.1%	59.7%	52.0%
c. Developmental students	44.2%	41.1%	43.8%	50.0%	50.0%
d. College-ready students	63.5%	61.9%	63.1%	62.3%	65.0%

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	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	58.0%	54.4%	57.1%	56.4%	57.0%
	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	89.1%	83.1%	80.4%	86.9%	91.0%
b. Developmental completers	80.7%	81.3%	70.3%	73.9%	80.0%
c. Developmental non-completers	37.2%	35.7%	38.2%	31.8%	NA
d. All students in cohort	73.8%	73.2%	73.5%	80.0%	72.0%
	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	76.4%	76.2%	76.8%	82.0%	NA
b. Black/African American only	71.2%	57.1%	61.5%	63.3%	NA
c. Asian only	<50	<50	<50	<50	NA
d. Hispanic/Latino	<50	<50	<50	<50	NA
Note: Not reported if < 50 students in the cohort for analysis					
	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	80.6%	75.4%	68.9%	76.6%	81.5%
b. Developmental completers	69.6%	62.0%	60.4%	66.7%	64.0%
c. Developmental non-completers	33.7%	35.7%	38.2%	27.3%	NA
d. All students in cohort	65.3%	62.2%	63.7%	70.8%	60.5%
	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	67.7%	65.0%	64.7%	72.2%	NA
b. Black/African American only	64.4%	47.1%	46.2%	63.3%	NA
c. Asian only	<50	<50	<50	<50	NA
d. Hispanic/Latino	<50	<50	<50	<50	NA
Note: Not reported if < 50 students in the cohort for analysis					
	FY2021	FY2022	FY2023	FY2024	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	636	566	607	603	525
b. Career degrees	348	303	345	348	NA
c. Transfer degrees	171	165	152	140	NA
d. Certificates	117	98	110	115	NA
e. Unduplicated graduates	535	477	500	503	NA

Allegany College of Maryland

2025 ACCOUNTABILITY REPORT

	AY 19-20	AY 20-21	AY 21-22	AY 22-23	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	89.6%	87.5%	75.4%	84.9%	90.0%

	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	FY 2023 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year	28.1%	31.8%	30.4%	32.4%	30.0%

Goal 3: Innovation

	FY2021	FY2022	FY2023	FY2024	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Registered Nursing Licensure Exam	85.7%	83.9%	91.0%	87.3%	85.0%
Number of Candidates	98	112	155	213	
b. Practical Nursing Licensure Exam	100.0%	90.0%	88.2%	94.7%	85.0%
Number of Candidates	13	20	17	19	
c. Dental Hygiene National Board Exam	93.8%	100.0%	90.0%	92.9%	80.0%
Number of Candidates	15	18	20	14	
d. National MLT Registry	87.5%	<5*	100.0%	<5*	80.0%
Number of Candidates	8	<5*	5	<5*	
e. Respiratory Therapy Certification Exam	87.0%	86.0%	77.0%	83.0%	80.0%
Number of Candidates	23	14	22	12	
f. Occupational Therapy Assistant Cert. Exam	100.0%	83.3%	75.0%	85.7%	85.0%
Number of Candidates	7	6	8	7	
g. Physical Therapist Assistant Cert. Exam	93.8%	88.0%	<5*	100.0%	85.0%
Number of Candidates	16	9	<5*	10	
h. Medical Assistant	90.0%	92.0%	80.0%	<5*	85.0%
Number of Candidates	10	12	5	<5*	
Note: Not reported if <5 candidates in a year					

	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	FY 2023 Graduates	Benchmark Not Required
24 Graduates employed within one year	70.0%	79.0%	77.0%	75.0%	NA

	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	\$12,532	\$11,140	\$12,340	\$13,232	NA
b. Median annualized income three years after graduation	\$25,244	\$41,156	\$40,508	\$43,984	NA

	FY2021	FY2022	FY2023	FY2024	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	3,183	3,332	2,677	2,284	5,100
b. Annual course enrollments	5,110	5,473	4,780	3,995	9,100

Allegany College of Maryland

2025 ACCOUNTABILITY REPORT

	FY2021	FY2022	FY2023	FY2024	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	1,569	1,780	3,408	4,340	3,200
b. Annual course enrollments	2,573	2,091	4,330	5,395	4,700
	FY2021	FY2022	FY2023	FY2024	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	2,919	3,143	5,647	6,441	4,400
b. Annual course enrollments	4,479	5,040	8,960	9,678	8,100

Note: NA designates not applicable
 * designates data not available

Allegany College of Maryland Degree Progress Four Years after Initial Enrollment Fall 2020 Entering Cohort

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount		383		250		75	58
2	Number attempting fewer than 18 hours over first 2 years		78		36		6	36
3	Cohort for analysis (Line 1 – Line 2)		305	100.0%	214	100.0%	69	100.0%
4	Earned Associate degree from this community college		154	50.5%	125	58.4%	29	42.0%
5	Earned certificate, but no degree, from this community college		11	3.6%	5	2.3%	4	5.8%
6	Total associate and certificate graduates (Line 4 + Line 5)		165	54.1%	130	60.7%	33	47.8%
7	Transferred to Maryland two-year/technical college		5	1.6%	1	0.5%	2	2.9%
8	Transferred to Maryland public four-year college		42	13.8%	32	15.0%	10	14.5%
9	Transferred to Maryland private four-year college or university		1	0.3%	0	0.0%	0	0.0%
10	Transferred to out-of-state two-year/technical college		9	3.0%	5	2.3%	3	4.3%
11	Transferred to out-of-state four-year college or university		73	23.9%	59	27.6%	14	20.3%
12	Total transfers (sum of Lines 7 - 11)		130	42.6%	97	45.3%	29	42.0%
13	Graduated from this college and transferred (Line 6 □ Line 12)		79	25.9%	63	29.4%	16	23.2%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		216	70.8%	164	76.6%	46	66.7%
15	No award or transfer, but 30 credits with GPA ≥ 2.00		25	8.2%	21	9.8%	3	4.3%
16	Successful transition to higher ed (Line 14 + Line 15)		241	79.0%	185	86.4%	49	71.0%
17	Enrolled at this community college last term of study period		3	1.0%	1	0.5%	2	2.9%
18	Successful or persisting (Line 16 + Line 17)		244	80.0%	186	86.9%	51	73.9%

BALTIMORE CITY COMMUNITY COLLEGE 2025 PERFORMANCE ACCOUNTABILITY REPORT

I. MISSION

Baltimore City Community College (BCCC) provides quality, affordable, and accessible education meeting the professional and personal goals of a diverse population, changing lives, and building communities.

II. INSTITUTIONAL ASSESSMENT

State Plan Goal 1. Access: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.

The COVID-19 pandemic's effects lasted longer than anticipated in terms of enrollment and students' needs for support. Throughout the pandemic, Baltimore City, the College's primary service area, was among the highest jurisdictions in the State for COVID-19 positivity and the lowest for vaccinations. Liberty Campus's zip code, 21215, had the highest positivity rate in the City. Therefore, BCCC did not return to a primarily in-person environment until spring 2022. The annual unduplicated credit headcount reversed its primarily pandemic-driven decline in FY 2024 with an increase to 5,697 and fall 2024 credit enrollment increased by 11.1% to 4,375 (Indicator 1a and Characteristic A). The demographic and socio-economic characteristics of most students continue to make full-time enrollment challenging. The proportion of part-time students increased to 80.8% in fall 2024 which is reflected in the increase of 9.3 percentage points in the market share of part-time undergraduates (an influx of over 900 students), and the decline in the market share of first-time, full-time freshmen (Characteristic A and Indicators 3 and 2). The percentage of credit students 25 years of age and older remained over 50%, 73.5% of spring 2025 CCSSE respondents provide care for dependents, and 50.6% work at least 20 hours per week (Characteristics F and G). To support students' busy lives, the 14- and 10-week sessions (initiated during the pandemic) have become standard for fall and spring semesters. Summer now has five-, eight- and ten-week options. All three offer a mix of day, evening, early morning, Saturday, in-person, synchronous, and asynchronous classes.

Credit online enrollments in FY 2023 surpassed the benchmark and increased in FY 2024 (Indicator 6). The percentage exclusively enrolled in distance education in fall 2024 increased slightly to 13.9%. While the proportion exclusively enrolled in face-to-face classes decreased slightly to 59.8%, the number of students increased by 148 from fall 2023 (Characteristic I). BCCC provides scheduling options and wrap-around services to support in-person and remote attendance. A balance of face-to-face, asynchronous, and synchronous sections is a key factor in creating class schedules as well as academic support services such as tutoring. BCCC began expanding its winter course offerings in 2021, which has continued and resulted in enrollment increasing from 35 students in winter 2020 to 561 in winter 2025.

The Baltimore City Public School System (BCPSS) saw a decline of over 600 students in their high schools from 2022 to 2023 and a further decline in 2024. The College's market share of recent, college-bound high school graduates decreased (Indicator 4). BCCC's number of dual-

enrolled high school students reached 481 in fall 2021, declined in fall 2022 and fall 2023, and increased in fall 2024 (Indicator 5). In partnership with BCPSS, the Pathways in Technology Early College High School (P-TECH) program continues at Carver Vocational Technical, New Era Academy, and Paul Laurence Dunbar high schools. However, BCPSS is sunsetting the program at Paul Laurence Dunbar. Students currently in the program will continue, but there will be no new cohorts. Over 200 P-TECH students are expected to register for the fall 2025 12-week session. The College and BCPSS have continued the partnership focused on developmental coursework to support the Blueprint for Maryland's Future, Pillar 3, College and Career Readiness (CCR). BCCC's Academic Affairs and Early College Access teams are working with BCPSS staff to customize developmental reading/English (REN), math, and science courses for high school students to meet CCR standards through dual enrollment. The College anticipates the finalization of these courses in spring 2026 which will increase dual enrollment.

The socio-economic characteristics of most BCCC students make affordability a key issue. Spring 2025 respondents to the Community College Survey of Student Engagement (CCSSE) reported that 45.6% use their own income/savings as a major or minor source for paying their tuition; 60.0% reported that the lack of finances is likely to be what would cause them to withdraw from class or college; 44.0% reported that working full-time would likely be the cause; and 31.1% reported that caring for dependents would be the cause. BCCC's mission reflects its commitment to providing quality, affordable, and accessible education to its diverse population. The College strives to keep tuition and fees at a fraction of those for Maryland public four-year institutions, 31.6% in FY 2024 (Indicator 7). The zero-dollar application fee and flat rate tuition and fee schedule for students enrolled in 12 to 18 credits has continued. Students received free textbooks in summer terms of 2020 through 2025. BCCC implemented Barnes & Noble College's First Day® Complete program in 2025 to assist students in obtaining all course materials by the first day of class and potentially save up to 50% on course material costs. BCCC is part of the Maryland Promise program which provides financial support through a last-dollar scholarship for credit programs as well as non-credit courses that lead to licensure/certification.

The Workforce Development & Continuing Education (WDCE) Division remains committed to responding to the needs of the City's citizens and business community and rebuilding its enrollment. The annual unduplicated headcount in continuing education students increased by over 700 students in FY 2024 (Indicator 1c.). FY 2022 marked the slow return to in-person course offerings at the Harbor location and in the community along with virtual course options. The annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses increased by over 300 students in FY 2024 (Characteristic D). Annual unduplicated headcount and course enrollments in continuing education basic skills and literacy courses both increased by over 500 in FY 2024 (Indicator 9). Adult Basic Education (ABE) expanded the number and locations of its course sections including at the Metropolitan Transition Center. The number of completers increased steadily from FY 2023 to FY 2025. Community English as a Second Language (C-ESL) increased its course sections by 24 including eight additional offsite classes. In FY 2024, the percentage of students achieving at least one educational functional level increased for ABE and ESL by 7.4 and 4.2 percentage points, respectively (Indicator 10). To sustain the progress, the English Language Services (ELS) Office is using the post-test results to address learners' specific areas of needs to adapt lessons and curricula; provide additional

resources and support systems including enhancing tutoring services at the Harbor location; and establishing a comprehensive professional development plan for instructors to acquire the latest pedagogical strategies to maximize student outcomes. ABE/GED and C-ESL demonstrated increases in student access to technology by offering Computer Skills classes with Reasoning through Language Arts (RLA) content. Tools utilized include AZTEC, Nearpod, Jam Board, Pear Deck, Desmo, Kahoot's, Khan Academy, and Tutor.com. Prior to the pandemic, community service offerings primarily focused on senior citizens. Pandemic restrictions limited engagement with senior centers through FY 2023 and halted community service courses (Indicator 8).

BCCC's percentage of minority student enrollment has always exceeded the corresponding percentage in its service area; 90.2% of fall 2024 credit students and 97.2% of FY 2024 continuing education students were minorities compared to 71.7% of the City's population age 15 or over (Indicator 11). In fall 2024, 75.0% of full-time faculty and 76.2% of full-time administrative/professional staff were minorities (Indicators 12 and 13). The Human Resources (HR) Office continues to use various methods to attract diverse and qualified candidates. Openings are routinely posted on the BCCC website, LinkedIn, Indeed.com, Talent.com as well as higher education specific sites. More specialized positions may utilize niche websites. The College collaborated with the Mayor's Office of Economic Development (MOED) to host a job fair to recruit and promote BCCC as an employer of choice for the greater Baltimore area. HR participated in job fairs hosted by partner organizations including New Psalmist Baptist Church's Federal Workforce Reemployment Fair, Morgan State University's Annual Community and Veterans Hiring Fair, MOED's annual Second Chance Hiring & Resource Fair.

State Plan Goal 2. Success: Promote and implement practices and policies that will ensure student success.

BCCC's fall-to-fall retention rates increased for all fall 2022 sub-cohorts except the college-ready group, which represents less than 5% of the total cohort. The rates for fall 2023 Pell grants recipients, developmental students, and college-ready sub-cohorts surpassed the benchmarks. The college-ready sub-cohort increased to 55.2% while the other three sub-cohorts declined. (Indicator 14). The four-year developmental completer rate increased for the third year to 41.7% for the fall 2020 cohort (Indicator 15). While the number in the cohort declined as this was the first fall during the pandemic period, the support services put in place to assist students coupled with the streamlined developmental math requirements based on academic program made an impact. The college-level math courses required for each major are considered; only Science, Technology, Engineering, and Math majors require both levels of developmental math. In-person New Student Orientation (NSO) returned for the fall 2024 semester with 600+ students and families learning about BCCC's programs and services and taking the placement test. The fall 2025 NSO brought more new students and their families. NSO surveys saw an increase from 97.4% in fall 2024 to 100% in fall 2025 for responses of "yes" or "maybe" to recommending the event to other new students. These initiatives brought BCCC closer to attaining its benchmark.

Increasing the developmental completer rate remains key to increasing persister rates. BCCC's successful-persister rate for all students in the fall 2020 cohort increased, as did all of the sub-cohorts, with the developmental completers' successful-persister rate remaining far above other sub-cohorts. While the size of the cohort was smaller due to the decline in enrollment (fall 2020

was the first fall of the pandemic period), the successful-persister rate increased to 63.8%, surpassing the benchmark, the rate for developmental-completers increased by 7.3 percentage points to 73.4%, and the rate for African American students increased by 13.1 percentage points to 63.0% (Indicators 16 and 17). The graduation-transfer rate for developmental completers increased by 9 percentage points to 54.0% (Indicator 18).

The definition for Characteristic E, credit students receiving financial aid, changed in 2024 to exclude dual-enrolled students as they are not eligible for Pell grants. With that change, the percentages of students receiving Pell grants and receiving any financial aid continued to increase in FY 2024. FY 2023 marked the first year since the pandemic with federal work study participants and the number increased to over 100 participants in FY 2024. The fall-to-fall retention rate for the 2023 cohort of Pell grant recipients decreased to 43.4% but remained above the benchmark (Indicator 14). With 92.0% of CCSSE respondents indicating that financial aid advising is important to them, the Financial Aid Office (FAO) is committed to supporting students. The proportion of respondents indicating that they were very satisfied with BCCC's financial aid advising services increased steadily from 34.5% in 2014 to 94.9% in 2025. In-person and virtual support is provided to answer financial aid questions and assist in completing the FAFSA including scheduled evening and Saturday hours. The fall 2024 Program Review and Evaluation student survey showed that 74.6% of respondents were satisfied with the FAO, an increase of 4.6 percentage points from fall 2023. BCCC is committed to student success by allocating as much of its resources as possible to instruction, academic support, and student services. Nearly 45% of FY 2024 expenditures were for instruction and academic support with an additional 9.2% for student services. With the increase in both credit and non-credit enrollment, the percentage of unrestricted revenue from tuition and fees increased by 1.4 percentage points. (Characteristics J and K).

BCCC's federally funded TRIO Student Support Services (SSS) Program is dedicated to supporting 230 first-generation, low-income, or disabled students by helping them gain the skills and strategies necessary for college success. SSS focuses on enhancing retention, graduation, and transfer rates through personalized counseling, tutoring, and support services tailored to students' academic and career-building needs. The FY 2024 annual performance report showed that SSS exceeded all objectives including enrollment, eligibility and disability criteria, persistence, good academic standing, degree/certificate attainment, and transfer rates. With 238 students enrolled, the program had a persistence rate of 68% and a good academic standing rate of 83% (based on TRIO definitions). Additionally, 41% for the 2020-21 cohort graduated with a degree or certificate, and 15% transferred to a four-year institution after graduation. These outcomes earned SSS a perfect "Prior Experience" score, demonstrating effectiveness in fostering student success. FY 2025 activities included an open house event to foster connections among students, staff, and campus resources including the Student Support & Wellness Services Center and Testing Center. A "Mindfulness, Muffins, & Mingle" event encouraged self-care and connection with fellow students while enjoying refreshments.

The total number of degrees and certificates decreased in FY 2024 (Indicator 20). At the time the benchmarks were established, colleges could not have anticipated how long the remote learning environment would continue or the ongoing impact on students' abilities to complete various aspects of their program requirements for a myriad of reasons. The delays created, especially for

students in programs requiring experiential learning components held at partner sites, affected the number of graduates and progress toward the benchmark. Experiential opportunities in the healthcare, education, and human services programs were limited, and demand was high across institutions competing for openings for their students. The percentage of FY 2022 transfer program graduates who transferred to four-year institutions within one year increased to 50.4%, surpassing the benchmark, but fell to 46.2% for the FY 2023 graduates (Indicator 22). The percentage of students with a cumulative GPA of 2.0 or above after the first year increased by over 4 percentage points (Indicator 21). BCCC anticipates increases in future transfer students' GPAs bringing the percentage closer to the benchmark. The College is participating in the Maryland Transfer Intensive initiative, a partnership between the Aspen Institute, MHEC, and Maryland's community colleges and four-year colleges and universities. To achieve the goal of ensuring that more Marylanders earn bachelor's degrees and work in Maryland, strengthening the path from an associate degree from Maryland community colleges to graduating from the State's four-year colleges and universities. The Maryland Transfer promise is that every community college student who needs or wants a bachelor's degree will have pathways from community colleges to and through four-year institutions that will be affordable, timely, and barrier-free. BCCC is partnering with the University of Baltimore to advance this initiative.

State Plan Goal 3. Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success.

In spring 2020, students in their final semester of Nursing and Health Professions (NHP) programs could not complete all their clinical and lab instruction due to the pandemic, which decreased the number of graduates eligible to take the respective licensing exams. Challenges related to availability of clinical sites continued in FY 2021 and FY 2022. In FY 2024, licensure exam pass rates increased in Nursing, Licensed Practical Nursing, and Physical Therapist Assistant (PTA). After four years with a pass rate of 100%, Respiratory Care (RC) declined to 87.5% reflecting a difference of one student. (Indicator 23) Additional preparation for the licensing examinations is a priority; the College incorporated this priority into its action plans for the Carl D. Perkins Grant. Courses designed to prepare students for these exams were purchased for Nursing, Health Information Technology, PTA, and RC programs to build students' confidence. The funds were also allocated to pay for the national credentialing examinations for the students and graduates in the Surgical Technologist, HIT, PTA, and RC programs. This support has directly benefited more than 80% of students and graduates. In addition, Nursing students are required to participate in pre-entry sessions. The fall 2024 and fall 2025 Pre-entry Sessions' surveys showed high ratings on the sessions' usefulness.

Graduates from career programs that were employed within one year increased to 78.3% for FY 2023 graduates (Indicators 24). Many programs utilize fieldwork placements for students to obtain hands-on skills and training to support graduation and employment goals including the NHP and Biotechnology degree and certificate programs. Biotechnology had learning opportunities at senior institutions as well as organizations including BioWorks and Becton Dickinson. The median annualized income of FY 2020 career program graduates after three years continued to increase with the FY 2021 graduates (Indicator 25). Career Services supports credit and non-credit students' workforce goals with services including resume/cover letter development, interview preparation, job search, recruitment events, and workshops.

The annual unduplicated headcount and course enrollments in continuing education workforce development increased in FY 2024 (Indicator 26). The unduplicated headcount and course enrollments in Continuing Professional Education leading to government or industry-required certification or licensure increased in FY 2024 (Indicator 27). Course sequences paused due to the pandemic could fully resume in FY 2023 and expanded in FY 2024 including Warehouse and Logistics, Diesel Mechanic, and Construction Pre-Apprenticeship. Healthcare course sequences that saw declines due to limitations necessitated by COVID-19 protocols saw a slow return to normal operations in FY 2023 and increases in enrollment in FY 2024. Employer engagement is central to fulfilling BCCC's mission. BCCC works closely with the Greater Baltimore Committee and MOED. In addition, the College serves as a member of the Baltimore Workforce Development Board. These partnerships help to ensure that College programs align with the labor market needs and industry standards for the students to leave prepared and credentialed for the workforce in high-growth professions. MOED has career coaches located on campus to provide direct career guidance. Uniquely, Career Services provides a Job Readiness course for all WDCE students. Fall 2025 will see the first asynchronous sections implemented. BCCC is the only Maryland community college and one of just five Maryland institutions participating in the Cyber Warrior Diversity Program (CWDP) to train students in computer networking and cybersecurity to attain CompTIA certifications. BCCC students take additional classes to prepare for CompTIA exams in A+, Network+ and Security+. All books and on-line instructional materials are included and up to two vouchers are provided for each credential exam. Additional tutoring is provided prior to taking an exam a second time. The Cyber Club, internships, and competitions support progress toward certification and advanced awards in BCCC's Information Technology & Cybersecurity Pathway which includes the CWDP as well as lower division certificates in IT Basic Skills and Cybersecurity and Assurance and associate degrees in Computer Information Systems and Cybersecurity. The number of unduplicated CWDP students reported to MHEC increased from 133 in fall 2023 to 197 in fall 2024. After a decline in FY 2024, the unduplicated headcount and course enrollments in contract training doubled in FY 2025 with over 50 partner organizations including MOED, Baltimore City Police Department, International Rescue Committee, and Baltimore City Department of Health (Indicator 28).

Institutional Responses

1. Given the complex needs of today's students, what innovative supports (academic, financial, mental health, basic needs) has your college found most effective in boosting student success? How might these be expanded or reimaged to support long-term degree completion goals?

BCCC remains committed to providing services to support the entire student. Throughout the pandemic and the "return to campus", the College provided additional resources to help ensure they could focus on achieving their academic goals. Technology support remains key for BCCC's student population. Questions related to access to Wi-Fi and computers/laptops became standard on selected surveys during the pandemic to determine the need for support. Those survey items are now standard to help ensure needed supports are sufficient. The College has focused on access to laptops, computer labs, no- or low-cost Wi-Fi, help desk support, and Canvas support for all students during and since the period of the pandemic period. Credit and non-credit students have access to wraparound services ranging from mental health support through the Student Support and Wellness Services Center (SSWSC) to employment and career support through the Career Services Office. SSWSC is staffed with a full-time licensed social

worker and a full-time counselor to provide support for students' social and emotional needs. The SSWSC provides free and confidential counseling to students for extra support with personal concerns affecting their academic success and general well-being. Services include teletherapy, individual and group counseling, consultation and training, classroom presentations, referrals to campus and community resources, and workshops for students, faculty, and staff. Workshops include time and stress management, drug and alcohol awareness, mental health, and sleep mindfulness. The SSWSC webpage offers resources for crisis intervention, housing assistance, food/nutrition services, and substance abuse. A fall 2024 student survey showed that 100% of respondents who participated in any of the SSWSC activities found the services to be helpful. The survey sought feedback from students on the types of services they would like as well as scheduling options and modalities to inform planning. The Panther Talk series began in FY 2024 and continued in FY 2025 with guest speakers on topics including Mental Health/Stress Relief, Balancing and Navigating College, Financial Literacy, Building Healthy Relationships Networking, and Life After BCCC Alumni Panel. Students consistently responded to Panther Talk surveys that they would recommend the workshops to other students.

CCSSE results consistently show that academic advising services are important to students, yet they often do not utilize them. In 2022, 18.3% reported using them one time or never during that academic year and in 2025, 29.9% reported the same. BCCC is one of three community colleges who began participating in fall 2024 in the "Expanding SUCCESS", a partnership between MHEC and MDRC, focused on advising. To receive a monthly stipend of \$50, students must meet with their advisor regularly, among other criteria. The incentive and structure of "Panther Success" is bringing those students to see their advisors. There were 62 active participants in fall 2024, two (3.2%) graduated, and 52 (83.9%) returned in the spring 2025. With positive feedback from the students, advisors, and MHEC, the program is continuing in Academic Year 2025-26.

Workforce Development & Continuing Education (WDCE) provides short-term occupational training while addressing the holistic needs of non-traditional and adult learners. Tuition support is provided through grant-funded course sequences that include books, supplies, uniforms and testing/licensing fees for workforce programs. WDCE has relationships with various service providers throughout the City and connects students to external as well as internal resources.

2. In what ways has your institution changed (e.g., structures, policies, practices, or culture) as a result of pursuing the 55% completion goal? What lessons have you learned about sustaining institutional change over time?

In response to the 55% completion goal and the COVID-19 pandemic, BCCC pivoted significantly in terms of structures, policies, and practices. The most prominent change was the accelerated adoption of various learning modalities and more data-informed, student-centered support systems. The College carefully considers the scheduling and modalities of courses and services every term. BCCC has invested heavily in its technology infrastructure to bridge the gap faced by many students by providing laptops and Wi-Fi to students to ensure equitable access to instruction, course materials, and support resources. Procedures have been redesigned to be more flexible, including simplified withdrawal processes and an increased focus on providing emergency aid and support for students' basic needs. The pandemic necessitated rapid innovation and sustaining that momentum requires continuous collaboration. More cross-departmental

teams are in place to share data and insights in real time. Staff are tracking the impact of the changes occurring at the federal level to sustain services currently tied to federal grants and funding sources. Action plans are being developed with input from across the College.

BCCC has developed a culture of enhancing its structures, policies, and practices to adhere to Realignment Tasks, accreditation standards, and community needs. Institutional change is sustained when anchored in transparent and committed leadership, strategic planning and resourcing, and adaptability to the diverse needs of the College's service population. With student-focused leadership to guide and energize the faculty and staff to support student success and completion, BCCC is reinstating shared governance, embedding academic supports, and expanding wrap-around services and programs. The pandemic reinforced the need for ongoing and timely communication. The President holds a forum for all faculty and staff two to three times per academic year and the Cabinet meets daily. The Marketing Office and Student Affairs have gained insights and refined how the College connects with prospective and current students to make better use of social media, text messaging, interactive webpages, digital displays, and emails through Banner communications. The Human Resources (HR) Office is enhancing the efficiency and effectiveness of operations as well as meeting the State's requirements with the transition to their new "gross pay" system. Enhancing employee recruitment and retention practices will positively impact student success. NEOED, an applicant tracking system currently in "test", will integrate with the Banner Enterprise Resource Planning system to streamline hiring, onboarding, and offboarding processes. HR is reviewing an institutional Excellence and Service Awards initiative to execute a modified submission, selection, and awards process.

COMMUNITY OUTREACH AND IMPACT

BCCC's Strategic Plan calls for growing and strengthening partnerships and community engagement. The College is committed to engaging and building communities in the greater Baltimore area. Dedicated faculty, staff, and students provide their time and expertise to serve the City's citizens, neighborhood and community organizations, public schools, and employers. BCCC continues to strengthen and expand relationships with stakeholders through ongoing engagement with federal, State, and local officials including Congressman Kweisi Mfume's office and State Senators Antonio Hayes, Jill Carter, Cory McCray, and William Ferguson. Moreover, the College continues to build upon relationships with the Mayor's Office, City Council President, and Council members. BCCC has established partnerships with MOED, BCPSS, Pan Hellenic Community, and local business, industry and community organizations. BCCC's YouthWorks partnership with BCPSS and MOED connects summer jobs for high school students to in-demand skills. Through the Student Life and Engagement (SLE) Office, students, along with staff, engage in community outreach and service activities. In FY 2025, The Student Leadership Club volunteered at Paul's Place in Baltimore to serve food and distribute clothing. BCCC students and staff participated in the annual Baltimore Veterans Day parade as well as initiatives with the Baltimore Food Bank including a student-sponsored food drive on campus. SLE supported monthly visits with the League of Women Voters of Baltimore City as they educate students on the importance of voter registration. Participating in, as well as hosting faculty and staff recruitment events throughout the year, promotes and positions the College for greater visibility and opportunities for partnerships with local community organizations and business stakeholders to provide essential support to the City and the greater community.

BALTIMORE CITY COMMUNITY COLLEGE

2025 ACCOUNTABILITY REPORT

Student & Institutional Characteristics (not Benchmarked)

These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.

A	Fall credit enrollment	Fall 2021	Fall 2022	Fall 2023	Fall 2024
	a. Unduplicated headcount	3,864	3,538	3,939	4,375
	b. Percent of students enrolled part time	79.2%	76.1%	75.0%	80.8%
		Fall 2021	Fall 2022	Fall 2023	Fall 2024
B	First-time credit students with developmental education needs	55.2%	83.5%	75.3%	80.7%
		FY 2019	FY 2020	FY 2022	FY 2025
C	Credit students who are first-generation college students (neither parent attended college) CCSSE is administered every two years.	CCSSE Not Admin	35.9%	59.7%	45.1%
		FY 2021	FY 2022	FY 2023	FY 2024
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	872	1,333	1,353	1,691
		FY 2021	FY 2022	FY 2023	FY 2024
E	Credit students receiving financial aid*	62.4%	59.0%	69.5%	72.6%
	a. Receiving any financial aid	36.4%	39.0%	44.5%	44.8%
	b. Receiving Pell grants	5,806	5,110	4,339	5,385
	*Note - New definition excludes dual enrollment from denominator.				
F	Students 25 years old or older	Fall 2021	Fall 2022	Fall 2023	Fall 2024
	a. Credit students	52.2%	45.7%	53.6%	52.0%
		FY 2021	FY 2022	FY 2023	FY 2024
	b. Continuing education students	72.6%	77.1%	91.2%	76.1%
		FY 2019	FY 2020	FY 2022	FY 2025
G	Credit students employed more than 20 hours per week CCSSE is administered every two to three years.	CCSSE Not Admin	44.4%	46.1%	50.6%
H	Credit student racial/ethnic distribution	Fall 2021	Fall 2022	Fall 2023	Fall 2024
	a. Hispanic/Latino	2.8%	3.3%	3.5%	4.7%
	b. Black/African American only	76.0%	64.6%	68.7%	64.9%
	c. American Indian or Alaskan native only	0.30%	0.3%	0.2%	0.3%
	d. Native Hawaiian or other Pacific Islander only	0.05%	0.0%	0.1%	0.1%
	e. Asian only	1.5%	1.0%	0.7%	0.6%
	f. White only	5.4%	3.8%	4.1%	9.4%
	g. Multiple races	2.8%	2.2%	2.2%	2.6%
	h. Foreign/Non-resident alien	8.1%	21.0%	16.3%	13.4%
	i. Unknown/Unreported	3.2%	3.8%	4.2%	4.0%
I	Credit student distance education enrollment	Fall 2021	Fall 2022	Fall 2023	Fall 2024
	a. Enrolled exclusively in distance education	99.2%	12.7%	12.1%	13.9%
	b. Enrolled in some, but not all, distance education	0.7%	27.8%	25.2%	26.3%
	c. Not enrolled in any distance education	0.1%	59.5%	62.7%	59.8%
J	Unrestricted revenue by source	FY 2021	FY 2022	FY 2023	FY 2024
	a. Tuition and fees	23.2%	18.1%	15.9%	17.3%
	b. State funding	71.1%	73.3%	74.0%	66.4%
	c. Local funding	1.1%	1.1%	1.0%	0.8%
	d. Other	4.5%	7.5%	9.1%	15.5%
K	Expenditures by function	FY 2021	FY 2022	FY 2023	FY 2024
	a. Instruction	41.9%	40.1%	35.5%	34.7%
	b. Academic support	10.5%	10.3%	8.7%	10.2%
	c. Student services	9.9%	8.6%	7.5%	9.2%
	d. Other	37.6%	41.0%	48.3%	46.0%

BALTIMORE CITY COMMUNITY COLLEGE
2025 ACCOUNTABILITY REPORT

Goal 1: Access

1	Annual unduplicated headcount	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
	a. Total	8,940	8,848	7,586	9,143	14,300
	b. Credit students	6,358	5,761	4,924	5,697	7,473
	c. Continuing education students	2,659	3,126	2,710	3,547	7,152
2	Market share of first-time, full-time freshmen Note: Methodology changed starting in Fall 2019.	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
		13.2%	12.3%	12.4%	5.7%	23.4%
3	Market share of part-time undergraduates Note: Methodology changed starting in Fall 2019.	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
		35.0%	32.5%	26.3%	35.6%	38.7%
4	Market share of recent, college-bound high school graduates	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2024
		20.7%	18.4%	12.0%	10.1%	37.0%
5	High school student enrollment * May not include all PTECH	Fall 2021	Fall 2022*	Fall 2023	Fall 2024	Benchmark Fall 2025
		481	436	234	367	640
6	Annual enrollment in online/hybrid courses	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
	a. Credit, online	27,238	18,573	8,928	8,969	7,639
	b. Continuing education, online	5,330	5,672	2,558	3,411	176
	c. Credit, hybrid	0	47	0	45	740
	d. Continuing education, hybrid	0	0	0	87	0
7	Tuition and mandatory fees	FY 2022	FY 2023	FY 2023	FY 2024	Benchmark FY 2026
	a. Annual tuition and fees for full-time students	3,314	3,314	3,314	3,314	NA
	b. Percent of tuition/fees at Md public four-year institutions	33.7%	33.0%	32.3%	31.6%	36.8%
	Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.				10,499	
8	Enrollment in continuing education community service and lifelong learning courses	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
	a. Unduplicated annual headcount	43	0	7	0	78
	b. Annual course enrollments	49	0	7	0	95
9	Enrollment in continuing education basic skills and literacy courses	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
	a. Unduplicated annual headcount	1,707	2,258	1,825	2,359	3802
	b. Annual course enrollments	3,244	4,179	3,340	3,956	7,604
10	Adult education student achievement of:	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
	a. At least one ABE educational functioning level	23.4%	26.5%	17.0%	24.4%	36.2%
	b. At least one ESL educational functioning level	24.5%	22.5%	19.7%	23.9%	43.3%
	Note: Not reported if < 50 students in the cohort					

BALTIMORE CITY COMMUNITY COLLEGE
2025 ACCOUNTABILITY REPORT

11	Minority student enrollment compared to service area population					Benchmark
						Fall 2025
		Fall 2021	Fall 2022	Fall 2023	Fall 2024	
		94.5%	95.5%	95.2%	90.2%	93.0%
	a. Percent nonwhite credit enrollment					
	b. Percent nonwhite continuing education enrollment					Benchmark
						FY 2025
		FY 2021	FY 2022	FY 2023	FY 2024	
		90.0%	89.2%	88.6%	97.2%	92.0%
	c. Percent nonwhite service area population, 15 or older					Benchmark
						Not Required
		July 2021	July 2022	July 2023	July 2024	
		70.5%	71.0%	71.5%	71.7%	NA
						Benchmark
						Fall 2025
		Fall 2021	Fall 2022	Fall 2023	Fall 2024	
12	Percent minorities (nonwhite) of full-time faculty					BCCC does not
						benchmark.
		75.3%	80.0%	81.8%	75.0%	
						Benchmark
						Fall 2025
		Fall 2021	Fall 2022	Fall 2023	Fall 2024	
13	Percent minorities (nonwhite) of full-time administrative and professional staff					BCCC does not
						benchmark.
		73.5%	68.8%	71.6%	76.2%	

Goal 2: Success

14	Fall-to-fall retention					Benchmark
						Fall 2024
		Fall 2020	Fall 2021	Fall 2022	Fall 2023	
		Cohort	Cohort	Cohort	Cohort	Cohort
	a. All students					
		39.3%	37.5%	43.1%	35.7%	36.0%
	b. Pell grant recipients					
		55.4%	44.7%	55.1%	43.4%	40.0%
	c. Developmental students					
		40.2%	36.6%	48.2%	37.0%	36.0%
	d. College-ready students					
		38.5%	56.1%	48.0%	55.2%	34.0%
						Benchmark
						Fall 2021
		Fall 2017	Fall 2018	Fall 2019	Fall 2020	
		Cohort	Cohort	Cohort	Cohort	Cohort
15	Developmental completers after four years					
		34.9%	38.8%	39.6%	41.7%	46.0%
						Benchmark
						Fall 2021
		Fall 2017	Fall 2018	Fall 2019	Fall 2020	
		Cohort	Cohort	Cohort	Cohort	Cohort
16	Successful-persister rate after four years					
		na (n=29)	na (n=10)	na (n=33)	69.0%	69.3%
	a. College-ready students					
		75.1%	67.7%	66.1%	73.4%	82.6%
	b. Developmental completers					
		46.0%	30.3%	19.6%	36.0%	NA
	c. Developmental non-completers					
		62.2%	53.0%	50.9%	63.8%	62.7%
	d. All students in cohort					
						Benchmark
						Fall 2021
		Fall 2017	Fall 2018	Fall 2019	Fall 2020	
		Cohort	Cohort	Cohort	Cohort	Cohort
17	Successful-persister rate after four years					Benchmark
						Not Required
		Fall 2017	Fall 2018	Fall 2019	Fall 2020	
		Cohort	Cohort	Cohort	Cohort	
	a. White only					
		na (n=14)	na (n=19)	na (n=19)	na (n=15)	NA
	b. Black/African American only					
		62.3%	53.0%	49.9%	63.0%	NA
	c. Asian only					
		na (n=14)	na (n=7)	na (n=14)	na (n=8)	NA
	d. Hispanic/Latino					
		na (n=10)	40.4%	na (n=31)	na (n=28)	NA
	Note: Not reported if < 50 students in the cohort for analysis.					
						Benchmark
						Fall 2021
		Fall 2017	Fall 2018	Fall 2019	Fall 2020	
		Cohort	Cohort	Cohort	Cohort	Cohort
18	Graduation-transfer rate after four years					
		na (n=29)	na (n=10)	na (n=33)	53.8%	58.3%
	a. College-ready students					
		54.7%	41.6%	45.0%	54.0%	71.1%
	b. Developmental completers					
		30.0%	26.1%	12.3%	32.0%	NA
	c. Developmental non-completers					
		43.3%	35.9%	34.8%	49.5%	51.5%
	d. All students in cohort					

BALTIMORE CITY COMMUNITY COLLEGE

2025 ACCOUNTABILITY REPORT

	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	na (n=14)	na (n=19)	na (n=19)	na (n=15)	NA
b. Black/African American only	43.5%	36.1%	32.4%	48.8%	NA
c. Asian only	na (n=14)	na (n=7)	na (n=14)	na (n=8)	NA
d. Hispanic/Latino	na (n=10)	23.1%	na (n=31)	na (n=28)	NA

Note: Not reported if < 50 students in the cohort for analysis

	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	581	473	466	436	706
b. Career degrees	272	246	242	225	NA
c. Transfer degrees	154	139	120	102	NA
d. Certificates	155	88	104	109	NA
e. Unduplicated graduates	521	433	420	387	NA

	AY 20-21	AY 21-22	AY 22-23	AY 22-24	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	84.6%	78.8%	76.7%	81.0%	90.3%

	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	FY 2023 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year* (Transfer to four-year institutions)	48.5%	46.8%	50.4%	46.2%	48.0%

FY 2019 updated in 2022; FY 2022 updated in 2024.

Goal 3: Innovation

	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Nursing - National Council	81.7%	78.0%	72.3%	88.5%	90.0%
Number of Candidates	71	41	47	26	
b. Licensed Practical Nurse - National Council	73.3%	66.7%	65.2%	100.0%	90.0%
Number of Candidates	15	12	23	16	
c. Physical Therapy - Assessment Systems	88.9%	66.7%	57.1%	100.0%	90.0%
Number of Candidates	9	6	7	1	
d. Dental Hygiene - National (Written) Board	Not Applicable*	92.9%	75.0%	50.0%	90.0%
Number of Candidates	0	14	16	10	
e. Respiratory Care - MD Entry Level Exam	100.0%	100.0%	100.0%	87.5%	95.0%
Number of Candidates	8	4	8	8	

* Due to COVID-19 related delays.

	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	FY 2023 Graduates	Benchmark Not Required
24 Graduates employed within one year	77.7%	77.7%	76.0%	78.3%	NA

	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	\$20,040	\$24,304	\$24,792	\$29,507	NA
b. Median annualized income three years after graduation	\$39,536	\$49,912	\$54,036	\$56,528	NA

	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	1,337	1,284	914	1,224	2,472
b. Annual course enrollments	2,164	1,940	1,973	2,661	3,296

	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	744	739	809	1,192	2,472
b. Annual course enrollments	1,254	1,246	1,382	2,357	3,296

	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	506	392	262	181	2,025
b. Annual course enrollments	1,035	610	469	329	2,700

Baltimore City Community College Degree Progress Four Years after Initial Enrollment Fall 2020 Entering Cohort

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount		637		299		141	
2	Number attempting fewer than 18 hours over first 2 years		267		128		17	
3	Cohort for analysis (Line 1 – Line 2)		370 100.0%		171 100.0%		124 100.0%	
4	Earned Associate degree from this community college		50 13.5%		30 17.5%		20 16.1%	
5	Earned certificate, but no degree, from this community college		1 0.3%		0 0.0%		1 0.8%	
6	Total associate and certificate graduates (Line 4 + Line 5)		51 13.8%		30 17.5%		21 16.9%	
7	Transferred to Maryland two-year/technical college		45 12.2%		21 12.3%		12 9.7%	
8	Transferred to Maryland public four-year college		70 18.9%		39 22.8%		26 21.0%	
9	Transferred to Maryland private four-year college or university		2 0.5%		2 1.2%		0 0.0%	
10	Transferred to out-of-state two-year/technical college		3 0.8%		2 1.2%		1 0.8%	
11	Transferred to out-of-state four-year college or university		35 9.5%		15 8.8%		13 10.5%	
12	Total transfers (sum of Lines 7 - 11)		155 41.9%		79 46.2%		52 41.9%	
13	Graduated from this college and transferred (Line 6 □ Line 12)		23 6.2%		17 9.9%		6 4.8%	
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		183 49.5%		92 53.8%		67 54.0%	
15	No award or transfer, but 30 credits with GPA ≥ 2.00		46 12.4%		23 13.5%		22 17.7%	
16	Successful transition to higher ed (Line 14 + Line 15)		229 61.9%		115 67.3%		89 71.8%	
17	Enrolled at this community college last term of study period		7 1.9%		3 1.8%		2 1.6%	
18	Successful or persisting (Line 16 + Line 17)		236 63.8%		118 69.0%		91 73.4%	

Carroll Community College 2025 Performance Accountability Report

Mission

Empowering learners. Changing lives. Building community. Carroll Community College provides accessible, high-quality educational opportunities to advance careers, enrich lives, and strengthen the community we serve.

Institutional Assessment

Student Characteristics

In Fall 2024, Carroll Community College's unduplicated headcount for credit enrollment rose, capping four years of moderate but steady enrollment increases. In a similar upward trajectory, the percentage of student enrolled part time increased (Indicator A). As an open-access institution, Carroll welcomes enrollment from all prospective student populations; in FY2024, the College realized modest growth in Hispanic/Latino and Asian students, sustained enrollment of White students (Indicator H), and continued increases in the headcount in English for Speakers of Other Languages (ESOL) courses (Indicator D). The College sustained its strong efforts to ensure students receive adequate financial support to pursue their educational goals, with a 2.5% increase in credit students receiving any type of aid and a slight uptick in students receiving Pell grants (Indicator E). Nearly half of credit students enrolled in distance education courses to some extent (Indicator I).

State Plan Goal 1: Access

Carroll remains focused on meeting enrollment benchmarks each year. The College adopted a comprehensive Enrollment Management Plan in FY2024, which prioritized strategic marketing practices, streamlined enrollment processes, and emphasized outreach to key student populations such as dual enrolled learners, learners aged twenty-five or older, and student athletes. Moreover, the College continually enhances its examination of data and key indicators to make strategic decisions related to admissions, advising, student support, course success, and completion. Carroll will maintain its comprehensive, informed approach to increasing enrollment going forward. While the College did not attain its benchmarks for annual unduplicated headcount (indicators 1a-1c), it did realize strong numbers related to the market share of first-time, full-time freshmen and part-time undergraduates (indicators 2 and 3). The latter reflects ongoing national trends related to postsecondary enrollment patterns. Similarly, upward trends related to enrollments in credit online and hybrid courses, which exceed the institutional benchmarks, align with broader enrollment behaviors (indicator 6).

The number of high school students dually enrolled at Carroll continued to rise, resulting in a nearly 100% increase in dual enrollment students during this five-year PAR cycle (indicator 5, FY2020-2024). The College continues to seek out enrollment of college-bound county high

school graduates each year (indicator 4); however, we believe a number of external factors are influencing whether this population enrolls at Carroll, including the sharp increase in dual enrollment, which positions high school graduates to move directly from high school to a baccalaureate institution with a sizable number of college credits.

Unduplicated annual headcount and annual course enrollments in continuing education community service and lifelong learning courses (indicator 8) remained below benchmark levels; however, both experienced year-over-year growth compared to FY2023. Personal enrichment (PE) at Carroll experienced an enrollment decline due to the loss of a longstanding contract with the Sykesville retirement community Fairhaven for a Drawing and Painting class. This contract is unlikely to be renewed due to funding cuts at Fairhaven. Motorcycle safety classes realized lower registrations as well. The College's Workforce, Business, and Community Education (WBCE) division elected not to print its Spring/Summer 2025 program catalog, resulting in decreased enrollments across several additional PE offerings including craft and wellness classes. Targeted marketing initiatives implemented for motorcycle courses launched in Summer 2025 have shown positive early results and are supporting a rebound. These successful strategies will now be applied to all mid- to late-spring 2026 PE courses to mitigate the impact of catalog elimination next year.

Adult Basic Education (ABE) continued enrollment expansion during FY2024, with headcount up approximately 9.5% and enrollments up 30.5% over FY2023 (indicator 9). The rise in ABE achievements (10a) was due to both an increase in educational functioning level completions and a technical change in reporting which includes as completers those students who passed at least one GED subtest. Carroll's Adult Education programs exceed state averages at all levels of ABE and overall ESOL completions met state targets.

State Plan Goal 2: Success

For measures aligned to the State Plan's success goal, Carroll's Fall 2020 cohort has met all or parts of seven of the nine benchmarked indicators. Fall-to-fall retention rates are above the College's benchmark for all students, Pell grant recipients, and developmental students (indicators 14a-c). Each of these measures were also the highest they had been during the reporting period. The retention of college-ready students (indicator 14d), at nearly 70%, is the only measure that falls short of the benchmark. Despite not meeting the benchmark, the group's retention has improved during the reporting period, reflecting the College's ongoing efforts to identify and implement appropriate strategies for improvement.

At almost 87%, Carroll's successful-persister rates for all students (indicator 16d) met the benchmark for the first time, with a 10-point increase from the Fall 2019 to Fall 2020 cohorts. The other groups benchmarked in indicator 16—college-ready students and development completers—did not meet the benchmarks. These results are mirrored in the graduation-transfer rates (indicator 18) with all students meeting the benchmark and college-ready students and development completers failing to do so. Because of the multiple means by which students can enroll directly into credit-bearing courses, bypassing developmental classes, the College's cohort of developmental students has shrunk considerably over the reporting period. There were forty-one students comprising the Fall 2020 cohort, with just thirteen transferring. Generally speaking,

those in a developmental completers cohort tend to have a number of factors putting them at risk for non-completion; of note, however, is that the indicator related to developmental completion at Carroll (indicator 15) exceeds the benchmark.

Developmental completers after four years (indicator 15), remained above the benchmark for a fourth consecutive year. This, along with corresponding fall-to-fall retention rates, indicates the College is having some immediate success in meeting the needs of this group of students even though the successful-persister rates and graduation-transfer rates lag.

The total number of associate degrees and credit certificates awarded by the College (indicator 20) rose to 526 for FY2024. This does not meet the benchmark established at the onset of the plan. The limited increase in the number of awards granted should be viewed in the context of the declining number of degree-seeking students enrolled at the College. The lack of growth in total number of awards reflects the dynamic that the percentage of first-time, full-time students at Carroll who graduate with an associate degree or certificate in four years (IPEDS Graduation Rate 200%) has continued to rise while the headcount of degree-seeking students has been in a steady decline.

Of the final two success indicators, related to Carroll student's performance after transfer to another higher education institution, first-year GPAs above 2.0 (indicator 21) exceeded the 90% benchmark, while Carroll graduates enrolling at a baccalaureate institution within one year (indicator 22), at 62%, did not meet the benchmark. The College invests considerable resources in supporting student transfer, including dedicated advising and hosting college fairs and consultations with baccalaureate institutions for students. In the past year, Carroll joined the Maryland Transfer Intensive to further strengthen its transfer outcomes.

State Plan Goal 3: Innovation

Carroll faced challenges meeting benchmarked indicators aligned to the State Plan's innovation goal. Still, the College continued to show strong numbers of nearly 90% for graduates employed within one year (indicator 24). Pass rates for credit programs leading to licensure or certification (indicator 23) by and large met established benchmarks, with the sole exception of the College's National Registered Paramedic (NRP) program, which experienced pass rates dipping below the 80% mark in FY2024. In January 2024, Carroll hired a new Program Director to revise the NRP program and address lagging pass rates and enrollment decline. Since then, the program has seen encouraging progress, with improved pass rates and increased enrollment.

The decrease in both unduplicated annual headcount and enrollments in continuing education workforce development courses (indicators 26 and 27) reflects lower enrollment numbers within licensure and certification Nursing and Allied Health programs. Over the past three fiscal years, the number of cohorts offered within the Certified Nursing Assistant program has fallen from six to nine per fiscal year, to three in total in FY2025. The same level of persistence exists in the Veterinary Assistant program, where pre- and immediate post-COVID registrations were double the FY2024 and 2025 enrollments. In FY2026, the department is offering the Veterinary Assistant program in a more condensed version and is also moving from a night to a day

schedule. Additionally, a health care programmatic review is underway to determine an appropriate portfolio of classes and the program's overall economic viability.

Declines in the annual unduplicated headcount and course enrollments in contract training courses (indicator 28) in FY2024 were due to several factors. The College concluded contracts with two agencies, the Department of Juvenile Services and the Carroll County Realtors Association. Additionally, some training courses moved from being contract-based to open enrollment, such as Commercial Driver's License.

Commission Questions:

Given the complex needs of today's students, what innovative supports (academic, financial, mental health, basic needs) has your college found most effective in boosting student success? How might these be expanded or reimaged to support long-term degree completion goals?

Carroll has identified several key supports that have proven effective in promoting student success, including emergency assistance funding, academic assistance, and access to basic needs such as the College Food Locker. The College understands that students must have their basic needs met to be successful. Its Food Locker program was designed to provide grocery assistance and resources to current students and employees. Individuals who sign up for the Food Locker receive a welcome folder with resources available at the College and in the community that may be helpful. Inventory includes nonperishable items, shelf-stable foods, and frozen meats, as well as limited supplies of fresh produce, diapers, and hygiene products. The College has a partnership with the Maryland Food Bank, which provides deliveries of 1,500 pounds of food per month at 50% of the cost, with some food being 100% donated. In 2024, Carroll entered into a partnership with the Westminster Rescue Mission, a local nonprofit and downstream partner of the Maryland Food Bank, to receive more products on a weekly basis to keep inventory stocked in between larger deliveries each month.

During the 2024-2025 academic year, the Food Locker served a total of 189 unduplicated members.

Number of Food Locker Members and Family Members Served (Duplicated counts)

Semester	Food Locker Members	Family Members Served
Summer 2024	75	235
Fall 2024	123	415
Winter 2025	53	162
Spring 2025	129	446

Finding external partnerships and grants will allow the College to expand its Food Locker inventory and ensure further success for students. Carroll is currently exploring a partnership with a local farm to provide access to more fresh produce for Food Locker members, which will be essential for promoting healthy nutrition. Lastly, the College is exploring other grant opportunities to purchase additional groceries and products to have a greater variety of foods available to members to ensure all needs are met.

Academic Services offers various supports to all Carroll credit students to help them be more successful. Extensive hours for drop-in math, writing, and science tutoring coupled with intensive collaboration with faculty to offer math and science review sessions are two ways that students are supported. The drop-in writing room is new this past academic year to allow students a space to develop their writing. Tutoring is offered online and in-person. In Fall 2024, Academic Services served 1,068 students (32% of enrolled students) in 5,993 visits tutoring 102 courses. In Spring 2025, Academic Services served 752 students (24.3% of enrolled students) in 4,865 visits tutoring ninety-five courses. In addition, the College's use of the mathematics placement assessment software ALEKS has been adjusted for students wishing to retake an assessment. This modification has allowed the review pathways to be a better fit with the cut scores needed for specific courses. Students are encouraged to take the assessment early, choose the correct path, and reassess as needed. For those students taking the placement assessment one to three times, the overall course success rate increased in accord with the number of placement assessments completed. Doing more math review, which ALEKS requires for retesting, increased success rates for their enrolled courses. To support long-term degree completion goals, Academic Services will continue to collaborate with college faculty regarding review session offerings and other course specific initiatives. Intrusive advising related to the use of ALEKS as an effective placement tool will be continued.

Carroll's Student Emergency Assistance Fund (SEAF) covers unanticipated emergencies that may prevent a student from being successful in a class, all courses, or progressing to and enrolling in the next academic semester of their academic plan. Life emergencies can present great challenges and obstacles on the road to academic success for some of our students. The SEAF helps currently enrolled students cover evidenced, unforeseen, emergency expenses related, but not limited to, housing and living, technology and education supplies, transportation, medical care, or childcare. During academic year FY2025, the SEAF, generously supported by the College Foundation, helped over two dozen students reach their educational goals. Individual SEAF award amounts ranged from \$153 to over \$1,500.

To further enhance outcomes and degree completion, the College would like to explore the expansion of wraparound services to include additional resources for transportation, which can be an obstacle for Carroll students given the county's lack of public transit. Additionally, fostering a campus-wide culture of care through innovative, student-centered approaches can further strengthen the overall support system and ensure that all students feel valued, supported, and empowered to succeed.

In what ways has your institution changed (e.g., structures, policies, practices, or culture) as a result of pursuing the 55% completion goal? What lessons have you learned about sustaining institutional change over time?

Carroll's pursuit of the state's 55% completion goal has reshaped institutional policies and practices, including:

- Expanded advising and coaching strategies, including proactive and personalized outreach and cross-office scheduling support

- New targeted programs such as *First in My Family* (for first-generation students) and *New Start* (for returning adults)
- Revised placement practices using multiple measures and corequisite models in place of traditional developmental education
- Enhanced support for multilingual learners through designated English courses
- Policies supporting persistence, such as GPA Amnesty and acceptance of D grades in transitional math for Satisfactory Academic Progress compliance

As these changes were piloted, assessed, and moved to full scale implementation, the College remained focused on making data-informed decisions, reinforcing a commitment to continuous improvement. Tracking the impact of institutional change provided motivation to continue efforts or validation that further adjustments should be made.

Community Outreach and Impact

As in previous years, Carroll maintained a strong partnership with Carroll County Public Schools (CCPS) in FY2025. Nearly 1,772 dually enrolled CCPS students completed credit courses through Carroll in FY2025, a 27% increase from the previous fiscal year. Throughout FY2025, Carroll partnered with CCPS' ESOL program to help English language learners see a bridge to college. Bilingual Carroll staff visited high schools to educate the high school students about the programs and opportunities at Carroll. Students were invited to the College for a Preview Day where they spent time on campus, met student ambassadors, and attended classes. Carroll also offered Spanish language financial aid sessions, admissions information, Open House sessions, and New Student Orientation sessions.

Carroll welcomed a cohort of Department of Juvenile Services (DJS) clients to campus for an immersive experience designed to help justice-involved youth explore educational and career opportunities in a supportive, real-world environment. The Justice System to Careers Initiative for Juveniles is a partnership between the College and DJS and serves youth from Carroll and Frederick counties. Participants experienced a hands-on tour, received an introduction to various credentials of value, and attended a Lunch and Learn session.

In March 2025, the College hosted *TEDx Westminster* with the theme of “What Now, Neighbor?” The event featured ten speakers who addressed the core question of how we can build connected communities across points of physical, philosophical, and cultural divisions. A second *TEDx Westminster* event is scheduled for January 2026.

Throughout the year, Carroll continued to host community-building, enriching events for the county. The second annual Winter Market, a festive marketplace with local artisans and merchants held in December 2024, was again a popular occasion. Additionally, the third annual Family Fun Fest took place in April 2025, offering myriad activities such as a scavenger hunt, drone demonstrations, and visits with county first responders. The College partners with local businesses to support key community events; Penguin Random House, for example, donates thousands of books each year as a sponsor of Family Fun Fest, which are distributed to families free of charge at the event.

Carroll Community College Degree Progress Four Years after Initial Enrollment Fall 2020 Entering Cohort

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	100%		88%		7%		5%	
1	578		508		41		29	
2	120		94		4		22	
3	458 100.0%		414 100.0%		37 100.0%		7 100.0%	
3	Cohort for analysis (Line 1 – Line 2)							
4	251 54.8%		239 57.7%		12 32.4%		0 0.0%	
4	Earned Associate degree from this community college							
5	3 0.7%		2 0.5%		1 2.7%		0 0.0%	
5	Earned certificate, but no degree, from this community college							
6	254 55.5%		241 58.2%		13 35.1%		0 0.0%	
6	Total associate and certificate graduates (Line 4 + Line 5)							
7	16 3.5%		14 3.4%		2 5.4%		0 0.0%	
7	Transferred to Maryland two-year/technical college							
8	148 32.3%		141 34.1%		7 18.9%		0 0.0%	
8	Transferred to Maryland public four-year college							
9	39 8.5%		37 8.9%		2 5.4%		0 0.0%	
9	Transferred to Maryland private four-year college or university							
10	9 2.0%		8 1.9%		1 2.7%		0 0.0%	
10	Transferred to out-of-state two-year/technical college							
11	62 13.5%		59 14.3%		1 2.7%		2 28.6%	
11	Transferred to out-of-state four-year college or university							
12	274 59.8%		259 62.6%		13 35.1%		2 28.6%	
12	Total transfers (sum of Lines 7 - 11)							
13	190 41.5%		184 44.4%		6 16.2%		0 0.0%	
13	Graduated from this college and transferred (Line 6 □ Line 12)							
14	338 73.8%		316 76.3%		20 54.1%		2 28.6%	
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}							
15	54 11.8%		48 11.6%		6 16.2%		0 0.0%	
15	No award or transfer, but 30 credits with GPA ≥ 2.00							
16	392 85.6%		364 87.9%		26 70.3%		2 28.6%	
16	Successful transition to higher ed (Line 14 + Line 15)							
17	5 1.1%		4 1.0%		1 2.7%		0 0.0%	
17	Enrolled at this community college last term of study period							
18	397 86.7%		368 88.9%		27 73.0%		2 28.6%	
18	Successful or persisting (Line 16 + Line 17)							

CARROLL COMMUNITY COLLEGE

2025 ACCOUNTABILITY REPORT

Student & Institutional Characteristics (not Benchmarked)

These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
A Fall credit enrollment					
a. Unduplicated headcount	3,060	2,770	2,891	3,164	3,337
b. Percent of students enrolled part time	67.0%	67.8%	70.2%	71.5%	72.8%
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
B First-time credit students with developmental education needs	11.6%	26.7%	27.8%	24.8%	10.5%
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
C Credit students who are first-generation college students (neither parent attended college)	38.3%	38.3%	21.3%	21.3%	17.2%
	FY 2020	FY 2021	FY2022	FY 2023	FY 2024
D Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	247	158	239	346	387
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
E Credit students receiving financial aid					
a. Receiving any financial aid	31.8%	34.2%	56.2%	55.9%	58.4%
b. Receiving Pell grants (excluding high school students)	19.3%	18.0%	17.1%	18.3%	19.4%
Note: Methodology for (b) has changed from prior reports.					
F Students 25 years old or older					
a. Credit students	21.2%	21.3%	17.8%	18.3%	15.9%
	FY 2020	FY 2021	FY2022	FY 2023	FY 2024
b. Continuing education students	75.3%	78.3%	75.4%	76.0%	76.1%
	FY 2017	FY 2019	FY 2021	FY2023	FY 2025
G Credit students employed more than 20 hours per week	57.4%	47.7%	46.0%	39.3%	34.6%
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
H Credit student racial/ethnic distribution					
a. Hispanic/Latino	5.7%	6.5%	6.6%	7.5%	7.8%
b. Black/African American only	4.5%	5.0%	5.1%	6.3%	5.6%
c. American Indian or Alaskan native only	0.4%	0.3%	0.4%	0.3%	0.3%
d. Native Hawaiian or other Pacific Islander only	0.2%	0.1%	0.1%	0.1%	0.2%
e. Asian only	2.9%	2.8%	3.7%	3.8%	4.2%
f. White only	81.4%	80.4%	78.1%	75.0%	75.0%
g. Multiple races	3.3%	4.0%	4.7%	5.3%	4.9%
h. Foreign/Non-resident alien	0.2%	0.2%	0.4%	0.5%	0.6%
i. Unknown/Unreported	1.6%	0.8%	0.9%	1.2%	1.4%
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
I Credit student distance education enrollment					
a. Enrolled exclusively in distance education	53.5%	22.1%	14.5%	18.0%	19.7%
b. Enrolled in some, but not all, distance education	35.9%	36.7%	33.6%	26.8%	28.2%
c. Not enrolled in any distance education	10.6%	41.2%	51.8%	55.2%	52.0%

CARROLL COMMUNITY COLLEGE

2025 ACCOUNTABILITY REPORT

	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
J Unrestricted revenue by source					
a. Tuition and fees	36.5%	32.7%	29.6%	28.0%	27.6%
b. State funding	28.2%	26.8%	29.4%	34.2%	35.5%
c. Local funding	34.9%	37.3%	36.9%	37.0%	35.6%
d. Other	0.5%	3.2%	4.1%	0.8%	1.3%
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
K Expenditures by function					
a. Instruction	44.8%	43.7%	42.1%	42.6%	41.7%
b. Academic support	12.5%	13.6%	13.1%	13.3%	13.3%
c. Student services	10.3%	10.8%	10.5%	10.4%	10.3%
d. Other	32.4%	31.9%	34.3%	33.7%	34.7%

Goal 1: Access

	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
1 Annual unduplicated headcount						
a. Total	9,177	7,183	8,199	9,391	9,305	10,635
b. Credit students	4,304	4,145	3,806	3,998	4,193	4,500
c. Continuing education students	5,098	3,230	4,602	5,676	5,368	7,000
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
2 Market share of first-time, full-time freshmen	47.9%	40.0%	42.4%	39.3%	42.8%	45.0%
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
3 Market share of part-time undergraduates	69.4%	68.8%	72.5%	73.5%	74.0%	70.0%
Note: Methodology changed starting in Fall 2019.						
	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2024
4 Market share of recent, college-bound high school graduates	50.6%	46.4%	39.7%	41.6%	38.3%	55.0%
Note: Methodology changed starting in Fall 2019.						
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
5 High school student enrollment	685	619	807	1,022	1,268	700
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
6 Annual enrollment in online/hybrid courses						
a. Credit, online	2,786	6,089	6,152	4,915	5,661	3,850
b. Continuing education, online	269	666	565	1,981	256	450
c. Credit, hybrid	699	1,367	1,180	1,204	1,258	650
d. Continuing education, hybrid	0	0	0	0	19	150
	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Benchmark FY 2026
7 Tuition and mandatory fees						
a. Annual tuition and fees for full-time students	\$5,100	\$5,160	\$5,160	\$5,160	\$5,385	NA
b. Percent of tuition/fees at Md public four-year institutions	52.8%	52.5%	51.4%	50.2%	51.3%	50.0%
Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.						

CARROLL COMMUNITY COLLEGE

2025 ACCOUNTABILITY REPORT

	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
8 Enrollment in continuing education community service and lifelong learning courses						
a. Unduplicated annual headcount	1,821	857	928	1,871	1,898	1,975
b. Annual course enrollments	3,494	1,487	1,644	3,392	3,489	4,000
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
9 Enrollment in continuing education basic skills and literacy courses						
a. Unduplicated annual headcount	355	285	396	504	532	350
b. Annual course enrollments	532	672	854	1,029	1,343	650
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
10 Adult education student achievement of:						
a. At least one ABE educational functioning level	13.8%	36.4%	34.9%	39.8%	58.6%	20.0%
b. At least one ESL educational functioning level	14.5%	30.8%	41.1%	40.2%	41.3%	30.0%
Note: Not reported if < 50 students in the cohort						
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
11 Minority student enrollment compared to service area population						
a. Percent nonwhite credit enrollment	16.9%	18.8%	20.8%	23.8%	23.5%	17.0%
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
b. Percent nonwhite continuing education enrollment	19.4%	23.7%	25.5%	28.3%	26.4%	17.0%
	July 2020	July 2021	July 2022	July 2023	July 2024	Benchmark Not Required
c. Percent nonwhite service area population, 15 or older	11.0%	11.5%	12.3%	13.3%	14.2%	NA
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
12 Percent minorities (nonwhite) of full-time faculty	13.8%	12.8%	11.7%	12.0%	14.1%	17.0%
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
13 Percent minorities (nonwhite) of full-time administrative and professional staff	7.5%	9.9%	8.3%	8.4%	9.8%	9.0%

Goal 2: Success

	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort	Fall 2023 Cohort	Benchmark Fall 2024 Cohort
14 Fall-to-fall retention						
a. All students	61.3%	65.3%	61.0%	63.6%	66.0%	60.0%
b. Pell grant recipients	57.8%	65.8%	64.0%	63.6%	67.6%	65.0%
c. Developmental students	49.7%	54.3%	51.1%	47.7%	55.6%	55.0%
d. College-ready students	66.7%	66.9%	64.6%	69.8%	69.5%	75.0%

CARROLL COMMUNITY COLLEGE

2025 ACCOUNTABILITY REPORT

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	50.6%	69.2%	56.2%	55.4%	58.6%	55.0%

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persist rate after four years						
a. College-ready students	86.7%	89.0%	89.6%	84.6%	88.9%	90.0%
b. Developmental completers	83.9%	89.4%	87.0%	68.5%	73.0%	90.0%
c. Developmental non-completers	32.2%	29.8%	27.8%	23.5%	28.6%	NA
d. All students in cohort	73.8%	78.9%	76.3%	76.8%	86.7%	80.0%

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Not Required
17 Successful-persist rate after four years						
a. White only	74.2%	78.7%	76.3%	76.5%	86.9%	NA
b. Black/African American only	N<50	N<50	N<50	N<50	N<50	NA
c. Asian only	N<50	N<50	N<50	N<50	N<50	NA
d. Hispanic/Latino	N<50	N<50	N<50	N<50	N<50	NA

Note: Not reported if < 50 students in the cohort for analysis

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years						
a. College-ready students	76.9%	76.7%	81.8%	74.9%	76.3%	80.0%
b. Developmental completers	69.0%	63.5%	67.4%	46.7%	54.1%	70.0%
c. Developmental non-completers	19.1%	16.7%	18.9%	20.6%	28.6%	NA
d. All students in cohort	61.0%	61.1%	62.7%	65.2%	73.8%	60.0%

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years						
a. White only	60.7%	60.6%	62.7%	64.9%	73.7%	NA
b. Black/African American only	N<50	N<50	N<50	N<50	N<50	NA
c. Asian only	N<50	N<50	N<50	N<50	N<50	NA
d. Hispanic/Latino	N<50	N<50	N<50	N<50	N<50	NA

Note: Not reported if < 50 students in the cohort for analysis

	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
20 Associate degrees and credit certificates awarded						
a. Total awards	548	579	533	513	526	650
b. Career degrees	162	135	124	133	136	NA
c. Transfer degrees	330	406	352	338	319	NA
d. Certificates	56	38	57	42	71	NA
e. Unduplicated graduates	514	566	510	486	482	NA

CARROLL COMMUNITY COLLEGE

2025 ACCOUNTABILITY REPORT

	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	93.0%	91.6%	88.3%	92.5%	90.4%	90.0%

	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	FY 2023 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year	60.9%*	59.1%*	63.3%*	65.3%	62.0%	65.0%
* Data corrected.						

Goal 3: Innovation

	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment						
a. Physical Therapist Assistant	100.0%	100.0%	88.9%	100.0%	91.7%	90.0%
Number of Candidates	17	12	18	18	12	
b. LPN	100.0%	90.9%	100.0%	94.1%	100.0%	90.0%
Number of Candidates	13	11	16	17	14	
c. RN	96.9%	83.0%	89.1%	92.9%	93.9%	90.0%
Number of Candidates	65	53	46	42	65	
d. NRP/EMS	85.7%	80.0%	80.0%	80.0%	72.2%	80.0%
Number of Candidates	7	5	5	5	11	
Note: Not reported if <5 candidates in a year						

	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	FY 2023 Graduates	Benchmark Not Required
24 Graduates employed within one year	85.7%	85.5%	88.1%	89.8%	89.8%	NA

	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	Benchmark Not Required
25 Income growth of career program graduates						
a. Median annualized income one year prior to graduation	\$ 14,728	\$ 14,356	\$ 15,404	\$ 14,116	\$ 17,092	NA
b. Median annualized income three years after graduation	\$ 50,616	\$ 55,360	\$ 56,196	\$ 66,096	\$ 64,528	NA

	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses						
a. Unduplicated annual headcount	2,889	2,428	2,915	3,365	3,015	4,500
b. Annual course enrollments	4,830	3,912	4,728	5,236	4,902	7,500

CARROLL COMMUNITY COLLEGE

2025 ACCOUNTABILITY REPORT

	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure						
a. Unduplicated annual headcount	1,709	1,385	1,564	1,773	1,615	2,500
b. Annual course enrollments	2,632	2,040	2,438	2,544	2,311	3,600
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
28 Enrollment in contract training courses						
a. Unduplicated annual headcount	1,849	906	1,355	1,877	1,524	2,750
b. Annual course enrollments	2,934	1,505	2,058	2,947	2,574	4,500

Note: NA designates not applicable

* designates data not available

Community College of Baltimore County 2025 Institutional Performance Accountability Report

The Community College of Baltimore County (CCBC) transforms lives by providing an accessible, affordable, and high-quality education that prepares students for transfer and career success, strengthens the regional workforce, and enriches our community.

INSTITUTIONAL ASSESSMENT

The 2025 Performance Accountability Report (PAR) represents the final submission in the current five-year reporting cycle. This report addresses three key goals outlined by the State of Maryland for postsecondary education: Student Access, Student Success, and Innovation. Each goal is supported by a set of performance indicators, most of which include benchmark targets used to monitor annual progress. While the majority of these indicators focus on credit-bearing students, the report also highlights broader institutional efforts. This year's PAR presents an analysis of both achievements and ongoing challenges in meeting the goals, objectives, and performance measures aligned with the 2022 Maryland State Plan for Postsecondary Education.

Student Characteristics

The Community College of Baltimore County (CCBC) offers a wide range of educational services to a diverse population of credit and continuing education students. Performance Accountability Report (PAR) Indicators A through I provide insight into student demographics and characteristics through metrics such as headcount, developmental education status, financial aid status, age, race/ethnicity, English for Speakers of Other Languages (ESOL) status, and distance education participation.

Several metrics showed year-over-year increases, including a 4% rise in fall credit headcount, a 17% increase in annual ESOL course enrollment, and an 8-percentage-point increase in the proportion of credit students receiving any form of financial aid.

Other metrics remained relatively stable compared to the previous year. These include the percentage of credit students enrolled part-time, those requiring developmental education, recipients of Pell Grants, students aged 25 and older, the racial/ethnic composition of the student body, and the distribution of students across various modes of distance education (exclusive, partial, or none).

The only metric that declined was the percentage of students who identified as first-generation college students.

State Plan Goal 1: Access

CCBC is committed to providing an accessible, affordable, and high-quality education preparing our students for transfer and career success. Although some programs have a selective admissions process, CCBC is an open access institution with a 100% acceptance rate for applicants. Through a pay-per-credit tuition model, rolling admissions, multiple term lengths,

and multiple instructional modalities, CCBC makes higher education more affordable and convenient for a variety of students with different needs and goals.

PAR Indicators 1 through 13 contain 24 metrics related to access such as headcounts for credit and continuing education students, market share, course enrollment, minority student enrollment, and the cost of tuition and fees. Out of these 24 metrics, 22 have benchmarks.

CCBC has met or exceeded the benchmarks for the following indicators: High school student enrollment (Ind. 5), annual enrollment in credit and continuing education online and hybrid courses (Ind. 6a, b, c), cost of tuition/fees relative to MD public four-year institutions (Ind. 7b), minority student enrollment for credit and continuing education students (Ind. 11a, b) and percent minority of full-time administrative and professional staff (Ind. 13).

CCBC has demonstrated strong performance in expanding access for high school students through its Early College Access Programs (ECAP), which offer significant tuition discounts and flexible course delivery options. The college's partnership with Baltimore County Public Schools (BCPS) has enabled students to earn both high school and college credit simultaneously.

CCBC's sustained success in credit and continuing education online and hybrid course enrollment is driven by its expansive portfolio of more than 70 fully online degree and certificate programs, along with a broad array of continuing education offerings. The college's commitment to flexible learning is reflected in its diverse instructional formats—including asynchronous, synchronous, and hybrid modalities—which accommodate the varied needs of traditional and nontraditional learners. These efforts are further supported by comprehensive wraparound services, including academic advising, tutoring, and technical support, ensuring equitable access and student success across all learning environments.

CCBC continues to address challenges in meeting or exceeding benchmarks for several performance indicators under the Access goal. These include annual unduplicated headcount of credit and continuing education students; market share of first-time, full-time and part-time students; market share of recent, college-bound high school graduates; enrollment in continuing education hybrid courses, community service/lifelong learning courses, and basic skills/literacy courses; adult education student attainment of at least one ABE or ESL functioning level; and the percentage of minorities among full-time faculty. In response, the college has implemented a range of strategic initiatives and targeted interventions aimed at improving performance in these areas. These efforts are expected to yield measurable progress in the next Performance Accountability Report cycle.

One of CCBC's key strategic initiatives to improve performance on several Access indicators in the next PAR cycle is the development and implementation of the New Journey for Students. This initiative is designed to enhance the student experience by fostering a culture of care, support, and career development; reducing barriers to entry and access; and providing proactive, integrated support throughout the student lifecycle. The goal is to ensure that students are equipped to achieve their academic and career objectives.

The New Journey for Students includes a coordinated communication strategy that delivers timely, relevant information to prospective and current students, guiding them through each stage of their enrollment and academic progression. This approach is expected to contribute to increased unduplicated headcount in both credit and continuing education programs by improving onboarding and engagement.

Complementing this initiative is the implementation of a new Customer Relationship Management (CRM) system, which facilitates seamless communication between students and their assigned success teams. The CRM enables targeted outreach, personalized messaging, and coordinated support, helping students remain on track toward their goals.

Together, the New Journey for Students and CRM system provide a structured framework to increase CCBC's market share of first-time, full-time students (Indicator 2), part-time students (Indicator 3), and recent, college-bound high school graduates (Indicator 4). Through CRM-driven communications, prospective students receive timely information about financial aid, scholarship opportunities, and enrollment steps, reducing friction in the decision-making process.

In addition, the Baltimore County and Maryland Community College Promise Scholarships, along with the Blueprint for Maryland's Future, continue to play a critical role in expanding access. Promise Scholarships are available to both full-time and part-time students enrolled in credit-bearing programs, as well as those pursuing eligible workforce development programs through Continuing Education. These last-dollar scholarships help reduce financial barriers and increase affordability.

The Blueprint for Maryland's Future supports long-term access goals by improving college readiness among K–12 students, particularly through expanded early college access and dual enrollment opportunities. Together, these initiatives are expected to strengthen the pipeline to CCBC and reduce obstacles to postsecondary participation for Maryland residents.

State Plan Goal 2: Success

CCBC is committed to fostering student success through holistic, intersectional, and collaborative approaches. The college offers comprehensive support services designed to promote academic achievement and persistence. These services include academic advising, tutoring, transfer counseling, and a range of additional resources that empower students to reach their educational goals.

To further support student success, CCBC employs coaches and Success Navigators who assess both academic and non-academic needs. These professionals connect students with appropriate academic and non-cognitive resources and referrals, ensuring timely and effective support. By providing interventions early in the student experience, CCBC aims to remove barriers and enhance outcomes.

Performance Accountability Report (PAR) Indicators 14 through 22 encompass 28 metrics that reflect students' academic progress and successful completion of postsecondary education. These metrics include retention rates, completion of developmental education, graduation and transfer

rates, and academic performance at transfer institutions. Of these 28 metrics, 14 are benchmarked to facilitate ongoing evaluation and continuous improvement.

CCBC has surpassed the benchmark for the percentage of students earning a first-year GPA of 2.0 or higher at their transfer institution (Indicator 21). This achievement reflects the college's strong commitment to transfer student success, supported by strategic partnerships, structured support systems, and participation in statewide initiatives. CCBC maintains formal articulation agreements with numerous Maryland four-year institutions, facilitating seamless credit transfer and uninterrupted academic progression.

Despite this success, CCBC continues to face challenges in meeting certain benchmarks associated with the Success goal of the Maryland State Plan during this reporting cycle. The college remains focused on identifying and addressing these gaps to ensure continuous improvement in student outcomes.

Retention rates for three of the four student groups identified in Indicator 14 (first-time students, Pell Grant recipients, and students placed in developmental education) are currently at their highest levels within this PAR reporting cycle. Although these groups have not yet reached the target benchmark of 53%, the gap between their current retention rates and the benchmark has narrowed (Ind. 14a,b,c). For first-time, college-ready students, the retention rate remains 15 percentage points below the established benchmark of 50% (Indicator 14d). While the percentage of developmental completers in the Fall 2020 cohort who successfully persisted after four years is only three percentage points below the target (Indicator 16b), persistence among college-ready students is approximately 12 percentage points below the benchmark (Indicator 16a), and eight percentage points below the target for all students in the cohort (Indicator 16d). In response, the Community College of Baltimore County (CCBC) has reaffirmed its commitment to improving student retention and persistence across all populations. Beginning in Spring 2023, CCBC implemented a proactive advising model that ensures each new student cohort is connected early to academic and support services designed to promote continuous enrollment and progress toward degree completion. CCBC anticipates measurable improvements in these Success indicators in the next cycle of the Performance Accountability Report.

The rate at which students complete developmental education within four years has remained relatively stable, ranging from 38% to 40% (Indicator 15). Despite this consistency, the completion rate remains approximately 12 percentage points below the statewide benchmark of 50% as of the Fall 2020 cohort. To enhance developmental education outcomes and promote success in gateway English and mathematics courses, CCBC has implemented significant curricular reforms. These include transitioning to a corequisite-only model for English and eliminating the lowest-level mathematics placement while expanding corequisite options in mathematics. Institutional data indicate that students enrolled in corequisite models demonstrate higher success rates in both the developmental and associated credit-bearing courses compared to those who complete the courses sequentially. CCBC anticipates that these reforms will lead to measurable improvements in developmental education completion rates in the next reporting cycle.

The percentage of students graduating or transferring within four years has fluctuated across the four cohort years included in this reporting cycle. For the Fall 2020 cohort, the graduation or transfer rate for all students is only two percentage points below the established benchmark (Indicator 18d). The Community College of Baltimore County (CCBC) remains firmly committed to supporting students in achieving their academic and transfer goals. To this end, CCBC has implemented a range of strategic initiatives designed to increase graduation and promote more seamless transfer, including encouraging transfer after degree completion.

All incoming degree, certificate, and workforce-training-seeking students are placed into one of nine academic Pathways based on their declared major or primary area of interest. These Pathways provide structured guidance in course selection, along with targeted student success services and activities that promote timely degree and certificate completion, successful transfer, and career readiness.

Additionally, CCBC has partnered with eight four-year institutions through the Degrees to Succeed initiative. This dual-admission program encourages students to complete their associate degrees prior to transfer and offers coordinated support from both CCBC and the partner institution. The program is designed to enhance retention, academic progress, and timely transfer, while also providing a cost-effective and streamlined route to bachelor's degree attainment.

CCBC has also recently joined the Maryland Transfer Intensive project, led by the Aspen Institute's College Excellence Program. This multi-year initiative aims to improve transfer outcomes and bachelor's degree attainment for Maryland community college students. The project seeks to ensure that all Maryland community college students pursuing a bachelor's degree have access to affordable, timely, and seamless transfer pathways.

CCBC anticipates that these initiatives will yield measurable improvements across all Success indicators in the next cycle of the Performance Accountability Report.

State Plan Goal 3: Innovation

PAR Indicators 23 through 28 include 22 metrics related to workforce development. These metrics encompass areas such as enrollment in continuing education workforce development, contract training, and programs leading to certification or licensure, as well as pass rates on associated exams. Of these 22 metrics, 19 have established benchmark targets.

CCBC has exceeded the benchmarks for both annual headcount and course enrollments in continuing professional education programs that lead to government- or industry-required certification or licensure (Indicators 27a and 27b). However, the college did not meet the benchmarks for headcount and course enrollments in workforce development and contract training courses (Indicators 26a, 26b, 28a, and 28b). CCBC continues to evaluate and refine its workforce development strategies to better align with regional labor market demands and to expand access to high-impact training opportunities.

CCBC offers a diverse portfolio of Workforce Training Certificate programs designed to equip students with the knowledge and competencies necessary for job entry, attainment of industry-recognized credentials, and career advancement. Following the disruptions caused by the COVID-19 pandemic, enrollment in continuing education has rebounded significantly, positioning the college to meet or exceed relevant benchmarks in the upcoming Performance Accountability Report cycle.

In the area of credit-bearing programs, CCBC has encountered challenges related to pass rates on licensure and certification examinations required for employment. Of the 13 credit academic programs that culminate in external licensure or certification, five currently meet or exceed established performance benchmarks (Indicators 23a, 23d, 23f, 23h, and 23i). The School of Health Professions remains committed to ensuring that all students are well-prepared for licensure examinations upon program completion. To support this goal, the college provides comprehensive advising, mentoring, and career counseling services tailored to students in these programs. These efforts are designed to enhance licensure pass rates and promote long-term occupational success. CCBC continues to implement targeted strategies to improve outcomes across additional programs and anticipates further progress in the next reporting cycle.

Response to Commission's Prompts

This section contains CCBC's responses to the questions posed to institutions this year by the commissioner.

Commission Prompt 1: Given the complex needs of today's students, what innovative supports (academic, financial, mental health, basic needs) has your college found most effective in boosting student success? How might these be expanded or reimaged to support long-term degree completion goals?

Response 1: CCBC has deployed cross-functional teams and leveraged new technologies such as a Customer Relationship Management (CRM) system and Power BI Reporting to implement multiple stand-alone and integrated supports related to placement evaluation, developmental education, advising, first-year experiences, academic support, and support for personal and financial wellness. The most impactful innovations include:

- To ensure that financial pressure would not inhibit students' attendance at CCBC, the college has fully implemented a Tuition Free Program which now enables roughly 95% of all CCBC students to attend CCBC tuition free -- in full or in part.
- The college's Student Integrated Financial Team (SIFT) proactively uses all financial sources (federal, state, county, and college) to do two important things: ensure free tuition to as many students as possible as well as provide students funding sources who owe a balance or have a financial hold. They reach out to students to promote awareness of funding opportunities, Pell, Maryland and Baltimore County College Promise scholarships, and college funds along with a menu of private and public options.
- Academic Coaches to connect students to resources such as tutoring, and help students stay engaged and act in their own best interest when facing academic struggles
- Retention outreach by faculty and staff to encourage timely registration for the next term

- Success Navigators who partner with external partners and agencies to provide mental health and basic needs services related to housing, food, transportation, or other emergencies
- Our Title III-funded guided pathways redesign that realigned majors with pathways and enhanced curriculum maps
- First-Year experiences such as New Student Orientation (NSO) and the Academic Development 101 Course for new, first-time students (ACDV 101) that introduce students to CCBC's processes and resources and support services
- Accelerated Developmental Education that allows students to take fewer developmental courses and begin taking credit courses in their first term
- Holistic Advising that helps students set goals, proactively monitors student progress, and connects students to resources
- Early alerts and enhanced academic support in critical courses (e.g., English 101), highly enrolled general education courses, and courses with lower pass rates

Together, these and other initiatives comprise the New Journey for Students that has helped students achieve greater success at overcoming academic and not-cognitive obstacles to college entry and retention, selecting the right program of study and courses, passing courses and fulfilling program requirements, completing their program more quickly, and transferring to a four-year institution.

Commission Prompt 2: In what ways has your institution changed (e.g., structures, policies, practices, or culture) as a result of pursuing the 55% completion goal? What lessons have you learned about sustaining institutional change over time?

Response 2: CCBC implemented a cross-functional Student Achievement and Success Steering Committee that operated from 2020 to 2024. The committee's primary objective was to ensure that the new technology was aligned with student-focused interventions informed by the faculty and staff who interact with students daily. This culminated in the launch of CCBC's "New Journey for Students" in the Fall of 2024, accompanied by project managed workstreams to implement a student journey that will increase degree, certificate and credential completion rates. This work has amplified our efforts to more seamlessly integrate credit and Continuing Education programs by better serving all students along their trajectories at CCBC.

Our work on the New Journey for Students is guided by two Vice-Presidents who serve as the Executive Sponsors. Together they are responsible for selecting the key work for each semester ('workstreams') and with the assistance of a dedicated project manager, ensuring the timely completion of each workstream. Several concurrent workstreams are initiated, dedicated to building a new student experience for our students, with the focus being increasing retention and completion.

CCBC's institutional culture increasingly features outcome-oriented initiatives, coordinated project planning, data-informed decision making, a collaborative and proactive approach to meeting student needs, and an empathetic, service-oriented mindset.

Community Outreach and Impact

CCBC is committed to fostering long-term, strategic partnerships with businesses, community leaders, civic organizations, and key county institutions, including hospitals, government agencies, and public-school systems. The college prioritizes community engagement and actively supports the diverse populations it serves throughout the greater Baltimore region. CCBC's leadership—including the president, executive team, and directors of campuses and extension centers—enhances the college's visibility and influence through active participation on local and regional boards, chambers of commerce, committees, and professional associations. With three main campuses and three extension centers strategically located across Baltimore County, CCBC plays a vital role in advancing the county's cultural and economic development.

Key community engagement initiatives and outcomes include:

Workforce Development through EARN Maryland: With funding from the Maryland Department of Labor, CCBC developed specialized training for over 150 incumbent workers in Health IT and Population Health. Courses focused on emerging industry trends, including Data Management & Security and Social Determinants of Health.

Support for Small Businesses Post-Key Bridge Collapse: With funding from the PNC Foundation, CCBC launched an initiative to support small businesses in Dundalk and surrounding areas affected by the Key Bridge collapse. Services include a business accelerator program and individualized coaching.

Annual Business Plan Competition: Now in its 12th year, this competition supports student and alumni entrepreneurs, awarding seed funding to help launch or grow small businesses.

The Collective at CCBC Owings Mills: This innovative retail and service space showcases over 60 small businesses, providing a platform for local entrepreneurs to connect with the community and grow their ventures.

Youth STEM Engagement: A grant from the PNC Foundation enabled 61 students to participate in no-cost Summer Youth STEM courses, including Algebra, Anatomy, CPR, Electronics, and financial literacy through the Young Investors Club.

BWI Business Partnership Summer Youth Initiative: Held at the Catonsville campus, this program introduced youth to careers in logistics, aviation, and transportation through hands-on sessions in CDL, drones, flight simulation, and more.

Inclusive Performing Arts: CCBC's ASL and Interpreting Program presented *Mulan* 1880, a bilingual ASL-English production featuring Deaf and hearing performers, as part of its biennial initiative to promote inclusive arts.

Kids Smile-tacular: CCBC's Dental Hygiene program offered free preventive dental services to children ages 5–17, delivered by students under licensed supervision, promoting both community health and clinical education.

CCBC Degree Progress Four Years after Initial Enrollment Fall 2020 Entering Cohort

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1 First-time full- and part-time fall headcount	3545		1366		835		1344	
2 Number attempting fewer than 18 hours over first 2 years	1563		607		98		858	
3 Cohort for analysis (Line 1 – Line 2)	1982	100.0%	759	100.0%	737	100.0%	486	100.0%
4 Earned Associate degree from this community college	424	21.4%	162	21.3%	262	35.5%	0	0.0%
5 Earned certificate, but no degree, from this community college	51	2.6%	35	4.6%	3	0.4%	13	2.7%
6 Total associate and certificate graduates (Line 4 + Line 5)	475	24.0%	197	26.0%	265	36.0%	13	2.7%
7 Transferred to Maryland two-year/technical college	96	4.8%	28	3.7%	29	3.9%	39	8.0%
8 Transferred to Maryland public four-year college	485	24.5%	245	32.3%	208	28.2%	32	6.6%
9 Transferred to Maryland private four-year college or university	40	2.0%	15	2.0%	19	2.6%	6	1.2%
10 Transferred to out-of-state two-year/technical college	22	1.1%	9	1.2%	6	0.8%	7	1.4%
11 Transferred to out-of-state four-year college or university	112	5.7%	44	5.8%	45	6.1%	23	4.7%
12 Total transfers (sum of Lines 7 - 11)	755	38.1%	341	44.9%	307	41.7%	107	22.0%
13 Graduated from this college and transferred (Line 6 □ Line 12)	283	14.3%	127	16.7%	156	21.2%	0	0.0%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	947	47.8%	411	54.2%	416	56.4%	120	24.7%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	310	15.6%	121	15.9%	160	21.7%	29	6.0%
16 Successful transition to higher ed (Line 14 + Line 15)	1257	63.4%	532	70.1%	576	78.2%	149	30.7%
17 Enrolled at this community college last term of study period	69	3.5%	24	3.2%	22	3.0%	23	4.7%
18 Successful or persisting (Line 16 + Line 17)	1326	66.9%	556	73.3%	598	81.1%	172	35.4%

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Student & Institutional Characteristics (not Benchmarked)

These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.

	Fall 2021	Fall 2022	Fall 2023	Fall 2024
A Fall credit enrollment				
a. Unduplicated headcount	16,215	15,376	15,889	16,539
b. Percent of students enrolled part time	74.2%	73.6%	73.4%	74.9%
	Fall 2021	Fall 2022	Fall 2023	Fall 2024
B First-time credit students with developmental education needs	53.9%	74.1%	72.7%	72.9%
Note: Attending higher education for the first time, excludes high school student attendance				
	FY 2021	FY 2022	FY 2023	FY 2024
C Credit students who are first-generation college students (neither parent attended college)	35.5%	27.3%	24.1%	21.2%
	FY 2021	FY 2022	FY 2023	FY 2024
D Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	1,059	1,477	1,820	2,133
	FY 2021	FY 2022	FY 2023	FY 2024
E Credit students receiving financial aid				
a. Receiving any financial aid	41.9%	55.0%	57.9%	65.5%
b. Receiving Pell grants (excluding high school students)	30.9%	32.4%	31.3%	32.4%
Note: Methodology for (b) has changed from prior reports				
F Students 25 years old or older				
a. Credit students	40.6%	38.9%	37.5%	37.7%
	FY 2021	FY 2022	FY 2023	FY 2024
b. Continuing education students	85.4%	85.8%	85.3%	85.7%
	FY 2021	FY 2022	FY 2023	FY 2024
G Credit students employed more than 20 hours per week	49.1%	*	46.5%	*
	Fall 2021	Fall 2022	Fall 2023	Fall 2024
H Credit student racial/ethnic distribution				
a. Hispanic/Latino	6.6%	7.0%	7.9%	8.7%
b. Black/African American only	38.1%	38.0%	37.7%	39.2%
c. American Indian or Alaskan native only	0.4%	0.3%	0.3%	0.3%
d. Native Hawaiian or other Pacific Islander only	0.2%	0.2%	0.1%	0.2%
e. Asian only	6.0%	6.4%	6.2%	6.4%
f. White only	36.8%	35.0%	33.2%	31.3%
g. Multiple races	4.0%	4.2%	4.3%	4.7%
h. Foreign/Non-resident alien	6.3%	7.0%	8.4%	7.9%
i. Unknown/Unreported	1.5%	1.9%	1.8%	1.4%
	Fall 2021	Fall 2022	Fall 2023	Fall 2024
I Credit student distance education enrollment				
a. Enrolled exclusively in distance education	39.9%	33.5%	30.4%	31.2%
b. Enrolled in some, but not all, distance education	27.9%	27.1%	26.4%	27.8%
c. Not enrolled in any distance education	32.2%	39.3%	43.3%	41.0%

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	FY 2021	FY 2022	FY 2023	FY 2024
J Unrestricted revenue by source				
a. Tuition and fees	37.3%	34.7%	32.1%	31.4%
b. State funding	22.8%	26.0%	30.5%	33.0%
c. Local funding	29.4%	31.6%	31.8%	32.2%
d. Other	10.6%	7.6%	5.5%	3.3%
	FY 2021	FY 2022	FY 2023	FY 2024
K Expenditures by function				
a. Instruction	45.9%	46.8%	47.5%	47.9%
b. Academic support	6.3%	6.6%	6.6%	7.5%
c. Student services	9.4%	9.4%	9.9%	11.0%
d. Other	38.3%	37.2%	36.0%	33.6%

Goal 1: Access

	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
1 Annual unduplicated headcount					
a. Total	43,730	46,802	47,223	49,927	60,000
b. Credit students	25,467	23,396	22,990	24,257	27,000
c. Continuing education students	19,651	24,688	25,541	27,067	33,000
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
2 Market share of first-time, full-time students	32.1%	29.2%	28.1%	27.3%	43.0%
Note: Attending higher education for the first time, excludes high school student attendance					
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
3 Market share of part-time students	65.4%	65.2%	62.9%	65.8%	73.0%
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2024
4 Market share of recent, college-bound high school graduates	50.3%	42.5%	40.3%	38.7%	55.0%
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
5 High school student enrollment	1,533	1,814	2,187	2,083	1,800
	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
6 Annual enrollment in online/hybrid courses					
a. Credit, online	80,968	48,820	43,142	43,276	28,000
b. Continuing education, online	21,957	22,664	14,413	11,070	3,500
c. Credit, hybrid	7,404	5,914	3,863	5,780	4,800
d. Continuing education, hybrid	1,026	1,759	876	815	1,000
	FY 2022	FY 2023	FY 2024	FY 2025	Benchmark FY 2026
7 Tuition and mandatory fees					
a. Annual tuition and fees for full-time students	\$5,016	\$5,016	\$5,016	\$5,076	NA
b. Percent of tuition/fees at Md public four-year institutions	51.1%	49.9%	48.8%	48.3%	≤52
Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

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	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	4,363	6,980	8,569	8,292	11,500
b. Annual course enrollments	6,359	10,793	13,504	14,206	19,500
	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	2,496	2,861	3,156	3,547	5,500
b. Annual course enrollments	5,232	5,104	5,446	6,256	8,800
	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
10 Adult education student achievement of:					
a. At least one ABE educational functioning level	28.5%	23.7%	17.4%	23.7%	39.0%
b. At least one ESL educational functioning level	42.9%	47.3%	43.5%	42.2%	44.0%
Note: Not reported if < 50 students in the cohort					
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
11 Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	60.0%	61.6%	63.0%	65.5%	60.0%
	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
b. Percent nonwhite continuing education enrollment	46.9%	48.7%	47.2%	47.6%	44.0%
	July 2021	July 2022	July 2023	July 2024	Benchmark Not Required
c. Percent nonwhite service area population, 15 or older	43.0%	44.5%	45.6%	46.8%	NA
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
12 Percent minorities (nonwhite) of full-time faculty	28.7%	27.9%	28.4%	28.8%	32.0%
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
13 Percent minorities (nonwhite) of full-time administrative and professional staff	32.8%	33.2%	34.9%	36.5%	36.0%

Goal 2: Success

	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort	Fall 2023 Cohort	Benchmark Fall 2024 Cohort
14 Fall-to-fall retention of first-time students					
a. All first-time students	42.4%	41.5%	45.4%	45.8%	53.0%
b. Pell grant recipients	46.4%	45.2%	51.3%	52.3%	53.0%
c. Developmental students	44.1%	41.8%	48.3%	49.4%	53.0%
d. College-ready students	39.7%	41.1%	35.6%	35.1%	50.0%
Note: Attending higher education for the first time, excludes high school student attendance					
	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort

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15	Developmental completers after four years	37.6%	39.6%	39.1%	38.3%	50.0% Benchmark
		Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort
16	Successful-persister rate after four years					
	a. College-ready students	78.5%	78.2%	75.4%	73.3%	85.0%
	b. Developmental completers	81.4%	78.9%	81.8%	81.1%	85.0%
	c. Developmental non-completers	34.7%	31.3%	34.8%	35.4%	NA
	d. All students in cohort	66.7%	64.8%	64.3%	66.9%	75.0%
						Benchmark
		Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Not Required
17	Successful-persister rate after four years					
	a. White only	72.1%	70.4%	68.0%	71.7%	NA
	b. Black/African American only	61.5%	58.2%	58.6%	59.7%	NA
	c. Asian only	71.9%	74.3%	78.9%	84.0%	NA
	d. Hispanic/Latino	62.2%	64.1%	61.8%	62.3%	NA
	Note: Not reported if < 50 students in the cohort for analysis					
						Benchmark
		Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort
18	Graduation-transfer rate after four years					
	a. College-ready students	61.9%	59.0%	62.2%	54.2%	65.0%
	b. Developmental completers	48.6%	49.6%	55.5%	56.4%	60.0%
	c. Developmental non-completers	18.0%	19.9%	21.4%	24.7%	NA
	d. All students in cohort	43.8%	43.6%	45.5%	47.8%	50.0%
						Benchmark
		Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Not Required
19	Graduation-transfer rate after four years					
	a. White only	46.2%	49.8%	51.8%	53.2%	NA
	b. Black/African American only	40.2%	36.6%	38.1%	41.7%	NA
	c. Asian only	50.5%	51.9%	59.8%	59.6%	NA
	d. Hispanic/Latino	44.2%	41.2%	42.2%	42.1%	NA
	Note: Not reported if < 50 students in the cohort for analysis					
						Benchmark
		FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
20	Associate degrees and credit certificates awarded					
	a. Total awards	2,934	2,520	2,554	2,583	3,200
	b. Career degrees	814	823	861	778	NA
	c. Transfer degrees	1,193	990	857	894	NA
	d. Certificates	927	707	836	911	NA
	e. Unduplicated graduates	2,820	2,412	2,393	2,440	NA

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					Benchmark				
					AY 20-21	AY 21-22	AY 22-23	AY 23-24	AY 2024-25
21	First-year GPA of 2.0 or above at transfer institution				85.2%	83.9%	85.8%	86.9%	85.0%

					Benchmark
					FY 2024
					Graduates
	FY 2020	FY 2021	FY 2022	FY 2023	
	Graduates	Graduates	Graduates	Graduates	Graduates
22	Graduate transfers within one year	60.9%	59.4%	63.8%	60.8%
					65.0%

Goal 3: Innovation

		FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
23	Credit program pass rates in licensure/certification examinations required for employment					
a.	Dental Hygiene*					
	National Dental Hygiene Exam	100.0%	100.0%	100.0%	100.0%	NA
	Number of Candidates	21	27	24	22	
	Northeast Regional Board Exam	95.7%	84.6%	100.0%	100.0%	NA
	Number of Candidates	23	26	24	22	
	Both NDHE and NRBE Exam	95.7%	81.5%	91.7%	95.5%	95.0%
	Number of Candidates	23	27	24	22	
b.	Emergency Medical Tech - EMT-Basic	94.6%	86.3%	88.7%	73.9%	90.0%
	Number of Candidates	37	51	53	69	
c.	Emergency Medical Tech - EMT -Paramedic	78.6%	75.0%	82.4%	76.5%	90.0%
	Number of Candidates	14	16	17	17	
d.	Histotechnology	100.0%	77.8%	100.0%	100.0%	90.0%
	Number of Candidates	4	9	1	7	
e.	Medical Imaging (Radiography)	91.7%	100.0%	88.2%	84.0%	95.0%
	Number of Candidates	24	17	17	25	
f.	Medical Laboratory	100.0%	100.0%	90.9%	100.0%	90.0%
	Number of Candidates	12	4	11	11	
g.	Mortuary Science*					
	Science Exam	81.3%	86.7%	80.0%	91.7%	NA
	Number of Candidates	16	15	25	12	
	Arts Exam	81.3%	93.3%	84.0%	75.0%	NA
	Number of Candidates	16	15	25	12	
	Both Science & Arts Exam	68.8%	80.0%	72.0%	66.7%	90.0%
	Number of Candidates	16	15	25	12	
h.	Nursing - Practical	91.0%	82.1%	87.7%	96.0%	95.0%
	Number of Candidates	78	78	65	75	
i.	Nursing (RN)	93.5%	89.2%	93.0%	97.2%	90.0%
	Number of Candidates	185	158	242	214	
j.	Occupational Therapy Assistant	93.8%	100.0%	82.4%	86.7%	90.0%
	Number of Candidates	16	23	17	30	
l.	Radiation Therapy Technician	77.8%	85.7%	80.0%	85.7%	90.0%
	Number of Candidates	9	14	15	14	
m.	Respiratory Care Therapist	72.7%	92.3%	76.2%	81.3%	95.0%
	Number of Candidates	22	13	21	16	
n.	Veterinary Technology	88.9%	83.3%	87.5%	76.9%	90.0%
	Number of Candidates	18	12	16	13	

Note: Not reported if <5 candidates in a year

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark
	Graduates	Graduates	Graduates	Graduates	Not Required
24 Graduates employed within one year	83.1%	86.4%	86.9%	86.9%	NA

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	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	\$25,280	\$26,304	\$27,952	\$27,804	NA
b. Median annualized income three years after graduation	\$57,612	\$63,400	\$72,856	\$73,540	NA
	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	15,296	15,940	14,883	15,104	19,000
b. Annual course enrollments	32,335	41,122	34,909	35,724	38,000
	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	3,234	7,651	7,637	6,953	6,200
b. Annual course enrollments	10,177	16,281	15,476	14,827	13,200
	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	14,022	17,340	17,180	18,284	23,000
b. Annual course enrollments	34,157	41,477	36,449	39,380	50,000

Note: NA designates not applicable
 * designates data not available

Cecil College

2025 Institutional Performance Accountability Report

Mission

Cecil College provides a supportive learning environment that focuses on innovation, student success, academic progress, and workforce development. We are committed to promoting opportunities that enrich the quality of life for the diverse communities we serve.

Institutional Assessment

Cecil College's Strategic Plan provides the foundation of the College's planning activities and serves as the primary guide for the development of funding priorities. The 2021-2025 Strategic Plan is bold, focused, and measurable. The plan focuses on academic access, equity, and success; academic excellence; workforce development; and community partnerships and engagement.

State Plan Goal 1: Student Access

Cecil College is integral to the growth and vitality of the county and region. The College monitors all qualified worker shortage areas and emerging high-demand occupational fields and industries and creates new programs as needed.

In the context of economic growth of our county, access is key to entry in postsecondary education, and Cecil College continuously implements strategies to work with Cecil County Public Schools (CCPS) to enroll recent high school students in classes held in the high schools or at the College. For ten years, Cecil College has had a robust dual enrollment and early college academy program. Overall, the number of high school student enrollments peaked at 472 in fall 2020 and has fallen 22.9% since then to 364 (indicator 5). The anticipated increase in dual enrollment students due to the *Blueprint for Maryland's Future* has not materialized at Cecil; CCPS students are limited in the number and type of courses they are funded to take at the College, a decision of the local education agency (LEA). High school students who are ineligible for CCPS tuition programs may be eligible to receive a 25% tuition scholarship through the Cecil College College Bound Scholarship program.

Total annual unduplicated headcount enrollment grew 3.3% to 5,072 between FY23 and FY24 (indicator 1a). Annual credit enrollment decreased slightly (2.0%) from FY23 to FY24 (indicator 1b), and the number of continuing education students increased by 7.7% (indicator 1c). Cecil College's market share of Cecil County residents enrolled first-time full-time in Maryland colleges or universities was 47.4% in fall 2024, a decrease of 4.4 percentage points since Fall 2023 (indicator 2). More significantly, the College continues to enroll more than 80% (81.0%) of part-time undergraduate students from the service area and dominates the market for part-time students (indicator 3).

Online education options increased access for students during the pandemic and continue to increase access for students who need a more flexible course schedule. Enrollment in online/hybrid credit courses decreased 2.8% from FY23 to FY24, while online/hybrid continuing

education course enrollments dropped 6.9% during the same time (indicators 6a and 6b). In fall 2024, the College offered 39.5% of its courses in online or hybrid formats. The College currently has three online degree programs and five online certificate programs. The College continues to monitor demand for online courses.

Over the last several years, Cecil College has made continuous efforts to increase access to education for underrepresented students. The percent of nonwhite service area population 15 years or older in July 2024 was 17.2% (indicator 11c); the percent of nonwhite credit enrollment at Cecil College was 27.8% in fall 2024 (indicator 11a), and the percent of nonwhite continuing education enrollment was 24.8% (indicator 11b).

The number of participants in noncredit and lifelong learning courses at the College decreased during the pandemic to 484 students in FY21 and has rebounded to 1,367 in FY24 (indicator 8a). Noncredit headcount enrollments in basic skills and literacy vary from year to year based on community demand, as well as on funds available to provide course offerings. In FY24, these programs enrolled 259 students, compared to 336 five years earlier (indicator 9a). Enrollment in basic skills and literacy programs has grown by 65% in the past 2 years.

According to the *2022 Maryland State Plan for Higher Education*, “the cost of higher education is often a real or perceived barrier to accessing higher education.” (p. 29) Because 26.3% of Cecil College students are first generation students (indicator C) the issues of financial literacy and financial aid are important topics of discussion at Cecil College. In FY2024, 63.0% of our credit students received financial aid (indicator Ea) and 30.9 % received Pell grants (indicator Eb). Tuition and fees at Cecil College are 53.1% of tuition and fees at Maryland public four-year institutions (indicator 7b).

Indicator 14b shows that the fall-to-fall retention for Pell grant recipients ranged from 40.5% (fall 2020 cohort) to 56.0% (fall 2021 cohort) during the past four years. The retention rate for all students has fluctuated from year to year and is currently at a 6-year high of 54.5% (indicator 14a). The retention rate for developmental students has increased to 42.3%, while the retention rate for college-ready students has increased 5 percentage points to 59.4% (indicators 14c and 14d).

Successes and challenges: Cecil College has experienced successes in the growth of enrollment in non-credit programs, in increasing access to education for underrepresented students, and in increased enrollment in basic skills and literacy programs. Challenges related to access include accurately predicting the appropriate balance between online and on campus course offerings and responding to fluctuating retention rates.

State Plan Goal 2: Student Success

The successful-persister rate after four years (indicator 16) for all students in the 2020 cohort currently stands at 77.3%. This metric has risen 9.1 percentage points since the fall 2018 cohort. The graduation-transfer rate after four years (indicator 18) for all students is 62.9%, a significant increase over previous years. Developmental completers after four years stands at 47.6% (indicator 15); the current graduation-transfer rate for this group is 32.1% (indicator 18).

55.8% of FY23 graduates transferred within one year (indicator 22. Of the Cecil College graduates who transferred to a Maryland four-year institution, 96.4% had a cumulative GPA of 2.0 or above in academic year 2023-24 (indicator 21.

The College has several programs in place to improve student persistence and completion. These programs include: a “blended” College Composition course to provide additional assistance to students with borderline placement scores; Cecil Assist Scholarships and emergency grants; credit for prior learning and course articulations with Cecil County Public Schools; fee waivers for transportation on the Cecil Transit bus system; and a Nursing Student Success Plan designed to improve students learning and increase the completion rate for the program.

To assist students in achieving their academic goals, new students are encouraged to complete a degree pathway plan and to meet with an advisor each semester. Subsequently, their academic progress is monitored during three critical points each semester through the College’s early alert system. Assistance is provided to students through tutoring, academic workshops, and wraparound support services. Further, advisors actively seek out near-completers and work with these students to develop a degree completion plan.

Successes and Challenges. The successful-persister rate and graduation-transfer rate are the highest they have been in several years, and Cecil’s graduates are very successful at their transfer institutions. These data reflect Cecil’s commitment to student success. The fluctuations in the successful-persister rate and the graduation-transfer rate add a level of challenge to developing targeted data-informed interventions to further improve these metrics.

State Plan Goal 3 – Innovation

The College remains firmly committed to advancing the use of innovative technology in the learning environment. Grants have been obtained to purchase and utilize more sophisticated simulation equipment in the Nursing, Paramedic, and Physical Therapist Assistant departments, to expand non-credit programming in alternative energy fields, and to upgrade equipment in the Digital and Media Arts program. Resources are available to help faculty members explore innovative teaching approaches through workshops, seminars, and faculty development. The College has continued to implement faculty recommendations for technology in learning spaces as budget permits.

Cecil College looks for opportunities to develop new programs that meet emerging employer needs in the region. In FY24, new programs in Hospitality Management, Data Science, and Skilled Trades were developed. In addition, the College created an accelerated option for its Associate of Science program in Nursing.

Immersive field experiences support student success and the acquisition of skills applicable to the workforce. 22% of associate degrees require some form of college-based work experience (CBWE) and an additional 19% recommend a college-based work experience. 18% of certificate programs required a CBWE and an additional 3% recommend one.

Quality instruction and innovation remain central to Catalyst, the College's Center for Teaching and Learning. In 2024–25, Catalyst achieved a 94.7% completion rate in its Professional Development for Online Teaching (PDOT) course, developed the five-course online Intelligent Learning Design certificate launching in spring 2026, and advanced digital accessibility through a new cross-campus Accessibility Committee, a part-time Digital Accessibility Specialist, and a draft institutional policy responding to DOJ Title II updates. Catalyst also hosted its second annual Symposium with 42 participants and 16 presenters, introduced interactive tools such as Echo360, H5P, and Articulate 360, and continues to support faculty through regular workshops.

Annual headcount enrollment in continuing professional education leading to government or industry-required certification or licensure increased slightly (0.9%) from FY23 to FY24 (indicator 27). Enrollment in continuing education workforce development courses was 1,401 (indicator 26). The College shares space for workforce programs with Cecil County Public Schools, and many programs have limited seating. Nonetheless, the College has added new programs in workforce development fields, including an off-site program in Marine Technology and an online Pest Management program.

The annual contract training course enrollments stands at 203 (indicator 28).

Successes and Challenges. The College has an active faculty committee dedicated to providing professional development opportunities for faculty, including an annual faculty symposium. Cecil also actively tracks employer needs and employment trends to develop new programs to address regional workforce needs. On the other hand, because the College shares some workforce training spaces with our LEA, some programs have limited availability and seats, limiting the number of students/potential grads. In addition, the limited pool of employers available in the county for work experiences affects the development of both internship and apprenticeship programs.

1. Given the complex needs of today's students, what innovative supports (academic, financial, mental health, basic needs) has your college found most effective in boosting student success? How might these be expanded or reimaged to support long-term degree completion goals?

In response to increased hunger and food insecurity throughout our college community, Cecil College provides food pantry locations on both campuses, so students have easy access to snacks and meals. In addition to five "Grab & Go" locations, a "Groceries to Go" location provides bags of perishable and nonperishable food for students who are experiencing food insecurity.

In the past two years, Cecil College has applied for and received grant funds that directly support the complex needs of students. Students can ride for free on any route offered by Cecil Transit, which serves the entire county. In addition, the College has been awarded Emergency Grant funds through the Cecil County Video Lottery Terminal Local Community Grant Program. Emergency Grant funds are awarded to students who apply for the funding through the Financial Aid Office. Grants ranging from \$200 to \$500 are awarded for students who experience hardships that might prevent them from attending their courses and maintaining progression. In FY25, the College received a grant from Maryland Behavioral Health that supports mental health programming at Cecil, including access to virtual health and well-being resources through TimelyCare and the establishment of a Student WellBeing Office staffed by two part-time mental health experts.

Online and in-person tutoring services are provided in the Academic Success Center for math and writing assistance. Discipline-specific tutoring is available for most programs across campus.

The nursing program strongly encourages students who fail an exam to meet with the Nursing Student Success Coordinator to create a plan to succeed. While less than 15% of instances of failed exams follow up with these support services, associate degree-seeking students who do use these supports are much more likely to succeed (77.3%).

In response to the request for shorter programs, Cecil College developed an accelerated nursing program, primarily intended for candidates who are seeking a second credential in a new field. After completing or transferring in 34 pre-requisite credits, students complete the nursing curriculum in just 13 months. So far, this accelerated degree program has had two successful cohorts; 75% of enrolling students have completed the program each year. All of the graduates in the first cohort passed the NCLEX-RN exam.

As part of our transition to a new Student Information System, the College is beginning the development of one- and two-year academic schedules to facilitate student academic planning.

Retention and Graduation-Transfer rates have improved in the past year. It is not always clear how each of these services directly impacts students' degree-completion goals. We look forward to seeing these improvements become a trend.

2. In what ways has your institution changed (e.g., structures, policies, practices, or culture) as a result of pursuing the 55% completion goal? What lessons have you learned about sustaining institutional change over time?

Through the *Blueprint for Education* program, Cecil College collaborates with our local education agency (LEA) to meet their requested needs for courses. In addition, we host four Early College Academy cohorts and the College is ready to expand this program whenever our LEA would like us to. This has been communicated to our LEA.

In FY25, Cecil College joined the Maryland Transfer Intensive facilitated by the Aspen Institute College Excellence Program. The Transfer Intensive is a multi-year initiative aimed at substantially improving transfer and bachelor's attainment outcomes for community college students across Maryland. There are three phases for the Maryland Transfer Promise: 1) Institutional reform, 2) Strengthening partnerships, and 3) State and regional practice sharing. Cecil College appointed a Transfer Intensive Team that is comprised of the president, vice president of student affairs, registrar, transfer advisor, and the associate dean for community partnerships. The team has been attending statewide meetings and several initiatives are underway to improve the transfer experience for Cecil College students.

In FY24, the College transitioned to a new Learning Management System, Canvas. Canvas offers the opportunity for the Advising Office to run reports to identify students who are struggling with poor grades, attendance or keeping up with assignments. Advising staff collect these data three times a semester and reach out to students as needed. This proactive approach ensures that all students in all courses are included in these early alerts. Faculty may also contact advising directly, at any time throughout the semester, if they have concerns that may not show in the data.

In conjunction with Canvas, the College uses Anthology Ally to facilitate accessibility of course materials. Ally allows students with different accessibility needs to access course materials in the most effective format for them, including tagged PDFs, braille, or audio formats. The College's Institutional Accessibility Committee is developing a policy on digital and physical accessibility and will develop procedures in FY26. Trainings for faculty and staff and a new Digital Accessibility Specialist support faculty in making courses and college materials accessible.

Looking ahead, Cecil College has begun the transition to a new student information system, Ellucian Colleague. This system has already influenced practices that will support degree and certificate planning for students to support long-term completion goals.

One of the keys to sustained institutional change includes basing strategic and tactical decisions and initiatives on the institution's mission and values. When the culture prioritizes a supportive learning environment, as stated in Cecil College's mission statement, constituents understand that change, even difficult change, that has the potential to improve student outcomes is important.

Community Outreach and Impact

Cecil College strives to meet the region's education, workforce, and economic development needs through multiple avenues. The Continuing Education and Workforce Development (CEWD) division is one area that offers career preparation courses, ongoing continuing education, and professional licensure/certification for incumbent employees. CEWD programs focus on entry to middle level skilled jobs requiring career and technical training beyond secondary education.

Healthcare Careers. Cecil College's Healthcare Careers' noncredit certificate programs prepare students academically, technically, and professionally to begin a new career in health care in areas such as Medical Assistant, Paramedic, Certified Nursing Assistant/Geriatric Nursing Assistant, Physician Coder, Medical Administrative Assistant, Emergency Medical Technician, and Phlebotomy. Overall, 89 participants completed Healthcare Careers programs in FY25. Healthcare careers also provides Basic Life Support/CPR AED courses; 110 students completed this course in FY25.

Workforce. Strong relationships with the local Workforce Investment Board, Department of Social Services, and regional associations provide CEWD with a direct link to business leaders and therefore, the needs of the business community. For FY25, six organizations requested customized training, for a total of 8 separate contracts/trainings.

Trades programs are limited to evening offerings which can use the School of Technology's specialized classroom space. In 2025, the Veterinary Assistant program graduated 7 students, the HVAC program had 7 completers, the Diesel Technology program had 8 completers, and the Welding program prepared 13 students to test for their Entry Level 1 Certification. In addition, Cecil College and Heating and Air Conditioning Contractors of Maryland continue to partner in a Maryland state-approved four-year HVAC/R apprenticeship program; in 2025, 32 students are enrolled in the program. A new Electrical Apprenticeship program will begin in fall 2025. Students in this four-year program will earn their Journeyman License upon completion.

Through the six-month Cecil Leadership Institute, existing and emerging leaders in business, government, and tourism engage, collaborate, and commit to Cecil County's ongoing development. In spring 2025, the program had 27 participants. Session topics included hospitality, healthcare, small business, education, youth, and government.

Transportation Training. For FY25, Cecil College's Truck Driver training program enrolled 378 students and had 359 graduates. The increase in student numbers is due to a new course offering in Hazmat endorsement. Truck Driver Training students interacted with at least fourteen companies in recruitment fair events, through which a large percentage of students secure jobs. The employment rate for the truck driver training program graduates is 85%. In FY25 the Transportation department executed corporate contracts with Amtrak, Cecil County Solid Waste Division, Cecil County Roads, MDTA, Jerry Preston Hauling, Town of Bel Air, Town of Perryville, Kent County Roads Division, Harford Transit, Maryland MVA, Harford County Trash Services, Trax International, CARA, New Castle County Public Works, and others.

Driver Education provides services to the youth of Cecil County. Five Driver Education cars are in use seven days a week. The program operates with in person classes at Elkton Station, the North East Campus, and virtually. In FY25, 653 students completed the classroom portion of the state's driver education program.

Lifelong Learning. Lifelong Learning departments include Personal Enrichment, Youth Education, Senior Education, and Summer Camps. Personal enrichment for adults and seniors offers a variety of classes to expand students' learning or just for fun. Courses include topics such as arts, crafts and studio art, glass and jewelry making, sewing and quilting, boating and boat restoration, dance and fitness, financial planning, fitness, pilates and yoga, history and humanities, holistic and healthy living, home and garden, languages and foreign languages, music lessons, and photography. Youth Education courses include topics such as cooking and baking, creative arts, fitness, Harry Potter, Pokémon, STEM, and music lessons.

Summer camps have been the largest growth area for Lifelong Learning over the past 7 years. In FY25, summer camp attendance reached over 1,050 campers, showing continued growth and expansion of programs.

In addition, Lifelong Learning hosts annual community events such as the Mind, Body, & Spirit Festival; in 2025, the festival had over 800 people in attendance. In collaboration with the Cecil County Department of Community Services, the College also hosts an annual 55+ Healthy Lifestyle Expo, featuring opportunities to meet community resource representatives and vendors. Session topics include Medicare options, healthy eating, financial planning, Cecil County history, wellness opportunities, fitness and exercise programs, and caregiver support. 316 attendees registered for the 2025 expo. Other events hosted by Lifelong Learning include CCPS - Back to School Kickoffs, CCPS - Parents Night, ChristianaCare Physical Night/Back to School Event, and Community Health & Wellness Events.

Adult Education. Enrollment in Cecil College's Adult Education Program for students who are fundable through the National Reporting System increased from 160 in FY24 to 183 in FY25. The ESOL program enrollment remained steady, showing a slight decrease from 69 students in FY24 to 66 students in FY25. These include 11 students who enrolled in one or more of the three Advanced ESOL classes that ran successfully in FY25. The program continued to offer

ABE/GED classes at the County Detention Center (CCDC) allowing incarcerated adults to improve their basic literacy skills. A new partnership with Brantwood Family Services resulted in two very successful on-site ABE/GED classes where 92% of the students demonstrated measurable skills gain. In FY25, twelve students earned a high school credential by passing the GED test, 72 students or 41.9% increased an educational functioning level as demonstrated by standardized test results or passing the GED test, and 14 students enrolled in the “Transition: Become a Credit Student” course helping them be better prepared for credit bearing courses. In addition to the “Transition” students, the Transition/Outreach Specialist provided intensive support and guidance to over 34 students in reaching their employment and post-secondary education goals.

Milburn Stone Theatre. Cecil College operates the Milburn Stone Theatre (MST), a community theater. Events in 2024/2025 included the in-house productions of *Escape to Margaritaville*, *Ride the Cyclone*, *The Crucible*, *Disney’s Beauty & the Beast*, *Shakespeare’s Hamlet*, *Rodgers & Hammerstein’s Oklahoma*, *Anastasia*, & *Once*. MST also produced the Cecil County Independent Film Festival and 2025/2026 Season Unveiling Event. Our facility was rented by Cecil Dance Theatre for two full staged ballets, Releve Dance Studio for their end of the year recital, Cecil County Chamber of Commerce for a Political Forum, and Cecil County Government for their County Inauguration. In addition, MST hosted multiple Cecil College Student Events and Programming. MST also produced events such as The Fabulous Hubcaps, The North East Fall Folk & Bluegrass Festival, Spiritual Medium Debbie Wojciechowski, The Eric Byrd Trio, The First State Symphonic Band, The Susquehanna Bluegrass Jam featuring Rhonda Vincent & Danny Paisley, & Elvis: A Musical Celebration. MST hosted a total of 9,216 attendees for in-house productions, and another 3,616 people for all other events.

Cecil College Degree Progress Four Years after Initial Enrollment Fall 2020 Entering Cohort

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1 First-time full- and part-time fall headcount	486		402		40		44	
2 Number attempting fewer than 18 hours over first 2 years	195		152		12		31	
3 Cohort for analysis (Line 1 – Line 2)	291	100.0%	250	100.0%	28	100.0%	13	100.0%
4 Earned Associate degree from this community college	116	39.9%	113	45.2%	3	10.7%	0	0.0%
5 Earned certificate, but no degree, from this community college	6	2.1%	5	2.0%	1	3.6%	0	0.0%
6 Total associate and certificate graduates (Line 4 + Line 5)	122	41.9%	118	47.2%	4	14.3%	0	0.0%
7 Transferred to Maryland two-year/technical college	4	1.4%	2	0.8%	1	3.6%	1	7.7%
8 Transferred to Maryland public four-year college	57	19.6%	55	22.0%	0	0.0%	2	15.4%
9 Transferred to Maryland private four-year college or university	4	1.4%	4	1.6%	0	0.0%	0	0.0%
10 Transferred to out-of-state two-year/technical college	10	3.4%	10	4.0%	0	0.0%	0	0.0%
11 Transferred to out-of-state four-year college or university	54	18.6%	47	18.8%	6	21.4%	1	7.7%
12 Total transfers (sum of Lines 7 - 11)	129	44.3%	118	47.2%	7	25.0%	4	30.8%
13 Graduated from this college and transferred (Line 6 □ Line 12)	68	23.4%	66	26.4%	2	7.1%	0	0.0%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	183	62.9%	170	68.0%	9	32.1%	4	30.8%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	30	10.3%	27	10.8%	3	10.7%	0	0.0%
16 Successful transition to higher ed (Line 14 + Line 15)	213	73.2%	197	78.8%	12	42.9%	4	30.8%
17 Enrolled at this community college last term of study period	12	4.1%	5	2.0%	6	21.4%	1	7.7%
18 Successful or persisting (Line 16 + Line 17)	225	77.3%	202	80.8%	18	64.3%	5	38.5%

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Student & Institutional Characteristics (not Benchmarked)

These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.

	Fall 2021	Fall 2022	Fall 2023	Fall 2024
A Fall credit enrollment				
a. Unduplicated headcount	1,783	1,823	1,845	1,749
b. Percent of students enrolled part time	71.1%	70.0%	70.1%	71.1%
	Fall 2021	Fall 2022	Fall 2023	Fall 2024
B First-time credit students with developmental education needs	21.1%	25.5%	28.5%	31.8%
	FY 2021	FY 2022	FY 2023	FY 2024
C Credit students who are first-generation college students (neither parent attended college)	75.5%	79.0%	24.9%	26.3%
	FY 2021	FY 2022	FY 2023	FY 2024
D Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	1	57	77	84
	FY 2021	FY 2022	FY 2023	FY 2024
E Credit students receiving financial aid				
a. Receiving any financial aid	89.5%	77.73%	66.32%	62.98%
b. Receiving Pell grants (excluding high school students) Note: Methodology for (b) changed effective with 2024 PAR	28.2%	28.96%	32.62%	30.88%
	Fall 2021	Fall 2022	Fall 2023	Fall 2024
F Students 25 years old or older				
a. Credit students	28.4%	23.53%	25.15%	25.39%
	FY 2021	FY 2022	FY 2023	FY 2024
b. Continuing education students	34.9%	37.8%	47.4%	57.3%
	FY 2021	FY 2022	FY 2023	FY 2024
G Credit students employed more than 20 hours per week	37.60%	35.26%		
	Fall 2021	Fall 2022	Fall 2023	Fall 2024
H Credit student racial/ethnic distribution				
a. Hispanic/Latino	6.0%	7.8%	8.9%	9.0%
b. Black/African American only	8.8%	9.7%	10.2%	10.9%
c. American Indian or Alaskan native only	0.2%	0.2%	0.2%	0.1%
d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.1%	0.1%
e. Asian only	1.9%	1.9%	1.4%	1.7%
f. White only	76.2%	73.7%	73.0%	70.2%
g. Multiple races	5.1%	4.6%	4.6%	5.7%
h. Foreign/Non-resident alien	0.6%	0.8%	0.9%	1.0%
i. Unknown/Unreported	1.2%	1.2%	0.8%	1.3%
	Fall 2021	Fall 2022	Fall 2023	Fall 2024
I Credit student distance education enrollment				
a. Enrolled exclusively in distance education	26.9%	23.20%	15.72%	17.67%
b. Enrolled in some, but not all, distance education	52.0%	33.63%	59.40%	56.49%
c. Not enrolled in any distance education	21.1%	43.17%	24.88%	25.84%

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	FY 2021	FY 2022	FY 2023	FY 2024
J Unrestricted revenue by source				
a. Tuition and fees	27.0%	30.1%	26.0%	26.2%
b. State funding	25.0%	25.8%	30.3%	31.4%
c. Local funding	46.6%	43.3%	42.0%	40.5%
d. Other	1.3%	0.8%	1.4%	1.8%
	FY 2021	FY 2022	FY 2023	FY 2024
K Expenditures by function				
a. Instruction	39.1%	39.0%	37.0%	38.3%
b. Academic support	13.3%	12.5%	13.7%	14.3%
c. Student services	14.0%	13.7%	13.9%	12.7%
d. Other	33.6%	34.8%	35.4%	34.7%

Goal 1: Access

	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
1 Annual unduplicated headcount					
a. Total	3,967	4,479	4,909	5,072	7,000
b. Credit students	2,564	2,281	2,293	2,248	3,000
c. Continuing education students	1,562	2,340	2,776	2,989	4,000
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
2 Market share of first-time, full-time freshmen Note: Methodology changed starting in Fall 2019.	51.9%	51.90%	51.80%	47.4%	58.0%
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
3 Market share of part-time undergraduates Note: Methodology changed starting in Fall 2019.	81.2%	81.50%	80.30%	81.00%	83.0%
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2024
4 Market share of recent, college-bound high school graduates	54.0%	58.5%	56.5%	58.44%	55.0%
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
5 High school student enrollment	390	454	444	364	550
	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
6 Annual enrollment in online/hybrid courses					
a. Credit, online	5,200	6,296	4,388	4,263	3,500
b. Continuing education, online	1,138	1,089	844	786	325
c. Credit, hybrid	718	118	184	308	900
d. Continuing education, hybrid	0	1	6	34	20

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	FY 2022	FY 2023	FY 2024	FY 2025	Benchmark FY 2026
7 Tuition and mandatory fees					
a. Annual tuition and fees for full-time students	\$4,770	\$4,920	\$5,370	\$5,580	NA
b. Percent of tuition/fees at Md public four-year institutions	48.6%	49.0%	52.3%	53.1%	49.5%
Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					
	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	484	882	1,249	1,367	2,200
b. Annual course enrollments	1,235	1,846	2,445	2,702	4,400
	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	70	157	164	259	350
b. Annual course enrollments	112	388	297	431	550
	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
10 Adult education student achievement of:					
a. At least one ABE educational functioning level	27.00%	37.50%	40.00%	41.84%	35.0%
b. At least one ESL educational functioning level	N/A	N/A	28.30%	32.76%	32.0%
Note: Not reported if < 50 students in the cohort					
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
11 Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	23.80%	24.66%	25.69%	27.78%	25.0%

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					Benchmark
	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
b. Percent nonwhite continuing education enrollment	24.00%	22.5%	22.4%	24.8%	21.0%
					Benchmark
	July 2021	Jul-22	Jul-23	Jul-24	Not Required
c. Percent nonwhite service area population, 15 or older	14.5%	15.6%	16.5%	17.2%	NA
					Benchmark
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
12 Percent minorities (nonwhite) of full-time faculty	10%	17.6%	18.5%	15.4%	20.0%
					Benchmark
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
13 Percent minorities (nonwhite) of full-time administrative and professional staff	7.1%	16.9%	16.1%	15.7%	16.0%
Goal 2: Success					
					Benchmark
	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort	Fall 2023 Cohort	Fall 2024 Cohort
14 Fall-to-fall retention					
a. All students	48.9%	54.0%	51.6%	54.5%	55.0%
b. Pell grant recipients	40.5%	56.0%	46.8%	47.6%	52.0%
c. Developmental students	45.0%	49.4%	40.6%	42.3%	52.0%
d. College-ready students	50.2%	54.2%	54.4%	59.4%	60.0%

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					Benchmark
	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort
15	Developmental completers after four years	20.9%	27.50%	36.10%	47.60%
					35.0%
	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
16	Successful-persister rate after four years				
a.	College-ready students	81.6%	72.0%	68.5%	80.8%
b.	Developmental completers	62.8%	61.8%	74.1%	64.3%
c.	Developmental non-completers	19.0%	24.0%	23.8%	38.5%
d.	All students in cohort	68.2%	62.4%	67.4%	77.3%
					70.0%
	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Not Required
17	Successful-persister rate after four years				
a.	White only	71.3%	63.4%	70.0%	76.8%
b.	Black/African American only	n<50	n<50	n<50	n<50
c.	Asian only	n<50	n<50	n<50	n<50
d.	Hispanic/Latino	n<50	n<50	n<50	n<50
	Note: Not reported if < 50 students in the cohort for analysis				
	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
18	Graduation-transfer rate after four years				
a.	College-ready students	63.3%	52.3%	51.6%	68.0%
b.	Developmental completers	41.3%	43.5%	54.6%	32.1%
c.	Developmental non-completers	14.3%	24.0%	9.5%	30.8%
d.	All students in cohort	49.1%	45.2%	49.8%	62.9%
					52.0%
	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Not Required
19	Graduation-transfer rate after four years				
a.	White only	50.8%	47.8%	51.7%	65.7%
b.	Black/African American only	n<50	n<50	n<50	n<50
c.	Asian only	n<50	n<50	n<50	n<50
d.	Hispanic/Latino	n<50	n<50	n<50	n<50
	Note: Not reported if < 50 students in the cohort for analysis				
	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
20	Associate degrees and credit certificates awarded				
a.	Total awards	309	380	338	370
b.	Career degrees	128	151	124	132
c.	Transfer degrees	150	204	191	195
d.	Certificates	31	25	23	43
e.	Unduplicated graduates	276	344	319	327
					NA
	AY 20-21	AY 21-22	AY 22-23	AY 23-24	Benchmark AY 2024-25
21	First-year GPA of 2.0 or above at transfer institution	88.3%	91.1%	86.5%	96.4%
					92.0%

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	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2024
	Graduates	Graduates	Graduates	Graduates	Graduates
22 Graduate transfers within one year	50.20%	42.2%	42.4%	55.8%	18.0%

Goal 3: Innovation

	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. National Council of Nursing (NCLEX-RN0)	97.96%	100%	89.29%	100.00%	95.0%
Number of Candidates	49	30	28	42	NA
b. Licensed Practical Nurse	100%	100%	100%	100%	100.0%
Number of Candidates	11	2	1	4	NA
c. National Physical Therapy Examination (NPTE-PTA)	84.6%	92.30%	100.00%	100.00%	100.0%
Number of Candidates	13	13	10	6	NA
d. Commercial Truck Driver	100%	98.7%	99.0%	98.0%	95.0%
Note: Not reported if <5 candidates in a year	62	77	140	176	NA
	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark
	Graduates	Graduates	Graduates	Graduates	Not Required
24 Graduates employed within one year	55.9%	65.0%	65.0%	61.0%	NA
	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark
	Graduates	Graduates	Graduates	Graduates	Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	\$14,992	\$16,024	\$12,924	\$22,444	NA
b. Median annualized income three years after graduation	\$39,984	\$37,784	\$41,932	\$46,400	NA
	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	1,022	1,327	1,407	1,401	1,800
b. Annual course enrollments	1,749	2,528	2,729	2,786	2,900
	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	943	1,226	1,241	1,202	1,400
b. Annual course enrollments	1,649	2373	2,497	2,520	2,300
	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	99	65	196	203	275
b. Annual course enrollments	131	237	278	343	425

Note: NA designates not applicable

* designates data not available

2025 Performance Accountability Report

Chesapeake College

Mission

Chesapeake College empowers students from diverse communities to excel in further education, employment, and participation in an interconnected world.

Institutional Assessment

Chesapeake College is a comprehensive public two-year regional community college serving the residents of Caroline, Dorchester, Kent, Queen Anne's and Talbot Counties on the Eastern Shore. Chesapeake offers a selection of credit and non-credit programs and courses to help students prepare for transfer to four-year institutions, begin a career, enhance work-related skills, or expand their general knowledge. The College offers many opportunities for further academic, social, personal, cultural, and athletic development through a variety of extracurricular and co-curricular activities. In FY2025, the College served 5,410 unique credit and non-credit students.

Recent enrollment trends show fewer full-time students and more dual enrolled students. In the fall of 2024, approximately 20.5% of students were attending full-time and 79.5% part-time. About 95.8% were from the five-county service region. About 24.5% of students were first-time to college, and 34.7% were dual enrolled high school students. The number of dual enrolled students has significantly increased following the implementation of Maryland's Blueprint for the Future. The class of fall credit students was 66.7% female and 33.3% male, with 64.5% identifying as White and 30.0% identifying as Non-White. Only 18.0% of credit students are 25 years or older. Approximately 41.6% of first-time credit students entered with developmental needs and 40.4% of all students were enrolled exclusively online. The population of noncredit students varies from the credit student population. In FY2025, the College served 2649 unique noncredit students, of which 48.5% identified as White and 51.5% identified as Non-White. Of this population, 61.8% were female, and 37.9% were male. Only 25.4% of noncredit students were younger than 25 years, while 74.6% were 25 years or older.

Aligned with the 2022 Maryland State Plan for Postsecondary Education, emphasizing Access, Success and Innovation, Chesapeake College presents its analysis of the most recent institutional performance and community outreach initiatives.

Goal 1: Access - Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.

Chesapeake College remains committed to the goal of increasing access to higher education for the residents in the service region. While the college has experienced enrollment growth in the past four years, resulting in a 33% gain in total enrollment since 2021, the numbers for both credit and noncredit headcount fall well below the benchmark goals set back in 2021. The college was planning for a post-pandemic recovery and continued trajectory toward new highs, but the changing landscape of higher education has required revision to this vision. In response, the college has invested in a CRM to improve communication with prospective students and has

developed a new Strategic Enrollment Management Plan designed to seek targeted growth in strategic segments in the near future.

Following the pandemic and the ensuing disruption to higher education, the college failed to meet benchmarks for a number of enrollment metrics and other measures. The market-share for first-time, full-time freshmen has been mostly steady, but not approaching the benchmark of 45%. However, the college has nearly met the benchmark for market-share of part-time undergraduates, reaching 71.2% in the past year, and is only 6.6% off the benchmark for recent, college-bound high school graduates. One response to this is increasing online offerings in order to compete with other higher ed institution. The college is trying to strike the right balance between online and face-to-face offerings to attract the most students. The online instruction is able to reach more people and offers convenience, but providing face-to-face instruction and hands-on training is something unique to Chesapeake in the five-county region. In addition, the college is seeking to leverage the boost in dual enrollment afforded by Maryland's Blueprint to convert more high school graduates to first-time student after high school graduation.

There are a number of measures in which Chesapeake College exceeded benchmarks. Enrollment of high school students has exceeded expectations by 46.7% above benchmark, reaching an all-time high of 728 in fall 2024. Enrollment of minority students compared to the service area population also met benchmarks, for both credit and noncredit enrollment. The percent of minority full-time administrative and professional staff, now at 20.7%, also exceeded the benchmark set. Enrollment in continuing education community service and lifelong learning met benchmarks with 745 unduplicated headcount and 1,197 registrations. Enrollment in continuing education basic skills and literacy courses also exceed benchmarks. In addition, the percentages of the students in ABE courses meeting functioning levels exceeded benchmarks, with 38.8%.

Goal 2: Success - Promote and implement practices and policies that will ensure student success.

There has been a positive trend in fall-to-fall retention over the last four years. Fall-to-fall retention meets the FY2025 benchmarks for nearly all four groups, All first-time, degree-seeking students, Pell Grant recipients, Developmental Students, and College-Ready students. While retention rates for All first-time, degree-seeking students, Developmental Students and College-Ready student exceeded expectations, the retention rate for Pell Grant Recipients was only 0.6% short of the benchmark. The rate for all first-time, degree-seeking students has increased each year over the past for years, for a total increase of 6.4%, from 50.5% to 56.9%. The success of these measures is related to efforts across campus to engage students, provide academic supports, and encourage program completion. Retention rates for students in all groups have shown positive growth.

The successful-persister rate meets benchmarks in two of three categories. The successful-persister rate is the percentage of students who, after earning 18 credits, go on to graduate, transfer, or persist in enrollment with good academic standing, within a four-year period. All students in the cohort met the benchmark, reaching a successful-persister rate of 85.9%, as did Developmental Completers (81.6%). The group that did not meet the benchmark was College-

Ready students, which achieved a rate of 87.5%, the highest of the three groups, but fell short of the target of 89.0%. Overall, this metric shows a strong indicator of academic success for a variety of community college students, regardless of their educational goal.

A related success measure is the graduation-transfer rate after four years, which reached 70.6% for all students in the cohort most recently, well above the 65.0% benchmark. The graduation-transfer rates for College-Ready nearly met the benchmark, missing by only 1.5%.

The success of Chesapeake College students continues, even after leaving the College. Tracking Chesapeake students who transfer to other Maryland 4-year colleges shows that 94.2% earn a 2.0 GPA or better at their transfer institutions. This mark exceeds the benchmark and was the fourth highest in the state.

An area for improvement would be the numbers of associate degrees and certificates awarded. In 2022 the College made a decision to no longer award transfer certificates to students who have not applied for them, significantly reducing the number of annual awards. Prior to this change, certificates made up approximately 20% of annual awards and since they make up less than 10%. This reduction has contributed to decreased total awards and graduation-transfer rates. However, the recent trend has been positive, with the number of total awards increasing in the past three years. The growth in retention rates likely contributes to these numbers. Despite this growth the total number of associate degrees and certificates awarded fell well short of the FY2025 benchmark. This will be an area for improvement in the years to come. The College continues to support student success and promote completion in several ways described later in this report.

Healthcare program licensure pass rates have historically been very strong. Collectively, the pass rates for the five programs over the past four years is 82.9%. High expectations are set for these programs. The benchmarks are 90-95% pass rates for all students. But with such small cohorts, one or two students failing to pass their licensing exam can have an outsized impact on the overall rates for the program. Setting appropriate benchmarks becomes a challenge in these circumstances. The nursing program has met the benchmark in each of the past four year. The Radiologic Technology has set a higher benchmark than the other programs, and has not met it in four years. The and Paramedic, Physical Therapist Assistant and the Surgical Technologist programs are the smallest and most impacted by a single student failing to pass. These programs have had the most difficulty meeting the 90% pass rate benchmark. While they have not met the intended FY2025, they continue to have high pass rates and maintain high standards for their programs.

Goal 3: Innovation - Foster innovation in all aspects of Maryland higher education to improve access and student success.

The success of our credit career program graduates is seen in the percentage of graduates employed one year later and the wage growth of these graduates. Both have increased over the past four years. The percentage of career program graduates employed within one year has increased 2.5% since FY2020, from 81.7% to 83.5%. The percentage increase between wages one year prior to graduation and three years after graduation has averaged a 188% increase over

the past four years, thus signifying the value of Chesapeake College's training programs for students seeking to enter the workforce.

Chesapeake College continues to look ahead and grow the means to serve our region while improving access and success for our students. Recent efforts have focused on building up resources around our Skilled Trades programs. These efforts began a few years ago, continue to expand, and are beginning to pay dividends. The College has added multiple new programs in the past few years, including Marine Maintenance Technician, Introduction to Manufacturing, Drone pilot, and 3D Modeling programs. This year the College will add four more additional programs to the Education Training Provider List, making those programs eligible for funding from the Workforce Investment and Opportunity Act. This helps to draw more students to the Skilled Trades and helps to make this training more affordable for students.

Enrollments in continuing education workforce development courses have shown healthy increases over the past three years (+34.3%). Enrollments in licensure and certification courses have increased also (+21.4%), as well as enrollments in contract training courses (+155.0%). While these trends are positive and demonstrate a growing interest in workforce training, the numbers fall short of the benchmarks set in 2020. In fiscal year 2021 the College campus closed for safety precautions during the Covid-19 pandemic. This temporarily forced the cancellation of operations for many of our noncredit programs. While the numbers have steadily increased since the campus re-opened, they have not yet reached the numbers recorded in FY2020. Thus, they remain short of the anticipated enrollments the College hoped to achieve by FY2025. Enrollment in workforce development courses continues to be a focus for strategic enrollment planning. The college has explored funding for students through grants, building a new state of the art facility to where students can receive instruction, and partnering with high schools to provide a continuum of training from their CTE experience in high school thorough the continued professional training at the college. These initiatives demonstrate the college's commitment to developing robust workforce development programs.

The past few years have seen a multi-pronged approach to reviving the skilled trades at Chesapeake College. Program directors meet annually with Program Advisory groups learning about the needs of local industry and businesses to inform their training programs. The College invested in a mobile training lab to train students working toward their Commercial Driver's License (CDL), equipped with a truck-driving simulator. This traveling unit enables the program to visit local schools and job fairs to promote enrollment. The College used donation and grant funds to build a mobile Welding lab. This mobile lab is being used to provide training at various off-campus locations throughout the service region. Such tools are beneficial for a college that serves a large geographical region with long distances between the population centers. These programs have also been expanded to our additional educational site, at the Cambridge Center, to increase access to citizens in the region. A new advanced manufacturing lab was built on campus that allows students to learn CNC machine operation and robotics. The Marine Services Technician program purchased a cabin cruiser, which will be land-locked and used to train students on all the systems of a marine vessel.

To aid the development of these programs, the division of Workforce and Academic Programs has hired industry experts to lead each of these Skill Trades programs. In addition, funding was

obtained to hire a Career and Technology Education (CTE) Navigator, who will provide recruiting and advising for new and prospective students. Working with the Advancement office, the College has funneled significant donations to not only develop the capacity and facilities for these programs, but to assist students' access through scholarships.

Institutional Response to Questions Raised by the Commission

1. Given the complex needs of today's students, what innovative supports (academic, financial, mental health, basic needs) has your college found most effective in boosting student success? How might these be expanded or reimaged to support long-term degree completion goals?

Chesapeake College provides substantial supports to students and these come in various forms. Comprehensive academic and planning support is provided by the TRiO program (for qualifying students). This federally funded program includes one-on-one weekly tutoring, academic and transfer advising, financial aid assistance, study skills coaching, career exploration, and cultural enrichment events. TRiO students are successful, with nearly 80% maintaining good academic standing. Other forms of academic supports include a robust tutoring program, available to all students, that provides in-person, online, or embedded tutoring. The college also provides early alert warning for dual enrolled students, notifying their high school counselors if they are falling behind or missing classes.

The college recognizes that finances are often a barrier to student completion. Chesapeake leveraged a combination of grants and gifts to subsidize non-credit credentialing programs, such as Construction Trades, Marine Trades, CNA/GNA, and CDL Licensure. To expand access, Workforce Boards could be given more flexibility in allocating funding "between buckets", where some dollars would otherwise be left "on the table." For instance, where displaced worker funds might otherwise go unspent, or where a potential student is disqualified for being employed, even when the employment is at poverty level. The college also maintains an emergency fund for students. This provides short-term emergency funds to students facing unexpected crises that threaten their ability to continue their studies. Eligibility requires completing at least six credits and demonstrating financial hardship.

The college recognizes a host of other barriers that impede students' progress and attempts to remediate them with different services. The Corner of Care provides free groceries, gas cards, bus passes, and essential items, lowering food insecurity and other barriers while helping students focus on academics. Mental health services are available through For All Seasons, a local service provider. Students have access to free therapy (telehealth and in-person), crisis hotlines, and ongoing behavioral health services—without copays, even for uninsured or underinsured students. In 2025, the College expanded this support by partnering with TimelyCare to offer 24/7 mental health support and an app, providing additional access to mental health resources. Same-day access and appointments can be conveniently scheduled between classes or remotely.

Building on the success of these programs, some ways in which the college hopes to reimagine or expand existing services are to provide structured case management for students who do not qualify for TRiO. The college would also like to expand the academic early alert system and pair it with academic coaches to assist students. Expanding these programs and levels of service would require additional funding and personnel. The college also hopes to make use of a broad institutional assessment framework to track which interventions are most effective. While much of these ideas

require funding, the college continues to pursue grants and private donations in order to pursue these projects at greater scale.

2. In what ways has your institution changed (e.g., structures, policies, practices, or culture) as a result of pursuing the 55% completion goal? What lessons have you learned about sustaining institutional change over time?

Over the past several years the college has enacted several changes to facilitate pursuit of the 55% completion goal. At the time of the previous strategic plan, a decision was made to create an executive-cabinet level position focused on student success. The Vice President of Student Success and Enrollment Management through his/her position was equipped to hire personnel and initiate programs to aid retention and completion. Fall to fall retention has increased for five consecutive years between 2019 and 2023. Additional personnel added to this division have contributed to this. The college added 2 CTE Career & Technical Navigators. These positions help students understand the demands of related programs, earn necessary prerequisites, and save time and money by selecting the right classes. A full-time Director of Student Access & Belonging was hired to build an on-campus community emphasizing responsibility, leadership development, and self-advocacy.

In 2017 the college began accepting high school GPA in lieu of a qualifying placement exam score as evidence of college readiness. This drastically reduced the number of students required to take extra developmental coursework and allowed students to enter directly into their first credit-bearing English and math courses. The success of these students has been as good or better than those who take the placement exams, thus eliminating time spent on non-credit-bearing developmental courses.

Long-term institutional change requires the structure for implementation and persistence over time. It requires dedicated personnel working each term to further the educational goals of our students. When initiatives are undertaken, it requires the wherewithal to assess the effectiveness of such efforts and determine whether to continue or abandon the project for something better. The college is improving in applying data to these decisions, thus providing the means to assess results of our efforts.

Community Outreach and Impact

Chesapeake College continues to nurture ties to the community it serves, facilitating cooperative partnerships for the betterment of local citizens with promotion of education, job training, employment opportunities, and appreciation for the arts. This section will highlight three unique programs that promote the college's engagement with the community.

The Upward Bound program offers motivated high school students from Caroline, Kent, and Talbot Counties the chance to gain college and career readiness skills. Through tutoring, workshops, and engaging field trips, Upward Bound helps students successfully finish high school and prepare for college. The program is free for eligible participants. In FY2025, 180 students from four high schools participated.

During the school year, students participate in weekly tutoring and grade monitoring, attend college access workshops and have access to after school academic programming. The high school students also benefit from career and academic planning, educational counseling, and participate in community service. Students have opportunities to participate in pre-college

academies in the summer. Here they attend study skills and test taking workshops, learn to build a resume, attend college tours, and can take classes to earn credits.

Ninty-one percent of students who completed the program in 2024 enrolled in college, with 75% enrolled at a Maryland college. Students must be economically disadvantaged, have parents that did not complete college, and demonstrate a need for academic support to achieve college-readiness.

In the spring, Chesapeake College hosted a regional, five-county chamber of commerce mixer in May. This annual event brings together business people, educators, and economic development leaders from across Kent, Dorchester, Queen Anne's, Caroline, and Talbot. Approximately 250 people attended, allowing them to network with others in the region, many of whom they may typically do not get the opportunity to meet or collaborate with. This is yet another way in which Chesapeake College serves as nexus for county businesses and educational service providers.

Working toward its commitment to help to build a more equitable society, Chesapeake College joined the Talbot Family Network Equity Partnership. Though a Talbot Family Network grant, the college worked with a consultant, Dr. Domonic Rollins, to complete a collaborative goal-setting process, allowing the DEI Advisory Committee to articulate concrete actions related to Strategic Plan objectives under the goal of Inclusive Excellence. These actions include identifying co-curricular supports to help support equity in student outcomes, encouraging changes to help attract and serve all students with increasing success. Over the course of the year, several representatives from the college met with equity minded leaders from various Talbot County businesses, nonprofits, and educational agencies to discuss issues and brainstorm solutions to barriers to equity for the people of Talbot County. This coalition of community organizations showcases the collaborative effort of individuals and agencies dedicated to building a more inclusive community.

Chesapeake College Degree Progress Four Years after Initial Enrollment Fall 2020 Entering Cohort

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1 First-time full- and part-time fall headcount	451		307		58		86	
2 Number attempting fewer than 18 hours over first 2 years	189		107		9		73	
3 Cohort for analysis (Line 1 – Line 2)	262	100.0%	200	100.0%	49	100.0%	13	100.0%
4 Earned Associate degree from this community college	90	34.4%	74	37.0%	16	32.7%	0	0.0%
5 Earned certificate, but no degree, from this community college	4	1.5%	4	2.0%	0	0.0%	0	0.0%
6 Total associate and certificate graduates (Line 4 + Line 5)	94	35.9%	78	39.0%	16	32.7%	0	0.0%
7 Transferred to Maryland two-year/technical college	11	4.2%	9	4.5%	2	4.1%	0	0.0%
8 Transferred to Maryland public four-year college	79	30.2%	63	31.5%	15	30.6%	1	7.7%
9 Transferred to Maryland private four-year college or university	4	1.5%	4	2.0%	0	0.0%	0	0.0%
10 Transferred to out-of-state two-year/technical college	10	3.8%	6	3.0%	2	4.1%	2	15.4%
11 Transferred to out-of-state four-year college or university	41	15.6%	38	19.0%	2	4.1%	1	7.7%
12 Total transfers (sum of Lines 7 - 11)	145	55.3%	120	60.0%	21	42.9%	4	30.8%
13 Graduated from this college and transferred (Line 6 □ Line 12)	54	20.6%	43	21.5%	11	22.4%	0	0.0%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	185	70.6%	155	77.5%	26	53.1%	4	30.8%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	35	13.4%	19	9.5%	12	24.5%	4	30.8%
16 Successful transition to higher ed (Line 14 + Line 15)	220	84.0%	174	87.0%	38	77.6%	8	61.5%
17 Enrolled at this community college last term of study period	5	1.9%	1	0.5%	2	4.1%	2	15.4%
18 Successful or persisting (Line 16 + Line 17)	225	85.9%	175	87.5%	40	81.6%	10	76.9%

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2025 Accountability Report

Student & Institutional Characteristics *(not Benchmarked)*

These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.

	Fall 2021	Fall 2022	Fall 2023	Fall 2024
A Fall credit enrollment				
a. Unduplicated headcount	1,738	1,794	1,980	2,095
b. Percent of students enrolled part time	76.2%	76.3%	76.1%	79.5%
	Fall 2021	Fall 2022	Fall 2023	Fall 2024
B First-time credit students with developmental education needs	26.4%	40.0%	34.9%	41.6%
	FY2021	FY2022	FY2023	FY2024
C Credit students who are first-generation college students (neither parent attended college)	31.3%	28.8%	30.0%	31.1%
	FY 2021	FY 2022	FY 2023	FY 2024
D Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	221	408	533	677
	FY 2021	FY 2022	FY 2023	FY 2024
E Credit students receiving financial aid				
a. Receiving any financial aid	42.9%	43.1%	36.4%	47.9%
b. Receiving Pell grants	27.8%	33.8%	33.3%	31.2%
	Fall 2021	Fall 2022	Fall 2023	Fall 2024
F Students 25 years old or older	24.9%	21.0%	18.8%	18.0%
a. Credit students				
	FY 2021	FY 2022	FY 2023	FY 2024
b. Continuing education students	77.6%	81.1%	79.6%	77.8%
	FY2021	FY2022	FY2023	FY2024
G Credit students employed more than 20 hours per week	40.0%	35.0%	37.6%	#N/A
	Fall 2021	Fall 2022	Fall 2023	Fall 2024
H Credit student racial/ethnic distribution				
a. Hispanic/Latino	6.9%	8.1%	8.3%	11.3%
b. Black/African American only	12.1%	12.3%	11.4%	12.9%
c. American Indian or Alaskan native only	0.5%	0.3%	0.3%	0.1%
d. Native Hawaiian or other Pacific Islander only	0.2%	0.2%	0.2%	0.2%
e. Asian only	1.6%	1.7%	1.7%	1.7%
f. White only	70.6%	69.0%	68.9%	64.5%
g. Multiple races	3.3%	4.2%	3.6%	3.7%
h. Foreign/Non-resident alien	0.9%	0.9%	0.9%	1.0%
i. Unknown/Unreported	4.0%	3.3%	4.7%	4.5%
	Fall 2021	Fall 2022	Fall 2023	Fall 2024
I Credit student distance education enrollment				
a. Enrolled exclusively in distance education	48.1%	42.4%	41.5%	40.4%
b. Enrolled in some, but not all, distance education	27.7%	28.9%	28.6%	30.4%
c. Not enrolled in any distance education	24.2%	28.7%	29.9%	29.2%

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	FY 2021	FY 2022	FY 2023	FY 2024
J Unrestricted revenue by source				
a. Tuition and fees	28.1%	25.6%	26.4%	25.2%
b. State funding	31.3%	31.8%	36.2%	39.2%
c. Local funding	29.1%	27.5%	27.8%	24.5%
d. Other	8.5%	15.1%	9.6%	9.7%
	FY 2021	FY 2022	FY 2023	FY 2024
K Expenditures by function				
a. Instruction	47.6%	47.4%	46.8%	46.4%
b. Academic support	6.8%	6.4%	5.9%	6.6%
c. Student services	9.8%	9.9%	10.2%	10.0%
d. Other	35.8%	36.3%	37.0%	37.0%

Goal 1: Access

	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
1 Annual unduplicated headcount					
a. Total	4,124	5,005	5,248	5,495	8,195
b. Credit students	2,533	2,387	2,443	2,719	3,419
c. Continuing education students	1,685	2,740	2,913	2,876	4,966
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2024
2 Market share of first-time, full-time freshmen	34.9%	31.5%	37.9%	29.6%	45%
Note: Methodology changed starting in Fall 2019.					
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2024
3 Market share of part-time undergraduates	66.0%	68.7%	69.2%	71.2%	73%
Note: Methodology changed starting in Fall 2019.					
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2024
4 Market share of recent, college-bound high school graduates	45.7%	42.6%	43.5%	43.4%	50%
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2024
5 High school student enrollment	343	456	639	728	496
	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
6 Annual enrollment in online/hybrid courses					
a. Credit, online	9,334	5,949	6,143	6,110	6,500
b. Continuing education, online	231	1,667	1,031	879	1,000
c. Credit, hybrid	195	539	632	833	
d. Continuing education, hybrid	37	23	0	10	
	FY 2022	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
7 Tuition and mandatory fees					
a. Annual tuition and fees for full-time students	\$4,850	\$5,000	\$5,000	\$5,330	\$5,000
b. Percent of tuition/fees at Md public four-year institutions	49.4%	49.8%	48.7%	50.8%	47.9%
Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

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	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	138	785	822	745	654
b. Annual course enrollments	204	1,410	1,356	1,197	1,186
	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	365	560	737	928	912
b. Annual course enrollments	700	1,140	1,246	1,837	1,728
	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
10 Adult education student achievement of:					
a. At least one ABE educational functioning level	20.9%	23.2%	27.4%	38.8%	20.1%
b. At least one ESL educational functioning level	19.9%	18.1%	17.3%	21.1%	27.1%
Note: Not reported if < 50 students in the cohort					
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark FY 2025
11 Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	25.6%	28.0%	27.0%	31.7%	29.5%
b. Percent nonwhite continuing education enrollment					
	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
	50.4%	40.6%	44.8%	50.4%	38.0%
c. Percent nonwhite service area population, 15 or older					
	July 2021	July 2022	July 2023	July 2024	NBM
	21.0%	21.1%	21.7%	22.4%	
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark FY 2025
12 Percent minorities (nonwhite) of full-time faculty	8.2%	8.2%	8.3%	10.2%	12.7%
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark FY 2025
13 Percent minorities (nonwhite) of full-time administrative and professional staff	13.1%	17.9%	23.6%	20.7%	14.2%

Goal 2: Success

	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort	Fall 2023 Cohort	Benchmark FY 2025
14 Fall-to-fall retention					
a. All students	50.5%	52.3%	56.7%	56.9%	56.0%
b. Pell grant recipients	47.6%	48.8%	54.8%	54.4%	55.0%
c. Developmental students	47.1%	34.7%	44.7%	48.8%	39.0%
d. College-ready students	52.8%	59.5%	66.7%	62.9%	62.0%

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	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark FY 2025
15 Developmental completers after four years	49.4%	32.7%	41.1%	40.3%	39.0%
	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark FY 2025
16 Successful-persister rate after four years					
a. College-ready students	93.3%	76.3%	82.7%	87.5%	89.0%
b. Developmental completers	77.8%	66.1%	72.9%	81.6%	81.0%
c. Developmental non-completers	45.9%	44.1%	33.3%	76.9%	NBM
d. All students in cohort	81.7%	70.7%	77.1%	85.9%	84.0%
	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark FY 2025
17 Successful-persister rate after four years					
a. White only	83.1%	74.5%	82.4%	88.2%	NBM
b. Black/African American only	<50	<50	<50	<50	60.0%
c. Asian only	<50	<50	<50	<50	<50
d. Hispanic/Latino	<50	<50	<50	<50	<50
Note: Not reported if < 50 students in the cohort for analysis					
	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark FY 2025
18 Graduation-transfer rate after four years					
a. College-ready students	82.7%	59.0%	67.3%	77.5%	79.0%
b. Developmental completers	57.8%	40.0%	44.1%	53.1%	62.0%
c. Developmental non-completers	37.8%	34.3%	28.6%	30.8%	NBM
d. All students in cohort	68.3%	52.2%	59.7%	70.6%	65.0%
	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	
19 Graduation-transfer rate after four years					
a. White only	72.3%	56.2%	65.8%	72.2%	
b. Black/African American only	<50	<50	<50	<50	
c. Asian only	<50	<50	<50	<50	
d. Hispanic/Latino	<50	<50	<50	<50	
Note: Not reported if < 50 students in the cohort for analysis					
	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
20 Associate degrees and credit certificates awarded	298	231	248	270	355
a. Total awards	111	90	89	95	122
b. Career degrees	135	122	140	152	167
c. Transfer degrees	52	19	19	23	66
d. Certificates	296	231	245	267	350
e. Unduplicated graduates					
	AY 20-21	AY 21-22	AY 22-23	AY 23-24	Benchmark AY 2024-2025
21 First-year GPA of 2.0 or above at transfer institution	88.0%	90.2%	92.7%	94.2%	87.0%
	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	FY 2023 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year	41.6%	42.8%	51.6%	49.7%	60.0%

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	FY2021	FY2022	FY2023	FY2024	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Radiologic Technology (AART)	90.0%	75.0%	88.9%	87.5%	95%
Number of Candidates	10	8	9	8	
b. Registered Nurse (NCLEX-RN)	93.8%	100.0%	100.0%	100.0%	90%
Number of Candidates	32	31	27	19	
c. Physical Therapist Assistant (NPTE)	63.6%	66.7%	40.0%	80.0%	90%
Number of Candidates	11	3	5	5	
d. Surgical Technology (NBSTSA)	83.3%	71.4%	80.0%	75.0%	90%
Number of Candidates	6	7	5	8	
e. Paramedic, National Registry Exam	100.0%	84.6%	100.0%	77.8%	90%
Number of Candidates	6	13	8	9	
Note: Not reported if <5 candidates in a year					

Goal 3: Innovation

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2024
24 Graduates employed within one year	81.7%	86.3%	84.5%	83.5%	NBM
	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	\$20,236	\$16,596	\$23,584	\$14,380	
b. Median annualized income three years after graduation	\$43,720	\$52,028	\$57,032	\$54,840	
	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	1,221	1,476	1,498	1,409	2,568
b. Annual course enrollments	2,356	3,169	3,350	3,164	4,282
				34.3%	
	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	1,056	1,124	1,184	1,121	1,828
b. Annual course enrollments	2,071	2,398	2,686	2,515	3,167
	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	392	920	990	969	1,663
b. Annual course enrollments	663	1,490	1,659	1,688	2,343

Note: NBM designates no benchmark

COLLEGE OF SOUTHERN MARYLAND

I. MISSION

The College of Southern Maryland (CSM) enhances lives and enriches our region through accessible, high-quality instruction and services that support our students along their personal paths to success. CSM's work is guided by its Built for Success 2024-2029 Strategic Plan, which was developed with extensive community input. The plan is built on three core pillars—Access, Momentum, and Mobility—that serve as foundational principles for institutional planning, student-centered programs, and regional partnerships, ultimately advancing both educational and economic vitality in the Southern Maryland region.

II. INSTITUTIONAL ASSESSMENT

ACCESS: Ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents.

Built for Success 2024-2029 Strategic Plan

- CSM's Built for Success 2024-2029 Strategic Plan's Access pillar focuses on removing barriers to education and welcoming all individuals, ensuring they have the opportunity to pursue their postsecondary educational and career goals.

Targeting Outreach to Underserved Populations

- The homeschool program exceeded its FY25 target of 1,030 registrations, growing to 1,052 students. The College's leadership in this area is nationally recognized. The program is expanding to the Prince Frederick campus in the fall of 2025 and will offer new classes for younger students.
- A workgroup was formed to improve outreach to English Language Learners (ELL) and multilingual students.
- Disability Support Services (DSS) were expanded to support neurodiverse students, and the DSS website was enhanced and updated to reflect the College's commitment to these learners.
- A Memorandum of Understanding (MOU) was established with the Division of Rehabilitation Services (DORS) to assist autistic students. Counselors also attended a symposium focused on actionable strategies to support students on the autism spectrum.

Access for Military Families

- CSM was again designated a Military Friendly® School for 2025-26, earning Silver in the small community college category and being named a Military Spouse Friendly School.
- The College hosted a Veterans Academic and Community Resource Day, which provided registration assistance, advising, and transcript evaluation to military-connected students.

Adult Learners

- The College supported adult learners by offering Credit for Prior Learning (CPL) allowing students to earn credit for work experience and military service and launched a website and email address for students seeking more information.
- CSM joined the Council for Adult and Experiential Learning (CAEL) and conducted an awareness campaign about CPL for high school and adult learners.

- Research and analysis were conducted to better understand adult learners who stopped their education before earning a degree. This research will inform future communication strategies about policies like academic amnesty and CPL.
- In FY25 the WorkForce Center at CSM served 37 unique employees generating \$276,151 in revenue.

Expanding Student Reach and Support

- CSM's ReUp Education initiative has connected with over 13,000 former students with unfinished degrees since its inception in 2022. To date, this program has successfully re-enrolled 790 students and led to the graduation of 45, while also recovering \$1.7 million in tuition revenue.

Early College and Dual Enrollment Programs

- CSM provided tuition-free and low-cost opportunities to over 1,400 students through these programs.
- The program was recently expanded to career and technical education (CTE) pathways in fields like medical coding, pharmacy technology, and electrical trades.
- A new Early College team partnered with admissions and K-12 leadership in the Southern Maryland region to provide additional support. Joint professional development opportunities were held for CSM and K-12 faculty to support early college students.

Student-Focused Programs and Resources

- Programs that address food insecurity included the Hawk Pantry, which distributed over 3,200 pounds of food, and the Gardening for Hunger initiative, which provided fresh produce and educational opportunities for students.
- CSM improved physical and digital access through a college-funded VanGo connector bus route serving the Regional Hughesville Campus and the opening of the new James C. Mitchell Student Resource Center on the La Plata Campus.

New Aviation Maintenance Technology Program

- CSM developed a new Aviation Maintenance Technology associate degree program to provide a pathway to high-wage, high-skill careers and address urgent workforce needs. The program aims to give students access to hands-on training in a state-of-the-art facility.

Transfer Fairs Offer Accessible Pathways to Possibilities

- CSM now has almost 300 articulation agreements with 71 different transfer partners, providing students with priority enrollment or guaranteed access to four-year institutions.
- The College hosted a transfer fair with 45 college representatives to help students explore their transfer options.

Improving Accessibility

- The ADA Committee was reestablished to review policies, expand training for faculty and staff, and set accessibility standards for electronic and information technology.
- A comprehensive facilities accessibility study was conducted by an external organization to examine all public spaces for accessibility and identified improvements include increasing accessible signage and enhancing emergency communication systems.

New Student Welcome and Resource Center

- The new Student Resource Center was designed to centralize student support services, including the Hawk Hub, which helps students with frequently asked questions, registration, and navigating college platforms.
- The goal of the center is to simplify the entry process for students and connect them with the resources they need to succeed.

“Your Pathway to Possibility” Rebrand

- CSM unveiled a new logo modeled after the cupola on top of the college’s original building. The three-sided cupola displayed on the logo is meant to evoke the regional character of Southern Maryland’s three counties and act as a lighthouse guiding students.
- The new slogan, "Your Pathway to Possibility," reflects the College's commitment to providing accessible, high-quality, and affordable educational opportunities for every type of learner.

SUCCESS: Promote and implement practices and policies that will ensure student success.

Momentum: Persistence and Belonging

- In FY25, CSM invested in advising and expanded student support services, alongside cross-divisional planning, to address and remove barriers to student persistence.

Student Focused Practices

- The College advanced momentum through student engagement, responsive policies, and extensive employee professional learning opportunities.
- Faculty and staff participated in learning communities and discussions focused on student-focused pedagogy, campus climate, and teaching strategies.
- The college served 26 unique employers through the Center for Career Development and Success resulting in 38 student internships.

Mobility: Pathways for Advancement

- CSM enhanced mobility by creating pathways for social and economic advancement through curricular design, strategic partnerships, and professional development.
- Mobility initiatives were reinforced by community partnerships and programs directly aligned with regional workforce needs.
- Mobility was also enhanced by building sustainable relationships with schools, nonprofits, and local employers. These collaborations ensure students have clear pathways to mobility in Southern Maryland.

Increasing Student Engagement and Sense of Belonging

- Student interest groups grew to 160 students across 16 clubs this year. The College clarified and simplified the club creation process.
- A year-round model for student clubs and organizations was implemented to address retention concerns.
- CSM established a Student Leadership Team to help students self-identify their interest in additional leadership and representation opportunities.

Strengthening Academic Advising and Support

- CSM is redesigning the early advising model to better coordinate between admissions and advising teams.
- A project using the Starfish system will allow for early alerts when students are struggling, supporting retention for first-year students.
- A comprehensive list of employee resources to help students navigate their success needs was created on the CSM website.

Implementing Pathways that Reduce Time to Completion

- A Transition Navigator was hired to help students explore post-secondary and career pathways.
- Curriculum updates and EnGen software implementation aim to better support English Language Learners (ELLs) on the path to program completion. These efforts have already helped 68 students transition from ELL and adult education programs into credit-bearing or workforce training pathways.

Strategic Scheduling

- CSM is finalizing the selection of a new scheduling software solution to improve course planning and delivery. The new platform will support a more student-centered scheduling experience by improving access to courses and helping students build conflict-free schedules.

INNOVATION: Foster innovation in all aspects of Maryland higher education to improve access and student success.

Advancing STEM and Enhancing Curriculum

- CSM is enhancing the STEM curriculum and programming to support regional economic development and has identified existing STEM initiatives to inform future collaboration.
- The College is researching NACE competencies and aligning general education core competencies to prepare students for employment and transfer, particularly into STEM education bachelor's degree programs.

Strengthening Partnerships

- CSM is scaling a micro-credential and digital badging program to enhance student employability. Digital badges have been rolled out for four workforce development business courses.
- The College is reviewing existing transfer articulation agreements and gathering data on where students are transferring to and earning bachelor's degrees.
- CSM joined the Maryland Transfer Intensive (MTI), a multi-year effort focused on improving transfer and bachelor's degree attainment for Maryland residents. As part of this initiative, CSM is partnering with UMBC to develop a clear transfer pathway for future STEM educators.

Reimagining Innovation Beyond Technology

- The College hosted the Smithsonian Institutions' "Spark! Places of Innovation" exhibition, which showcased how rural communities create change using their social and cultural strengths. The exhibition encourages public participation and intellectual engagement by inviting visitors to reflect on innovation in their own communities and contribute their own ideas.

Serving as a Hub for Rural Innovation

- The CSM Velocity Center, located in the town of Indian Head, is a prime example of rural innovation. By functioning as a collaborative makerspace and hosting business and government conferences and meetings, the center positions CSM as a leader in fostering change in non-urban settings and provides a platform to showcase what can be achieved through collective efforts.

Leveraging Strategic Community Partnerships

- CSM's collaborative approach is a key part of its innovation strategy, as demonstrated by its partnerships with local organizations such as the Life Journeys Writers Guild, the Charles County Public Library, and the Charles County Arts Alliance.
- By working with these external partners, the College extends its impact and reach to create unique programs and events that connect educational themes with the local community, like writing workshops and short film screenings.

RESPONSE SUBSECTION

- 1. Given the complex needs of today's students, what innovative supports (academic, financial, mental health, basic needs) has your college found most effective in boosting student success? How might these be expanded or reimaged to support long-term degree completion goals?**

Innovative Supports for Student Success: The College of Southern Maryland (CSM) has developed a comprehensive and innovative approach to student support, anchored by its Built for Success 2024-2029 Strategic Plan. These initiatives are not isolated programs but a holistic set of supports designed to address the complex needs of today's students and staff alike. By targeting barriers, CSM is actively boosting student persistence and success, with a focus on long-term degree completion.

Integrated Student Services: CSM has reimaged its academic and administrative services to provide a more cohesive and accessible student experience. The College has combined its writing and math centers into a single location on the La Plata Campus, a move that streamlines support for foundational courses. This is complemented by a robust online tutoring platform and support services on other campuses, ensuring that students can receive help regardless of their location. Beyond academic assistance, CSM offers critical financial and career support, as demonstrated by its "Military Friendly® School" recognition and a partnership with ReUp Education, which has successfully re-engaged hundreds of former students and recovered significant tuition funds.

Addressing Holistic Student Needs: Recognizing that student success is not solely academic, CSM has also made significant strides in addressing students' basic needs and mental health. The College's Basic Needs Coordinator and partnerships with organizations like the Maryland Food Bank and Farming 4 Hunger have established on-campus pantries to combat food insecurity. Furthermore, CSM has implemented a strategic focus on supporting vulnerable populations. This commitment to holistic care extends to professional development for counselors, who are trained to provide more effective support by understanding the intersection of trauma and neurodiversity.

Long-Term Strategic Vision: Looking beyond its current successes, CSM's strategic plan serves as a roadmap for continuous improvement and expansion. The College is in the second year of its plan and is actively refining its approach by aligning milestones, clarifying resource needs, and rethinking organizational structures. A key part of this long-term vision is improving accessibility through the re-established ADA Committee, which is reviewing policies and facilities to create a more inclusive environment. The College's efforts with its Built for Success

2024-2029 Strategic Plan are designed to foster social and economic mobility, creating meaningful pathways for student success for years to come.

2. In what ways has your institution changed (e.g., structures, policies, practices, or culture) as a result of pursuing the 55% completion goal? What lessons have you learned about sustaining institutional change over time?

Guided by the Built for Success 2024-2029 Strategic Plan, CSM has expanded supports, sustained partnerships, and innovated programs to meet evolving student and community needs. While there is still work to do, CSM has established the structures, partnerships, and supports to assist students in achieving their goals. Lessons learned from the 55% completion goal reinforce the importance of systemic collaboration and investment in holistic supports. As CSM moves forward, it remains dedicated to enriching lives, empowering learners, and strengthening Southern Maryland's future.

As demonstrated by the examples listed in this report, the Built for Success 2024-2029 Strategic Plan demonstrated measurable progress across access, momentum, and mobility. Initiatives launched in FY25 also highlight CSM's commitment to the State's goals of access, success, and innovation. Work groups representing a diverse group of employees and students have been formed to accomplish the work of this plan. The plan's strategies, milestones, and tasks are designed to create a student-centered community. As CSM enters the second year of the plan, efforts will focus on aligning resources, strengthening data use, and deepening partnerships to ensure all students can thrive and the region prospers.

III. COMMUNITY OUTREACH AND IMPACT

Provide a brief description of the manner in which the institution is serving key constituencies in its county or larger service area, particularly employers and schools. Emphasize the activities that were most significant and/or not included in the previous year's report.

In FY25, the College of Southern Maryland's Velocity Center at Indian Head welcomed more than 200 visitors to its fourth annual Art of Innovation STEAM Festival, a free community event that blended science, technology, engineering, arts, and mathematics through interactive exhibits, demonstrations, and performances. Families explored solar telescopes, virtual tours, electronic assembly projects, mobile discovery labs, live music, and even a herpetologist's reptile showcase. With strong support from community partners and positive feedback from attendees, the festival underscored the Velocity Center's role as a hub for innovation and lifelong learning, which continued through public lectures, makerspace programs, and the Smithsonian Spark! Places of Innovation exhibition.

CSM hosted the 15th annual Nonprofit Institute Conference, focusing on resilience and capacity building. The community event brought together nonprofit professionals from across Southern Maryland to explore opportunities for growth, collaboration, and service. The Institute continues to expand its mission, informed by seven recent listening sessions with stakeholders. The conference featured keynote remarks, panel discussions, and breakout sessions on topics such as artificial intelligence for nonprofits, partnerships with the for-profit sector, and funding

strategies, alongside wellness components and exhibitor engagement. With strong participation and a focus on access, momentum, and mobility for organizations and communities, the event highlighted the vital role of nonprofits in shaping the region's future and reaffirmed the College's commitment to leadership and community service.

CSM strengthened its role as a convener and community partner in 2025. The Annual Day of Service mobilized 265 volunteers from CSM with teams made up of students, faculty, staff, and members of the CSM Board of Trustees and the CSM Foundation Board of Directors, all contributing to almost 1,200 hours of service. Volunteers provided services to 29 nonprofits in the region, supporting 31 different projects. Additional partnerships with the Southern Maryland Navy Alliance and regional hospitals created opportunities for students in engineering and healthcare pathways. Early college partnerships expanded, including a potential Associate of Arts cohort in Calvert County. Apprenticeships and workforce programs deepened employer engagement and expanded opportunities for underserved populations.

Transportation access was improved through new county bus routes, while LifeStyles Inc. partnerships provided campus orientation for unhoused and underemployed learners. Hawk Heroes and donor appreciation events honored the \$18.1 million in CSM Foundation net assets and the \$11.5 million raised over the past decade for supporting scholarships, technology, and special projects. Together, these efforts demonstrate CSM's enduring commitment to serving Southern Maryland

CSM's community outreach efforts in FY25 included students, staff, and faculty from across divisions, ensuring that multiple voices informed strategic priorities. Professional development programs leveraged community partnerships to expand impact. And, programs leveraged the community and partnerships, building sustainable relationships with schools, nonprofits, and employers to expand access and mobility. CSM partnered with K-12 schools to expand early college and dual enrollment, worked with employers to provide tailored training, and engaged community leaders in strategic planning and used statewide initiatives like MTI to strengthen regional workforce pipelines. These collaborations reflect CSM's role as a connector and convener in the region.

In the coming year, CSM plans on building on the progress made in FY25 as we continue to focus on the three core pillars of the college's strategic plan – Access, Momentum, and Mobility – that serve as foundational principles for institutional planning, student-centered programs, and regional partnerships, ultimately advancing both educational and economic vitality in the Southern Maryland region.

College of Southern Maryland - Degree Progress Four Years after Initial Enrollment Fall 2020 Entering Cohort

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1 First-time full- and part-time fall headcount	1519		1115		188		216	
2 Number attempting fewer than 18 hours over first 2 years	446		289		26		131	
3 Cohort for analysis (Line 1 – Line 2)	1073	100.0%	826	100.0%	162	100.0%	85	100.0%
4 Earned Associate degree from this community college	372	34.7%	337	40.8%	35	21.6%	0	0.0%
5 Earned certificate, but no degree, from this community college	70	6.5%	59	7.1%	11	6.8%	0	0.0%
6 Total associate and certificate graduates (Line 4 + Line 5)	442	41.2%	396	47.9%	46	28.4%	0	0.0%
7 Transferred to Maryland two-year/technical college	35	3.3%	23	2.8%	7	4.3%	5	5.9%
8 Transferred to Maryland public four-year college	316	29.5%	278	33.7%	30	18.5%	8	9.4%
9 Transferred to Maryland private four-year college or university	16	1.5%	15	1.8%	1	0.6%	0	0.0%
10 Transferred to out-of-state two-year/technical college	12	1.1%	8	1.0%	3	1.9%	1	1.2%
11 Transferred to out-of-state four-year college or university	168	15.7%	145	17.6%	18	11.1%	5	5.9%
12 Total transfers (sum of Lines 7 - 11)	547	51.0%	469	56.8%	59	36.4%	19	22.4%
13 Graduated from this college and transferred (Line 6 □ Line 12)	297	27.7%	270	32.7%	27	16.7%	0	0.0%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	692	64.5%	595	72.0%	78	48.1%	19	22.4%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	116	10.8%	77	9.3%	34	21.0%	5	5.9%
16 Successful transition to higher ed (Line 14 + Line 15)	808	75.3%	672	81.4%	112	69.1%	24	28.2%
17 Enrolled at this community college last term of study period	26	2.4%	14	1.7%	7	4.3%	5	5.9%
18 Successful or persisting (Line 16 + Line 17)	834	77.7%	686	83.1%	119	73.5%	29	34.1%

COLLEGE OF SOUTHERN MARYLAND

2025 ACCOUNTABILITY REPORT

Student & Institutional Characteristics *(not Benchmarked)*

These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.

A	Fall credit enrollment	Fall 2021	Fall 2022	Fall 2023	Fall 2024
	a. Unduplicated headcount	5,660	4,868	4,984	5,062
	b. Percent of students enrolled part time	63.6%	63.1%	63.8%	63.3%
B	First-time credit students with developmental education needs	Fall 2021	Fall 2022	Fall 2023	Fall 2024
		32.5%	29.2%	27.2%	48.2%
C	Credit students who are first-generation college students (neither parent attended college)	SP 2018	SP 2021	SP 2023	SP 2025
		29.6%	39.8%	40.9%	34.0%
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	FY 2021	FY 2022	FY 2023	FY 2024
		291	384	426	477
E	Credit students receiving financial aid	FY 2021	FY 2022	FY 2023	FY 2024
	a. Receiving any financial aid	38.6%	76.1%	40.5%	56.0%
	b. Receiving Pell grants (excluding high school students)	19.8%	22.6%	22.8%	24.2%
	Note: Methodology for (b) has changed from prior reports.				
F	Students 25 years old or older	Fall 2021	Fall 2022	Fall 2023	Fall 2024
	a. Credit students	28.5%	27.7%	24.9%	24.9%
	b. Continuing education students	FY 2021	FY 2022	FY 2023	FY 2024
		63.9%	59.0%	57.6%	57.8%
G	Credit students employed more than 20 hours per week	SP 2018	SP 2021	SP 2023	SP 2025
		48.9%	47.4%	52.9%	42.6%
H	Credit student racial/ethnic distribution	Fall 2021	Fall 2022	Fall 2023	Fall 2024
	a. Hispanic/Latino	8.3%	9.2%	9.2%	10.0%
	b. Black/African American only	27.7%	28.2%	28.6%	30.9%
	c. American Indian or Alaskan native only	0.5%	0.4%	0.6%	0.5%
	d. Native Hawaiian or other Pacific Islander only	0.3%	0.2%	0.3%	0.2%
	e. Asian only	3.9%	4.1%	3.8%	4.1%
	f. White only	48.5%	46.1%	45.7%	42.8%
	g. Multiple races	7.2%	7.6%	7.6%	7.1%
	h. Foreign/Non-resident alien	0.4%	0.6%	0.8%	1.0%
	i. Unknown/Unreported	3.2%	3.6%	3.4%	3.4%
I	Credit student distance education enrollment	Fall 2021	Fall 2022	Fall 2023	Fall 2024
	a. Enrolled exclusively in distance education	47.7%	32.4%	26.9%	23.8%
	b. Enrolled in some, but not all, distance education	43.5%	45.3%	47.7%	50.0%
	c. Not enrolled in any distance education	8.8%	22.3%	25.4%	26.2%

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	FY 2021	FY 2022	FY 2023	FY 2024
J Unrestricted revenue by source				
a. Tuition and fees	39.0%	36.8%	32.3%	31.6%
b. State funding	25.4%	28.0%	32.1%	32.5%
c. Local funding	33.7%	34.2%	32.2%	31.6%
d. Other	1.8%	1.0%	3.3%	4.3%
	FY 2021	FY 2022	FY 2023	FY 2024
K Expenditures by function				
a. Instruction	39.2%	42.2%	38.0%	36.7%
b. Academic support	10.5%	10.8%	10.2%	10.2%
c. Student services	10.4%	11.0%	10.5%	11.8%
d. Other	40.0%	36.0%	41.3%	41.3%

Goal 1: Access

	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
1 Annual unduplicated headcount					
a. Total	14,188	14,184	14,329	14,971	20,300
b. Credit students	8,931	7,931	7,622	7,952	9,800
c. Continuing education students	5,547	6,523	7,017	7,304	10,500
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
2 Market share of first-time, full-time freshmen	43.8%	39.1%	40.8%	40.4%	52.0%
Note: Methodology changed starting in Fall 2019.					
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
3 Market share of part-time undergraduates	62.1%	56.7%	60.9%	64.3%	67.0%
Note: Methodology changed starting in Fall 2019.					
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2024
4 Market share of recent, college-bound high school graduates	64.1%	54.0%	50.7%	51.0%	61.0%
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
5 High school student enrollment	433	423	474	460	600
	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
6 Annual enrollment in online/hybrid courses					
a. Credit, online	38,923	26,207	18,859	18,426	15,000
b. Continuing education, online	7,035	1,190	2,613	4,057	1,300
c. Credit, hybrid	2,512	2,184	5,261	5,269	4,200
d. Continuing education, hybrid	812	798	410	459	1,200
	FY 2022	FY 2023	FY 2024	FY 2025	Benchmark FY 2026
7 Tuition and mandatory fees					
a. Annual tuition and fees for full-time students	\$5,025	\$5,138	\$5,250	\$5,250	NA
b. Percent of tuition/fees at Md public four-year institutions	51.2%	51.2%	51.1%	50.0%	50.0%
Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

COLLEGE OF SOUTHERN MARYLAND

2025 ACCOUNTABILITY REPORT

	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	1,242	1,892	2,398	2,532	4,200
b. Annual course enrollments	1,567	2,597	3,927	4,575	8,000
	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	583	844	831	1,031	800
b. Annual course enrollments	1,027	1,399	1,566	1,772	1,100
	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
10 Adult education student achievement of:					
a. At least one ABE educational functioning level	n < 50	21.0%	24.1%	27.2%	30.0%
b. At least one ESL educational functioning level	n < 50	32.5%	31.4%	30.3%	35.0%
Note: Not reported if < 50 students in the cohort					
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
11 Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	49.7%	51.9%	52.3%	55.2%	48.0%
	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
b. Percent nonwhite continuing education enrollment	43.6%	45.6%	46.3%	47.1%	40.0%
	July 2021	July 2022	July 2023	July 2024	Benchmark Not Required
c. Percent nonwhite service area population, 15 or older	41.7%	43.0%	44.3%	45.3%	NA
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
12 Percent minorities (nonwhite) of full-time faculty	26.1%	27.3%	27.6%	28.8%	27.0%
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
13 Percent minorities (nonwhite) of full-time administrative and professional staff	30.5%	32.6%	37.4%	40.0%	32.0%

Goal 2: Success

	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort	Fall 2023 Cohort	Benchmark Fall 2024 Cohort
14 Fall-to-fall retention					
a. All students	53.0%	51.2%	54.2%	52.3%	58.0%
b. Pell grant recipients	49.4%	43.6%	45.5%	46.1%	55.0%
c. Developmental students	*	35.3%	40.2%	41.4%	50.0%
d. College-ready students	*	53.9%	58.0%	53.6%	66.0%

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	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	50.5%	49.1%	49.8%	46.5%	50.0%
	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	77.1%	77.7%	79.6%	83.1%	85.0%
b. Developmental completers	74.9%	68.8%	75.7%	73.5%	80.0%
c. Developmental non-completers	34.0%	29.5%	26.8%	34.1%	NA
d. All students in cohort	69.3%	70.5%	70.8%	77.7%	75.0%
	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	75.6%	75.0%	76.1%	80.4%	NA
b. Black/African American only	56.5%	60.3%	59.1%	69.5%	NA
c. Asian only	n < 50	92.3%	86.5%	86.8%	NA
d. Hispanic/Latino	63.2%	67.8%	70.2%	84.0%	NA
Note: Not reported if < 50 students in the cohort for analysis					
	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	67.5%	63.9%	67.8%	72.0%	72.0%
b. Developmental completers	52.8%	50.0%	61.5%	48.1%	57.0%
c. Developmental non-completers	25.7%	16.3%	15.3%	22.4%	NA
d. All students in cohort	55.7%	55.7%	58.3%	64.5%	57.0%
	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	62.9%	60.5%	63.5%	69.0%	NA
b. Black/African American only	41.0%	44.3%	47.5%	53.0%	NA
c. Asian only	n < 50	76.9%	69.2%	75.5%	NA
d. Hispanic/Latino	52.9%	51.7%	59.6%	66.7%	NA
Note: Not reported if < 50 students in the cohort for analysis					
	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	2,055	1,573	1,625	1,300	2,000
b. Career degrees	315	293	316	279	NA
c. Transfer degrees	653	617	553	470	NA
d. Certificates	1,087	663	756	551	NA
e. Unduplicated graduates	1,524	1,184	1,225	1,015	NA

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2025 ACCOUNTABILITY REPORT

	AY 20-21	AY 21-22	AY 22-23	AY 23-24	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	89.5%	92.8%	89.7%	94.3%	88.0%

	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	FY 2023 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year	59.8%	59.6%	59.7%	61.7%	67.0%

Goal 3: Innovation

	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Nursing License Exam (NCLEX) - RN	90.9%	85.3%	81.6%	92.2%	88.0%
Number of Candidates	88	102	125	90	NA
b. Nursing License Exam (NCLEX) - LPN	100.0%	NA	100.0%	81.8%	98.0%
Number of Candidates	8	0	10	11	NA
Note: Not reported if <5 candidates in a year					

	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	FY 2023 Graduates	Benchmark Not Required
24 Graduates employed within one year	70.3%	70.9%	73.6%	72.6%	NA

	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	\$19,044	\$17,036	\$20,524	\$20,888	NA
b. Median annualized income three years after graduation	\$56,636	\$55,112	\$68,948	\$63,872	NA

	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	4,295	4,251	4,208	4,165	5,000
b. Annual course enrollments	6,504	6,816	6,355	7,105	6,800

	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	3,641	3,566	3,609	3,498	3,800
b. Annual course enrollments	5,261	5,214	5,099	4,997	5,000

	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	2,185	2,762	2,750	2,456	3,000
b. Annual course enrollments	3,658	4,518	4,237	4,868	4,800

Note: NA designates not applicable

* designates data not available

Frederick Community College 2025 Performance Accountability Report

Mission

Focused on teaching and learning, Frederick Community College provides affordable, flexible, access to lifelong education that responds to the needs of diverse learners and the community.

Institutional Context & Planning Framework

In alignment with the goals adopted in the 2022 Maryland State Plan for Higher Education (MSP), Frederick Community College (FCC) concluded its Forward Strategic Plan, 2020–2025 and, in Fiscal Year (FY) 2025, began developing a new Future-Ready Plan. The new plan was created in response to the rapidly changing landscape of higher education, persistent institutional performance gaps in student outcomes, and growing workforce demands in Frederick County and beyond. Recognizing that today’s students face increasingly complex academic, financial, and personal challenges, the College sought to design a planning model that connects long-term vision with short-term action.

FCC also continues its engagement in the Achieving the Dream (ATD) Network, following its FY 2024 entry into the national reform movement. In FY 2025, the College launched a “Year of Discovery” to deepen its understanding of institutional strengths and areas for improvement. This included a comprehensive review of disaggregated student success data, as well as an inventory of current interventions and high-impact practices. These efforts created a shared evidence base and collective learning experience that now informs the priorities and strategies of the Future-Ready Plan.

Financially, FCC’s expenditures by function (Characteristic K) continue to demonstrate its commitment to student success, with nearly two-thirds of resources invested in instruction, academic support, and student services. These investments enhance learning, transfer success, and employment outcomes while reinforcing a culture of belonging. The College is advancing culturally responsive curricula, expanding work-based learning opportunities, and optimizing course scheduling and career pathways to meet the needs of both students and the regional workforce.

Institutional Assessment of 2022 Maryland State Goals

Goal 1: Ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents

FCC has made significant progress in expanding access, though results are uneven across student groups and programs. In FY 2024, total unduplicated headcount rose to 15,243 students, up from 14,190 in FY 2023, surpassing the FY 2025 benchmark. This increase was driven almost entirely by credit enrollment, which grew by 1,000 students over the past year. Fall 2024 credit headcount was nearly 500 students higher than Fall 2023, keeping FCC on track to meet future benchmarks.

Continuing Education and Workforce Development (CEWD) enrollments, however, remain below targets. CEWD unduplicated headcount increased only slightly from 6,064 in FY 2023 to

6,102 in FY 2024, compared to the FY 2025 benchmark of 6,836. Community Services and Lifelong Learning enrollments nearly doubled since FY 2021 (headcount 1,138 to 2,296; course enrollments 2,812 to 5,460), showing a strong rebound but still falling short of goals. Basic Skills and Literacy enrollments are a strength: headcount grew from 704 in FY 2021 to 1,637 in FY 2024 (benchmark 1,616), while course enrollments reached 3,478 (benchmark 3,620).

High school student enrollment has become a major driver of access. In Fall 2024, 2,783 high school students enrolled, far above the benchmark of 1,660. At the same time, FCC's share of recent, college-bound high school graduates fell from 57.5% in Fall 2020 to 56.0% in Fall 2024, just under the 57.8% benchmark. Dual enrollment's expansion has shifted FCC's student profile: the share of students age 25 and older dropped from 23.2% in Fall 2021 to 18.0% in Fall 2024.

The College is also becoming more diverse. In Fall 2024, nonwhite students represented 47.2% of credit enrollment, exceeding both the service area population (33.4%) and the benchmark. Nonwhite Continuing Education enrollment reached 37.0%, also above the benchmark of 34.0%. Growth has been especially strong among Hispanic/Latino, Black/African American, Asian, and multiracial students. However, faculty diversity lags behind. Only 16.0% of full-time faculty identified as nonwhite in Fall 2024, below the benchmark of 23.0%, while nonwhite staff exceeded expectations at 26.0%, above the 23.0% benchmark.

Affordability continues to be a priority. FCC increased tuition and fees slightly to \$4,794 in FY 2025, yet the ratio of FCC tuition to the Maryland four-year average declined to 45.7%, already surpassing the FY 2026 benchmark of 47.5%. The share of unrestricted revenue from tuition and fees also declined from 30.9% in FY 2021 to 28.5% in FY 2024, further reducing student cost burden.

Finally, distance learning has expanded access options. In FY 2024, online credit enrollments reached 13,589, nearly double the benchmark of 6,787, while hybrid enrollments reached 4,487, surpassing the 3,576 benchmark. CE online (717) and hybrid (581) enrollments also exceeded benchmarks (607 and 66, respectively). Despite this growth, most students still learn on campus: 59.5% of credit students take no distance courses, while 24.8% take some but not all online.

Summary: FCC has expanded access through enrollment growth, dual enrollment, increased student diversity, affordability improvements, and distance learning options. At the same time, persistent challenges remain, including CEWD enrollments, declining full-time student market share, and underrepresentation of nonwhite faculty. The College is addressing these areas through the launch of a CEWD development strategy to expand enrollment opportunities, targeted recruitment efforts to strengthen full-time student enrollment, and initiatives to improve faculty hiring and retention practices. These strategies are supported by FCC's continuous improvement cycle, which uses disaggregated data, annual benchmarks, and stakeholder feedback to monitor progress and refine approaches to expanding equitable access.

Goal 2: Promote student success, with a focus on retention, persistence, completion, and transfer

Promoting student success is FCC's most urgent institutional priority, with results showing both areas of progress and areas where institutional performance gaps persist.

Developmental education needs, which temporarily declined during the pandemic, have returned to pre-pandemic levels. Only 17.6% of first-time students required developmental coursework in Fall 2021, but the share grew to 28.1% by Fall 2024. Financial aid participation also declined slightly, with 24.0% of credit students receiving aid in FY 2024 compared to 25.9% in FY 2021.

Retention rates illustrate mixed progress. Pell-eligible students from the Fall 2023 cohort retained at 61.9%, essentially meeting the 62.0% benchmark. College-ready students outperformed at 68.8%, above benchmark. Overall first-time student retention, however, was only 58.5%, below target, and developmental student retention was 48.8%, far short of the 62.0% benchmark.

Developmental course completion has declined sharply. For the Fall 2017 cohort, 61.4% of developmental students completed required courses; by Fall 2020, this fell to 23.9%. Placement reforms reduced the number of students in developmental coursework overall, but the smaller cohorts that remain show more uneven success.

Persistence measures reflect pandemic-era disruptions. The four-year successful-persister rate for the Fall 2020 cohort was 77.1%, slightly higher than the Fall 2017 cohort (76.1%) but below the 80.0% benchmark. College-ready students retained at 81.8% (benchmark 90.0%), and developmental completers achieved 72.2% (benchmark 75.0%).

Graduation-transfer outcomes, however, have improved. The Fall 2020 cohort achieved a four-year graduation-transfer rate of 70.9%, surpassing the benchmark and exceeding the Fall 2017 cohort's 68.3%. College-ready students achieved 76.4%, below both the 78.4% Fall 2017 result and the 86.0% benchmark.

Notably, institutional performance gaps are narrowing. Black/African American students in the Fall 2020 cohort achieved a successful-persister rate of 80.4%, up from 71.8% in Fall 2017, nearly matching white students at 81.9%. Hispanic/Latino students achieved a graduation-transfer rate of 77.4%, up from 65.0% in Fall 2017, essentially closing the gap with white students at 76.4%. It is important to note that these results are likely influenced in part by pandemic-era disruptions that reshaped enrollment patterns and student behaviors for this specific cohort.

Awards conferred have also rebounded. In FY 2024, FCC awarded 1,058 associate degrees and certificates, surpassing the FY 2025 benchmark of 1,043 and recovering from a pandemic low of 931 in FY 2022. Transfer program degrees accounted for 674 awards. The number of unduplicated graduates grew to 909 in FY 2024, up from 862 in FY 2023.

Transfer outcomes confirm FCC's strength in preparing students for success at the next level. In FY 2023, 60.8% of graduates with transfer-oriented degrees enrolled at a four-year institution within one year, well above the 43.0% benchmark. Once enrolled, 89.8% earned a GPA of 2.0 or higher in their first year, exceeding the 87.0% benchmark for the third consecutive year.

Summary: FCC has demonstrated progress in graduation-transfer outcomes, narrowing institutional performance gaps, and awarding more degrees and certificates. However, first-time and developmental student retention and developmental course completion remain the most pressing challenges. To address these growth areas, FCC has made student retention a central institutional priority, aligning resources and strategies to improve persistence and completion. The College has implemented Navigate360 to provide proactive advising and early alerts, giving students more structured guidance and timely interventions. Placement reforms have been introduced to accelerate entry into college-level coursework, while supports are being refined to improve outcomes for the smaller cohorts who still require developmental instruction. FCC is also expanding wraparound services, scaling high-impact instructional practices through faculty development, and joining statewide initiatives such as the Maryland Transfer Intensive to strengthen transfer pathways. These strategies are embedded within FCC's continuous improvement framework, ensuring that data on student progress is systematically reviewed and used to refine advising, instructional supports, and retention-focused initiatives over time.

Goal 3: Foster innovation, economic growth, and workforce development in Maryland

FCC continues to advance innovation and workforce alignment, helping students enter high-demand fields while supporting regional and state economic vitality.

Licensure outcomes demonstrate strength. In FY 2024, 92.5% of 80 Nursing candidates and 83.0% of 18 Respiratory Care candidates passed their licensure exams, meeting or exceeding the 80.0% benchmark. By contrast, only 64.0% of 14 Physical Therapy Assistant candidates passed on their first attempt, though all are expected to retest in October, with projected pass rates of 100%.

Career program graduates are achieving strong employment and wage outcomes. Over the past four years, 82.0% of graduates were employed in Maryland within one year of graduation. Median income increased from \$23,844 pre-graduation to \$54,176 three years later, illustrating significant upward mobility.

Workforce development enrollments are also rebounding. CEWD headcount rose from 1,674 in FY 2021 to 2,169 in FY 2024, and course enrollments increased from 2,424 to 3,363. Continuing Professional Education headcount grew from 953 in FY 2021 to 1,038 in FY 2024, while course enrollments rose from 1,350 to 1,598. Contract training expanded rapidly, with headcount increasing from 658 in FY 2021 to 1,035 in FY 2024, and course enrollments more than doubling from 725 to 1,477, just below the FY 2025 benchmark.

Employer and community partnerships strengthen these workforce results. FCC partners with more than 150 local employers to provide apprenticeships, internships, and clinical placements. Collaborations with Frederick County Workforce Services, county and city economic development offices, the Fort Detrick Alliance, Tech Frederick, the Chamber of Commerce, and Frederick Health ensure program alignment. Specialized initiatives include Food Business Entrepreneurial certifications with the Frederick Office of Agriculture and public safety internships through the Mid-Atlantic Center for Emergency Management and Public Safety.

The College also plays a major role in regional economic development. The FY 2024 Lightcast Economic Impact Analysis found that FCC operations, student spending, and alumni

productivity contributed \$307.8 million to the Frederick County economy, equal to 1.8% of the county's total gross product and supporting nearly 4,000 jobs. Alumni productivity alone accounted for \$252 million in added income.

Summary: FCC demonstrates strength in licensure outcomes, graduate employment and wage growth, CEWD and contract training recovery, employer partnerships, and regional economic contributions. These outcomes confirm FCC's role in advancing innovation, workforce alignment, and economic development. At the same time, the College continues to address growth areas by enhancing licensure preparation in programs such as Physical Therapy Assistant, expanding employer-driven training through CEWD, and scaling contract training to meet industry needs. Program Advisory Committees and the joint Career and Technical Education Advisory Council with FCPS ensure that offerings remain aligned with high-demand, high-wage occupations. FCC also leverages economic and labor-market analyses, such as the Lightcast study, to guide program investments and resource allocation. Through continuous improvement practices, these outcomes are regularly analyzed alongside labor-market data, ensuring that programs remain responsive to employer needs, sustainable in the long term, and aligned with regional economic vitality.

Response to the Commission's Prompts

- 1. Given the complex needs of today's students, what innovative supports (academic, financial, mental health, basic needs) has your college found most effective in boosting student success? How might these be expanded or reimaged to support long-term degree completion goals?**

The College has developed a comprehensive set of supports designed to meet the evolving needs of today's students, many of whom balance work, family responsibilities, and financial pressures alongside their academic goals. Building on evidence-based practices, the College has implemented the following innovative supports and is in the process of measuring their impact:

Launch Tiered Success Coaching: Using Navigate360, a caseload-based model provides proactive outreach to parenting students, returning learners, and others facing complex barriers, ensuring early intervention and tailored guidance throughout the student lifecycle.

Advance Financial Aid Access: An overhauled awarding timeline now delivers notifications in April, giving Pell-eligible and adult learners more time to plan and reducing summer melt. Regular FAFSA workshops with high schools and families apply nudging theory to improve completion rates.

Expand Wraparound Supports: Partnerships broaden access to mental health services, childcare, transportation, and emergency financial aid—resources especially vital for ALICE (Asset Limited, Income Constrained, Employed) students.

Integrate Student Wellness: The *LiveWell* program embeds physical, emotional, and mental health supports as a proactive strategy tied to academic success.

Create Inclusive Learning Environments: Sensory-friendly spaces for neurodivergent students complement expanded ADA/504 accommodations, including tools such as Glean, flexible note-taking, and early access to instructional content.

Support Multilingual Learners: The Bilingual First Year program, piloted in 2024, pairs dual-language math and general education courses with bilingual advising and tutoring to smooth the transition into college-level work, achieving 85% retention into the second semester.

Strengthen Faculty–Support Collaboration: Closer integration between faculty and student services delivers more holistic, cohesive interventions.

Embed Workforce Relevance: Industry-Recognized Credentials (IRCs) are being built into degree pathways to align with labor market demand and enhance the value of associate degrees.

Provide High-Impact Practices Training: A cohort of 33 faculty will complete a national faculty development certification proven to improve student retention by strengthening course design and engaging pedagogies.

Conduct Instructional Cost Analyses: Program-level cost and labor market reviews align resources with long-term viability, workforce demand, and equitable student outcomes.

Through these supports and their expansion, FCC seeks to strengthen its capacity to meet students where they are, reduce barriers to persistence, and create pathways that lead to completion and family-sustaining wages.

2. In what ways has your institution changed (e.g., structures, policies, practices, or culture) as a result of pursuing the 55% completion goal? What lessons have you learned about sustaining institutional change over time?

The College supports the state’s 55% completion goal through intentional structural and cultural changes designed to meet the evolving needs of students. These efforts have already sparked meaningful shifts, with the greatest impact still ahead as FCC implements its new plans with sustained focus.

As part of its realignment, FCC created the Student Financial and Support Services division, consolidating Financial Aid, Retention, and Disability Access Services to provide seamless, student-centered support. The Teaching, Learning, and Student Success (TLSS) division was restructured into Career Communities to create clear, coherent pathways and deepen connections with industry, community, and transfer partners. The College also established the Center for Strategic Innovation and Foresight (CSIF) to integrate effectiveness, assessment, and accreditation while embedding continuous improvement and foresight across all divisions.

The FCC Future-Ready Plan links long-term vision with short-term action through four components: a 10-year horizon scan, near-term strategic priorities, a continuous improvement cycle, and the people (students and employees) who bring the plan to life. Equity remains central, with strategies such as expanded wraparound supports, targeted outreach, and systematic use of disaggregated data to close institutional performance gaps.

In the coming years, FCC will scale high-impact practices through faculty development, align budgeting directly to student success priorities, and use cost analyses and labor market data to keep programs viable and relevant. At the same time, the College is fostering a cultural shift by embedding equity and accountability into operations and engaging employees as co-owners of student success through professional learning, transparent data, and cross-unit collaboration.

FCC has learned that strong plans must be matched by disciplined execution to create lasting impact. Collaboration and shared accountability are critical for scaling student success beyond isolated pilots. While high-touch supports are effective, they highlight the need for tiered or structural approaches to ensure sustainability. The College has also seen the importance of balancing innovation with outcomes—considering transfer value, workforce relevance, and equity. Most importantly, FCC recognizes that culture change is ongoing, requiring persistent leadership, transparent data, and professional learning to embed continuous improvement into daily practice.

Community Outreach and Impact

FCC's community outreach focuses on three areas: preparing high school students, serving diverse communities, and strengthening partnerships with employers and industries.

With Frederick County Public Schools (FCPS), FCC offers four pathways for students to earn college credit: High-School Based, Early College, Open Campus, and Career Pathways. FCC also trained 22 FCPS Career Coaches as Global Career Development Facilitators to support the Blueprint for Maryland's Future. In FY 2025, FCC launched a workforce training program for multilingual learners; in FY 2026 it will expand to include GED instruction in English and Spanish.

FCC encourages students to engage in community service, helping them build confidence, apply academic skills, and develop a sense of civic responsibility. Through partnerships with more than 150 local employers, FCC provides extensive work-based learning (WBL) opportunities, including apprenticeships, internships, and clinical placements. The College also collaborates with regional organizations such as Frederick County Workforce Services, county and city economic development offices, the Fort Detrick Alliance, Tech Frederick, the Chamber of Commerce, and Frederick Health. Specialized initiatives include Food Business Entrepreneurial certifications with the Frederick Office of Agriculture and public safety internships through the Mid-Atlantic Center for Emergency Management and Public Safety.

To stay aligned with workforce needs, FCC manages 19 Program Advisory Committees for career and technology programs, meeting twice annually with employers and industry leaders. FCC also co-convenes the Frederick County Career and Technical Education Advisory Council with FCPS to ensure programs reflect high-demand, high-wage occupations.

Beyond these partnerships, FCC generates substantial economic value for the community. According to the most recent Lightcast Economic Impact Analysis published in FY 2024, operations, student spending, and alumni productivity contributed \$307.8 million in added income to the Frederick County economy—equal to 1.8% of the region's gross product and supporting nearly 4,000 jobs, or one out of every 42 jobs in the county. Alumni alone accounted

for more than \$252 million by applying the skills gained at FCC, strengthening the workforce and sustaining thousands of local jobs.

Together, these efforts demonstrate how FCC supports workforce development and strengthens the overall vitality of Frederick County and the State of Maryland.

Frederick Community College Degree Progress Four Years after Initial Enrollment Fall 2020 Entering Cohort

			All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount		985		759		54		172	
2	Number attempting fewer than 18 hours over first 2 years		369		264		18		87	
3	Cohort for analysis (Line 1 – Line 2)		616	100.0%	495	100.0%	36	100.0%	85	100.0%
4	Earned Associate degree from this community college		311	50.5%	272	54.9%	16	44.4%	23	27.1%
5	Earned certificate, but no degree, from this community college		6	1.0%	5	1.0%	0	0.0%	1	1.2%
6	Total associate and certificate graduates (Line 4 + Line 5)		317	51.5%	277	56.0%	16	44.4%	24	28.2%
7	Transferred to Maryland two-year/technical college		33	5.4%	19	3.8%	4	11.1%	10	11.8%
8	Transferred to Maryland public four-year college		207	33.6%	189	38.2%	9	25.0%	9	10.6%
9	Transferred to Maryland private four-year college or university		27	4.4%	23	4.6%	2	5.6%	2	2.4%
10	Transferred to out-of-state two-year/technical college		19	3.1%	13	2.6%	0	0.0%	6	7.1%
11	Transferred to out-of-state four-year college or university		91	14.8%	75	15.2%	7	19.4%	9	10.6%
12	Total transfers (sum of Lines 7 - 11)		377	61.2%	319	64.4%	22	61.1%	36	42.4%
13	Graduated from this college and transferred (Line 6 □ Line 12)		224	36.4%	199	40.2%	11	30.6%	14	16.5%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		470	76.3%	397	80.2%	27	75.0%	46	54.1%
15	No award or transfer, but 30 credits with GPA ≥ 2.00		17	2.8%	12	2.4%	1	2.8%	4	4.7%
16	Successful transition to higher ed (Line 14 + Line 15)		487	79.1%	409	82.6%	28	77.8%	50	58.8%
17	Enrolled at this community college last term of study period		21	3.4%	15	3.0%	2	5.6%	4	4.7%
18	Successful or persisting (Line 16 + Line 17)		508	82.5%	424	85.7%	30	83.3%	54	63.5%

FREDERICK COMMUNITY COLLEGE

2025 ACCOUNTABILITY REPORT

Student & Institutional Characteristics *(not Benchmarked)*

These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.

	Fall 2021	Fall 2022	Fall 2023	Fall 2024
A Fall credit enrollment				
a. Unduplicated headcount	5,389	5,811	6,796	7,293
b. Percent of students enrolled part time	71.5%	71.0%	72.6%	73.0%
	Fall 2021	Fall 2022	Fall 2023	Fall 2024
B First-time credit students with developmental education needs	17.6%	22.4%	30.6%	28.1%
Note: Attending higher education for the first time, excludes high school student attendance				
	FY 2021	FY 2022	FY2023	FY 2024
C Credit students who are first-generation college students (neither parent attended college)	25.9%	24.8%	24.8%	26.9%
	FY 2021	FY 2022	FY2023	Fall 2024
D Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	1,233	1,557	2,137	2,063
	FY 2021	FY 2022	FY2023	FY2024
E Credit students receiving financial aid				
a. Receiving any financial aid	25.9%	26.5%	25.5%	24.0%
b. Receiving Pell grants	15.0%	15.9%	15.0%	14.0%
F Students 25 years old or older				
a. Credit students	23.2%	20.7%	20.3%	18.0%
	FY 2021	FY 2022	FY2023	Fall 2024
b. Continuing education students	70.0%	68.8%	66.7%	67.4%
	FY 2021	FY 2022	FY2023	Fall 2024
G Credit students employed more than 20 hours per week	61.0%	68.0%	68.0%	*
	Fall 2021	Fall 2022	Fall 2023	Fall 2024
H Credit student racial/ethnic distribution				
a. Hispanic/Latino	15.3%	16.1%	16.5%	18.3%
b. Black/African American only	12.6%	13.7%	14.3%	15.4%
c. American Indian or Alaskan native only	0.2%	0.2%	0.1%	0.1%
d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.1%	0.1%
e. Asian only	5.3%	5.8%	5.7%	5.9%
f. White only	58.3%	55.9%	54.3%	51.9%
g. Multiple races	5.5%	5.9%	6.9%	6.6%
h. Foreign/Non-resident alien	2.7%	2.4%	2.0%	1.7%
i. Unknown/Unreported	0.1%	0.0%	0.0%	0.0%
	Fall 2021	Fall 2022	Fall 2023	Fall 2024
I Credit student distance education enrollment				
a. Enrolled exclusively in distance education	31.6%	18.6%	16.6%	15.7%
b. Enrolled in some, but not all, distance education	26.4%	35.0%	25.7%	24.8%
c. Not enrolled in any distance education	42.0%	46.4%	57.6%	59.5%
	FY 2021	FY 2022	FY2023	FY 2024
J Unrestricted revenue by source				
a. Tuition and fees	30.9%	28.9%	29.1%	28.5%
b. State funding	21.4%	24.2%	27.3%	28.5%
c. Local funding	38.8%	39.7%	37.5%	37.9%
d. Other	8.9%	7.2%	6.1%	5.0%

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2025 ACCOUNTABILITY REPORT

	FY 2021	FY 2022	FY2023	FY 2024
K Expenditures by function				
a. Instruction	49.2%	48.5%	48.3%	45.9%
b. Academic support	2.5%	2.4%	2.2%	2.3%
c. Student services	13.5%	13.6%	15.1%	15.8%
d. Other	34.8%	35.5%	34.4%	36.0%

Goal 1: Access

	FY 2021	FY 2022	FY2023	FY 2024	Benchmark FY 2025
1 Annual unduplicated headcount					
a. Total	11,209	12,351	14,190	15,243	14,746
b. Credit students	8,017	7,651	8,530	9,530	8,636
c. Continuing education students	3,516	5,046	6,064	6,102	6,836
2 Market share of first-time, full-time students Note: Attending higher education for the first time, excludes high school student attendance	Fall 2021 46.3%	Fall 2022 44.9%	Fall 2023 42.8%	Fall 2024 44.2%	Benchmark Fall 2025 52.6%
3 Market share of part-time students	Fall 2021 73.8%	Fall 2022 75.6%	Fall 2023 77.5%	Fall 2024 79.6%	Benchmark Fall 2025 75.5%
4 Market share of recent, college-bound high school graduates	Fall 2020 57.5%	Fall 2021 52.4%	Fall 2022 53.9%	Fall 2024 56.0%	Benchmark Fall 2024 57.8%
5 High school student enrollment	Fall 2021 1,481	Fall 2022 1,837	Fall 2023 2,361	Fall 2024 2,783	Benchmark Fall 2025 1,660
6 Annual enrollment in online/hybrid courses	FY 2021	FY 2022	FY2023	FY2024	Benchmark FY 2025
a. Credit, online	15,103	11,830	11,142	13,589	6,787
b. Continuing education, online	650	758	863	717	607
c. Credit, hybrid	4,765	5,064	3,704	4,487	3,576
d. Continuing education, hybrid	480	411	487	581	66
7 Tuition and mandatory fees	FY 2022	FY2023	FY2024	FY2025	Benchmark FY 2026
a. Annual tuition and fees for full-time students	4,717	4,717	4,717	4,794	NA
b. Percent of tuition/fees at Md public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	48.0%	47.0%	45.9%	45.7%	47.5%
8 Enrollment in continuing education community service and lifelong learning courses	FY 2021	FY 2022	FY2023	FY2024	Benchmark FY 2025
a. Unduplicated annual headcount	1,138	2,175	2,703	2,296	2,895
b. Annual course enrollments	2,812	4,310	5,944	5,460	6,119

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2025 ACCOUNTABILITY REPORT

	FY 2021	FY 2022	FY2023	FY2024	Benchmark FY 2025
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	704	1,038	1,302	1,637	1,616
b. Annual course enrollments	1,651	1,972	2,603	3,478	3,620
	FY 2021	FY 2022	FY2023	FY2024	Benchmark FY 2025
10 Adult education student achievement of:					
a. At least one ABE educational functioning level	19.4%	31.5%	44.2%	55.6%	25.0%
b. At least one ESL educational functioning level	51.4%	58.9%	67.7%	69.6%	47.0%
Note: Not reported if < 50 students in the cohort					
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
11 Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	37.1%	42.8%	44.6%	47.2%	43.0%
	FY 2021	FY 2022	FY2023	FY2024	Benchmark FY 2025
b. Percent nonwhite continuing education enrollment	32.7%	31.8%	32.0%	37.0%	34.0%
	July 2021	July 2022	July 2023	July 2024	Benchmark Not Required
c. Percent nonwhite service area population, 15 or older	28.1%	30.0%	31.9%	33.4%	NA
	Nov 1 2021	Nov 1 2022	Nov 1 2023	Nov 1 2024	Benchmark Fall 2025
12 Percent minorities (nonwhite) of full-time faculty	21.0%	25.0%	23.0%	16.0%	23.0%
	Nov 1 2021	Nov 1 2022	Nov 1 2023	Nov 1 2024	Benchmark Fall 2025
13 Percent minorities (nonwhite) of full-time administrative and professional staff	23.0%	23.0%	24.0%	26.0%	23.0%

Goal 2: Success

	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort	Fall 2023 Cohort	Benchmark Fall 2024 Cohort
14 Fall-to-fall retention of first-time students					
a. All first-time students	57.1%	60.8%	62.6%	58.5%	62.0%
b. Pell grant recipients	64.9%	63.3%	65.7%	61.9%	62.0%
c. Developmental students	48.8%	50.0%	45.7%	48.8%	62.0%
d. College-ready students	59.0%	63.6%	64.2%	68.8%	62.0%
Note: Attending higher education for the first time, excludes high school student attendance					

FREDERICK COMMUNITY COLLEGE

2025 ACCOUNTABILITY REPORT

	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	61.4%	59.4%	62.0%	23.9%	71.0%
	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	82.9%	82.2%	81.0%	85.7%	90.0%
b. Developmental completers	73.2%	71.5%	61.8%	83.8%	75.0%
c. Developmental non-completers	37.7%	48.5%	64.1%	63.5%	NA
d. All students in cohort	76.1%	75.2%	76.1%	82.5%	80.0%
	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	81.8%	74.7%	78.6%	81.9%	NA
b. Black/African American only	71.8%	77.0%	66.9%	80.4%	NA
c. Asian only	N/A	N/A	72.2%	88.1%	NA
d. Hispanic/Latino	74.0%	77.9%	77.1%	84.3%	NA
Note: Not reported if < 50 students in the cohort for analysis					
	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	78.4%	75.4%	73.8%	76.4%	86.0%
b. Developmental completers	60.4%	53.6%	53.3%	63.9%	59.4%
c. Developmental non-completers	31.1%	38.2%	59.0%	42.4%	NA
d. All students in cohort	68.3%	63.9%	68.8%	70.9%	70.0%
	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	74.5%	65.1%	72.3%	76.4%	NA
b. Black/African American only	62.2%	61.1%	62.3%	69.6%	NA
c. Asian only	N/A	N/A	64.8%	88.1%	NA
d. Hispanic/Latino	65.0%	61.5%	61.9%	77.4%	NA
Note: Not reported if < 50 students in the cohort for analysis					
	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	1,050	931	970	1,058	1,043
b. Career degrees	214	206	194	241	NA
c. Transfer degrees	697	600	653	674	NA
d. Certificates	139	125	123	143	NA
e. Unduplicated graduates	957	844	862	909	NA

FREDERICK COMMUNITY COLLEGE

2025 ACCOUNTABILITY REPORT

	AY 20-21	AY 21-22	AY 22-23	AY23-24	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	85.0%	87.7%	88.6%	89.8%	87.0%

	FY 2020 Graduates	FY 2021 Graduates	FY2022 Graduates	FY2023 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year	58.6%	55.7%	54.5%	60.8%	43.0%

Goal 3: Innovation

	FY 2021	FY 2022	FY2023	FY2024	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Registered Nursing	86.0%	87.3%	84.2%	92.5%	80.0%
Number of Candidates	58	79	82	80	
b. Respiratory Care	52.6%	72.2%	100.0%	83.0%	80.0%
Number of Candidates	19	18	6	18	
c. Physical Therapy			71%	64%	80.0%
Number of Candidates			14	14	
Note: Not reported if <5 candidates in a year					

	FY 2020 Graduates	FY 2021 Graduates	FY2022 Graduates	FY2023 Graduates	Benchmark Not Required
24 Graduates employed within one year	81.0%	81.0%	80.0%	82.0%	NA

	FY 2018 Graduates	FY 2019 Graduates	FY2020 Graduates	FY2021 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	\$ 22,752	\$ 20,800	\$ 21,532	\$ 23,844	NA
b. Median annualized income three years after graduation	\$ 44,552	\$ 51,488	\$ 58,128	\$ 54,276	NA

	FY 2021	FY 2022	FY2023	FY2024	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	1,674	2,328	2,454	2,169	2,690
b. Annual course enrollments	2,424	2,786	3,170	3,363	4,015

	FY 2021	FY 2022	FY2023	FY2024	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	953	1,220	1,315	1,038	1,594
b. Annual course enrollments	1,350	1,483	1,617	1,598	1,983

	FY 2021	FY 2022	FY2023	FY2024	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	658	915	1,058	1,035	1,102
b. Annual course enrollments	725	1,155	1,419	1,477	1,526

Note: NA designates not applicable
 * designates data not available

Garrett College Performance Accountability Report for the Maryland Higher Education Commission (MHEC) August 2025

MISSION

Garrett College recently completed a review of its mission and goals as part of the process for preparing for its upcoming fall 2027 Middle States Commission on Higher Education (MSCHE) self-study. The process resulted in the following updated Mission Statement:

Garrett College empowers our students, regardless of circumstances, to achieve their goals through accessible, high-quality education and support. We are dedicated to developing innovative and sustainable programs that adapt to a changing world, while respecting and supporting aspirations that benefit our community and students.

INSTITUTIONAL ASSESSMENT

Garrett College (GC) is a small, rural community college located in Western Maryland, serving as the primary postsecondary institution for Garrett County. In Fiscal Year 2025 (FY2025), the College reported an unduplicated credit headcount of 937 students, reflecting a 2.3% increase over the prior year (FY2024). GC employed 20 full-time faculty members as well as a number of adjunct instructors during the 2024-2025 academic year. For the fall 2024 semester, over 50% of the course offerings were taught by full-time faculty.

The College's primary service area is Garrett County, Maryland, which had an estimated population for 2025 of 28,093—a slight decline of -0.58%. Despite this demographic trend, the College continues to draw students from adjacent counties in West Virginia and Pennsylvania, aided by targeted recruitment efforts and specialized tuition policies.

Total credit hour enrollment increased by 1.7% in FY2025. Dual-enrollment students from local high schools accounted for 20.45% of the total credit hours and 35.1% of credit hours generated by in-county students. Projections under the Blueprint for Maryland's Future suggest continued growth in high school student participation in college-level coursework. The College has also experienced notable success in expanding its reach beyond Garrett County, primarily through athletics recruitment and strategic outreach. Between FY2024 and FY2025, out-of-county and out-of-state credit hour enrollment rose by 24.1%, from 3,081.5 to 3,823 credit hours.

Garrett College's revenue structure has historically depended on tuition, which typically comprises approximately one-third of its total operating revenue. The remaining support is derived from county and state appropriations. While state funding has declined relative to other Maryland community colleges, Garrett County's local support has steadily increased, leading to a greater reliance on county funding. In support of regional access, GC also offers a "border tuition rate," which provides reduced tuition for students residing in neighboring counties in West Virginia and Pennsylvania. This initiative is designed to strengthen cross-border enrollment and expand the College's service footprint beyond its traditional boundaries.

To meet strategic enrollment and financial sustainability goals, the College is actively implementing initiatives to attract more out-of-county and out-of-state students. These efforts include expanding academic offerings—such as newly established degree programs in Paramedic Studies (in alignment with Continuing Education and Workforce Development, or CEWD), Health Sciences, and Radiologic Technology – and deploying enhanced marketing and recruitment strategies.

Student Characteristics

The College’s fall 2024 enrollment was 679, which included 414 students in degree and certificate programs, 258 (3 of which are pursuing a degree) dual-enrolled high school students (38% of total headcount – the same as fall 2023), and 10 non-degree students. A little more than half of the College’s credit students (52.4%) attended full-time. Most of the college’s out-of-county and out-of-state students, including athletes, reside in Garrett and Laker halls as GC is one of two community colleges in the state with on-campus housing.

The College also has been working to attract more non-traditional students, mainly through expansion of the non-credit workforce development and job training programs it offers. In recent years, the College’s non-credit enrollment has experienced moderate but steady growth due to expanded programming and extension of the Garrett County Scholarship Program (GCSP) to include graduating high school students who wish to pursue postsecondary job training instead of a college degree. As a result, the College has experienced increased revenue from non-credit tuition and fees. For FY2024, CEWD reported a total of 7273 enrollments (3063 unduplicated headcount) in its courses and programs, an increase of 15% over FY2023.

As shown in Table 1, the College offered a total of 15 transfer and career degree programs and 11 certificate programs during the 2024-2025 academic year. GC now offers an A.S. in Health & Exercise Science and a certificate in Health Science. The Maryland Higher Education Commission (MHEC) approved a new A.A.S. degree program in Radiologic Technology for enrollment to begin summer 2025. MHEC also approved a Limited Scope Radiologic Technologist certificate. Graduation and transfer rates for the 2018-2021 cohorts are shown in Table 2.

Table 1: Degree & Certificate Programs

Program	Enrollment Fall 2024	Program	Enrollment Fall 2024
Addictions Counseling (A.A.S.)	9	Engineering Transfer (A.S.)	13
Addictions Counseling (Certificate)	2	Engineering, Robotics, & Technology Certificate (Garrett County Public Schools students only)	0
Arts & Sciences Transfer (A.A.)	45	General Studies (A.A.)	76
Business Administration (A.A.)	36	General Studies – Allied Health Professional*	11
Business & Info. Technology (A.A.S.)	31	Nat. Resources & Wildlife Tech. (A.A.S.)	34

Program	Enrollment Fall 2024	Program	Enrollment Fall 2024
Computer Science (A.S.)	17	Outdoor Leadership & Adventure (A.A.S.)	10
Cybersecurity (A.A.S.)	10	Paramedic (Certificate)#	0
Cybersecurity (Certificate)	1	Paramedic Studies (A.A.S.)	6
Early Childhood Ed./Special Ed. (A.A.T.)	2	Professional Technical Studies – Machining (A.A.S.)	2
Elementary Ed./Special Ed. (A.A.T.)	7	Professional Technical Studies (A.A.S.)	3
Teacher Education (A.A.)	16	Sport Management (A.A.S.)	42
Health Science (Certificate)	4	Health & Exercise Science (A.S.)	14
Health Science: Pre-Nursing Prep for Transfer track (Certificate)	18	Health Science: Pre-Dental Hygiene track (Certificate)	2
Health Science: Pre-Occupational Therapy Assistant track (Certificate)	0	Health Science: Pre-Physical Therapist Assistant track (Certificate)	2
Health Science: Pre-Respiratory Therapist track (Certificate)	0	Health Science: Pre-Medical Lab Technology track (Certificate)	0

* Allied Health Professions Non-Degree 1+1 Transfer Program to Allegany College of Maryland

#Non-credit program also offered for credit

Table 2: Graduation and Transfer Rates

Cohort	100% Time Graduation Rate	150% Time Graduation Rate	200% Time Graduation Rate	Transfer Rate
2018	18%	28%	31%	23%
2019	23%	32%	34%	22%
2020	23%	32%	33%	22%
2021	26%	34%	34%	25%
4-year Student Right-to-Know	23%	31%	33%	23%

Institution's Contributions Toward the Goals and Strategies Outlined in the 2022 Maryland State Plan for Higher Education, "2022 State Plan"

Garrett College previously had six institutional goals relating to its performance in the following key areas: Accessibility, Student Satisfaction and Success, Educational Effectiveness, Workforce Development, Community Service, and Effective Use of Financial, Human, and Physical Resources. However, during the initial stage of building the FY2026-30 Strategic Plan, there was a consensus among the College's three major governance entities (College Council, Faculty Senate, and Staff Senate) that the practice of having "institutional goals" and "strategic goals" was duplicative and confusing, and needed to be rectified. The recommendation presented to the Board of Trustees was that, going forward, the College

employ its strategic goals as its institutional goals, and that the College's Values represent the College's stance. The strategic goals align with MHEC's institutional performance accountability framework, and the performance measures associated with them are assessed annually.

Following are Garrett College's three strategic goals approved by the Board of Trustees on January 21, 2025 for the FY2026-2030 Strategic Plan developed by the Strategic Plan Steering Committee comprised of five internal Garrett College administration, five external community members, and one Garrett College Board of Trustees Member:

FY26 STRATEGIC GOALS (Developed by Strategic Plan Steering Committee)

- **Goal 1:** Enhance connections with the community.
- **Goal 2:** Offer innovative, sustainable programs that adapt to changing student and community needs to enable student success.
- **Goal 3:** Maximize human, technical, physical, and fiscal resources to support the College's strategic objectives.

ACCESS: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.

Garrett College's first sentence of its new Mission Statement, "*Garrett College empowers our students, regardless of circumstances, to achieve their goals through **accessible**, high-quality education and support.*", demonstrates the College's commitment in ensuring equitable access to affordable and quality postsecondary education for all Maryland residents.

During the fall 2024 assessment of the College's Mission, Vision, and Values (MVV), the Vision Statement and Value Statements were also modified to align with the state's goals.

VISION STATEMENT:

Garrett College is an institution committed to student success, real-world preparedness, and community enrichment.

VALUES STATEMENT AND DEFINITIONS:

Garrett College believes that every human being is entitled to dignity, worth, respect, and the opportunity to learn in a safe environment. Therefore, Garrett College commits to . . .

Accessibility: A proactive design and implementation of environments, systems, and communications that ensure equitable participation, remove barriers, and empower all individuals to engage fully and independently, regardless of their diverse abilities, backgrounds, or circumstances.

Excellence: A commitment to exceptional performance, continuous growth, and principled action that consistently exceeds expected standards while maintaining integrity, fostering innovation, and creating positive impact.

Innovation: The active pursuit of knowledge and experiences beyond the classroom, fostering

curiosity and personal growth, empowering individuals to discover new interests and opportunities that contribute to their academic and personal development.

Integrity: Honest, ethical behavior, and accountability in all actions and decisions.

Sustainability: A comprehensive approach that supports environmental, fiscal, and societal vitality for current and future generations.

Academics and workforce development staff are supporting accessibility through initiatives to enable students to transition between credit and noncredit more seamlessly by implementing new programs, such as the highly successful paramedic program that has both credit and noncredit options. Academics is working with the Garrett County Public Schools to implement degree pathways in accordance with the Blueprint for Maryland's Future's goals. In Academic Affairs, elimination of developmental education programming not only removes barriers for students with remedial needs, but provides them an opportunity to learn in a heterogeneous classroom while getting supplemental and complementary support. The director of financial aid, and financial aid office staff, assist students with submitting their FAFSA at various workshops to ensure they are receiving financial assistance via PELL, Maryland Promise, and the Garrett County Scholarship Program.

SUCCESS: Promote and implement practices and policies that will ensure student success.

Garrett College continually strives to make data-driven decisions with respect to ensuring student success. In fall 2024, the Dean of Academic Affairs required each faculty member to conduct office hours in the Learning Commons/Library to make them more visible and accessible. Data for this new initiative will be assessed next year. Although the College strives to make improvements, every cohort is different. After seeing retention increases with the fall 2022 cohort, there was a decrease in fall 2023 cohort's fall-to-fall retention for college-ready students (Indicator 14d) of 6.3% from fall 2022's cohort. The fall 2023 cohort's college-ready fall-to-fall retention was 57.1%. The retention for all students (indicator 14a) decreased by 6.1%, and Pell grant recipients (Indicator 14b) decreased by 12.4%, which could be an effect of the FAFSA challenges. Developmental students (Indicator 14c) decreased by 16.9% from the fall 2022 cohort.

Of the students in the entering fall 2020 cohort with at least one area of developmental need (Indicator 15), 53.1% completed all recommended developmental course work after four years. The successful-persister rate after four years for developmental completers (Indicator 16b) is 82.8%, only 0.8% below the benchmark of 83%, and an increase of 4.8% over fall 2019's cohort. For the fall 2020 cohort, Garrett's successful-persister rate (Indicator 16a) for college-ready students decreased by 9.3%. The successful-persister rate for developmental non-completers (Indicator 16c) increased by 1.5% over fall 2019's cohort. Because the College's cohorts are small, it is sometimes hard to pinpoint a particular reason for a drop in persistence.

For all students, the successful-persister rate (Indicator 16d) was 77%, 0.3% above the fall 2019 cohort. The graduation/transfer rate for college-ready students (Indicator 18a) for the fall 2020 cohort was 76.7%, missing the fall 2021 benchmark of 80%. The graduation/transfer rate for

developmental completers (Indicator 18b) was 75.9%, which was 0.3% above the fall 2019 cohort. The “all students” cohort (Indicator 18d) exceeded fall 2021 benchmark of 69% by 1.8%.

Spring assessment workshops, held by Academic Affairs in May 2025, utilized Watermark’s Planning and Self-Study tool. Planning and Self-Study was also utilized for the development of the FY26-30 Strategic Plan, and will be employed for the fall 2027 MSCHE self-study.

For FY2024, the College awarded a total of 124 associate degrees: 11 certificates, 48 career (A.A.S.) degrees and 65 transfer (A.A., A.A.T., A.S., A.S.E) degrees (Indicators 20 a, b, c, and d).

Foster INNOVATION in all aspects of Maryland higher education to improve access and student success.

The second goal of College’s FY26-30 Strategic Plan prioritizes innovation:

2.) Offer innovative, sustainable programs that adapt to changing student and community needs to enable student success. Not only do our students change every semester in this ever-changing world, but the needs of our community and local businesses also evolve. As a result, the College must better understand the needs of the community, which includes students, residents, businesses, and tourists. The College will look to develop, improve, and enhance programs to not only enable student success but help meet the needs of the community.

Commission Questions

- 1. Given the complex needs of today’s students, what innovative supports (academic, financial, mental health, basic needs) has your college found most effective in boosting student success? How might these be expanded or reimagined to support long-term degree completion goals?**

Garrett College has implemented several innovative supports that have positively impacted student success, addressing a broad spectrum of student needs from academic and financial assistance to mental health and basic needs support.

Academic and Engagement Supports

One of the College’s most impactful initiatives is the Striving Together and Reaching Success (STARS) program, administered through the Advising & Academic Support Center in partnership with the Learning Commons. This co-curricular program supports student engagement by guiding participants through a series of structured “missions” each semester, designed to foster familiarity with campus resources and student success strategies. These include connecting with their academic advisor, utilizing library services, engaging with the Advising Center, completing the First-Year Experience (FYE) course with a “C” or better, and registering early. Students must maintain a 2.5 GPA and complete five missions to earn a \$300 award. Beyond the financial incentive, students gain valuable knowledge of campus systems, support networks, and academic strategies. Optional missions, such as attending workshops on note-taking, presentation skills, and time management, allow students to tailor the experience to their individual needs.

Faculty have also contributed to enhanced academic support by holding office hours in the library to improve visibility and accessibility. Additionally, faculty teaching the English and math corequisite courses have made evidence-based adjustments to scheduling by placing support courses immediately after the corresponding college-level course, promoting continuity in instruction and immediate academic reinforcement.

Transfer and Program Development

To support long-term academic pathways, Garrett College continues to strengthen its transfer infrastructure, including ongoing articulation agreement discussions with Frostburg State University for the Engineering Transfer program. These efforts create clearer academic pipelines for students seeking four-year degrees and provide added motivation for degree completion.

Mental Health, Basic Needs, and Inclusion

Recognizing the growing importance of wraparound services, the College has enhanced its on-campus student support infrastructure. A part-time licensed mental health counselor is now available, and the College has already expanded their hours in response to increased demand. If this trend continues, consideration will be given to transitioning this role into a full-time position.

To address food insecurity, the College operates a student food pantry that opens for six weeks during both the fall and spring semesters. The pantry has seen year-over-year increases in usage, signaling its importance as a resource. The College works closely with community partners – including churches and individual volunteers – to keep the pantry stocked and operational. As student need grows, the College will consider expanding its availability.

Efforts to support students from diverse backgrounds include intentional programming for the College's growing international student population. Events such as "An Evening Abroad" showcase cultural traditions and foster community engagement, while collaborations with Garrett County Public Schools provide opportunities for international students to share their experiences and perspectives with local K-12 students.

Looking Forward

The College's FY2026 goals reflect an increased emphasis on inclusive practices, equitable access to student services, and a commitment to supporting the whole student. These initiatives are strategically embedded within the College's broader institutional planning to ensure sustainability and alignment with long-term completion goals.

2. In what ways has your institution changed (e.g., structures, policies, practices, or culture) as a result of pursuing the 55% completion goal? What lessons have you learned about sustaining institutional change over time?

Garrett College's pursuit of the 55% completion goal has led to both operational and cultural changes that continue to shape institutional priorities. A primary focus has been fostering a more inclusive and student-centered environment that supports persistence and completion, especially for historically underserved populations.

One significant cultural shift has been the College's commitment to creating a more welcoming campus climate. This is reflected in expanded Library/Learning Commons resources, including the establishment of an "Embracing Diversity" special collections room and enhanced programming such as the Joan Crawford Lecture Series. Additionally, College participation in regional events, such as the annual Pride Festival, reinforces Garrett College's role as a community-engaged and inclusive institution.

Policy changes at Garrett College have increasingly been driven by student success data, as well as feedback from both students and employees. A notable example is the revision of the College's longstanding residence hall policy, which previously allowed all incoming students to live on campus regardless of academic standing. After reviewing graduation data, the College found that students entering with a high school GPA below 2.0 had significantly lower completion rates. In response, the policy was updated to require a minimum 2.0 GPA for residential eligibility. This change reflects the institution's commitment to aligning student support practices with measurable outcomes and ensuring that resources – such as on-campus housing – are leveraged in ways that best promote student persistence and degree attainment.

At the operational level, the College has strengthened its capacity for continuous improvement through the use of Watermark's Planning and Self-Study platform. This system supports the alignment of institutional priorities with Garrett's 2021-2025 Strategic Plan and will continue to guide the development of the FY2026-2030 plan. These structures ensure that initiatives related to equity, access, and completion are systematically assessed and refined over time.

One of the most meaningful reflections of sustained institutional change is the College's recent revision of its Mission, Vision, and Values. This comprehensive review reaffirmed Garrett's commitment to student success, lifelong learning, and community impact – core principles that now more clearly articulate the College's long-term completion agenda.

Lessons Learned

From this multi-year effort, Garrett College has learned that sustainable institutional change requires:

- Intentional alignment between strategic goals and daily operations;
- Cross-departmental collaboration, particularly between academic and student services units;
- A culture of data-informed decision making, where policies evolve based on student outcomes;
- Continuous engagement with community and student voices, to ensure initiatives reflect real-world needs and lived experiences; and
- Ongoing assessment, not just of outcomes but of institutional identity and purpose, as evidenced by the MVV revision process.

These lessons reinforce that transformational change is iterative, collaborative, and requires consistent leadership commitment to equity and student achievement.

COMMUNITY OUTREACH AND IMPACT

Garrett College continues to play a vital role in supporting the economic, educational, and cultural vitality of the region. Through academic programming, workforce training, athletics, and community engagement, the College maintains strong partnerships with local employers, schools, businesses, and nonprofit organizations. A dedicated landing page, Garrett College Community & Campus, highlights ongoing efforts: <https://www.garrettcollege.edu/community-home.php>.

Radiologic Technology Program

In June 2025, Garrett College welcomed its first cohort into the new Radiologic Technology program. Designed to meet a critical regional workforce shortage, this program provides students with access to a high-demand healthcare career pathway. The nearest comparable program is over an hour away, with the closest in-state option being 113 miles away in Hagerstown. Garrett's program will serve students throughout Western Maryland and surrounding West Virginia communities. Radiologic technologists are projected to see a 6% national job growth rate, and the 2023 median salary exceeded \$76,000. This program provides local students with the opportunity to enter a high-wage career through a two-year associate degree.

Marine Technology Program

Garrett College's Marine Technology certificate program recently celebrated its first five completers. This intensive, 100-hour program – delivered through a mix of classroom instruction and hands-on lab experiences – equips students with both theoretical knowledge and practical skills in marine engine systems, diagnostics, preventive maintenance, and customer service. Students also had the opportunity to earn industry-recognized credentials through Mercury Marine, significantly enhancing their employment prospects in a specialized and growing industry.

Athletics as a Community Connector

New Soccer Programs

The Lady Lakers' women's soccer team debuted in fall 2023, with the men's soccer team launching in fall 2025. These new teams not only offer athletic opportunities for local and regional students but also contribute to the College's growing presence in the community. Local residents and high school students have shown strong support for the teams, further strengthening the bond between Garrett College and the surrounding community.

Athletics Capital Campaign – 700 Building Renovation

In response to the growth of intercollegiate athletics, Garrett College and the Garrett College Foundation launched a \$1.1 million capital campaign to expand athletic facilities. This project involves repurposing the 700 Building – formerly home to the auditorium, the Business Office, and the art departments – into a comprehensive athletic complex. Planned upgrades include new locker rooms, training and rehabilitation spaces, conference and office areas, and a dedicated wrestling room.

As part of this initiative, the College is relocating the art program to newly renovated space in the 600 Building, ensuring continuity of creative academic offerings while accommodating expanding student needs.

Over the past five years, Garrett College has doubled its number of athletic teams and student-athletes. In the 2024-25 academic year, more than 160 students participated in seven intercollegiate sports, with men's soccer slated to become the eighth varsity team in fall 2025.

Accountability Indicators

Garrett College's Board of Trustees approved data and benchmarks/goals for each indicator and degree progress analysis indicators for the fall 2020 cohort, which are attached in the GC 2025 PAR Template Excel file and Degree Progress file (reference separate tabs for each analysis).

Board of Trustees Approval

This report was approved by the Garrett College Board of Trustees on August 19, 2025.

Garrett College Degree Progress Four Years after Initial Enrollment Fall 2020 Entering Cohort

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount		154		90		34	
2	Number attempting fewer than 18 hours over first 2 years		41		17		5	
3	Cohort for analysis (Line 1 – Line 2)		113	100.0%	73	100.0%	29	100.0%
4	Earned Associate degree from this community college		50	44.2%	38	52.1%	12	41.4%
5	Earned certificate, but no degree, from this community college		1	0.9%	1	1.4%	0	0.0%
6	Total associate and certificate graduates (Line 4 + Line 5)		51	45.1%	39	53.4%	12	41.4%
7	Transferred to Maryland two-year/technical college		11	9.7%	6	8.2%	3	10.3%
8	Transferred to Maryland public four-year college		19	16.8%	16	21.9%	3	10.3%
9	Transferred to Maryland private four-year college or university		0	0.0%	0	0.0%	0	0.0%
10	Transferred to out-of-state two-year/technical college		7	6.2%	4	5.5%	3	10.3%
11	Transferred to out-of-state four-year college or university		28	24.8%	19	26.0%	9	31.0%
12	Total transfers (sum of Lines 7 - 11)		65	57.5%	45	61.6%	18	62.1%
13	Graduated from this college and transferred (Line 6 □ Line 12)		36	31.9%	28	38.4%	8	27.6%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		80	70.8%	56	76.7%	22	75.9%
15	No award or transfer, but 30 credits with GPA ≥ 2.00		3	2.7%	3	4.1%	0	0.0%
16	Successful transition to higher ed (Line 14 + Line 15)		83	73.5%	59	80.8%	22	75.9%
17	Enrolled at this community college last term of study period		4	3.5%	2	2.7%	2	6.9%
18	Successful or persisting (Line 16 + Line 17)		87	77.0%	61	83.6%	24	82.8%

GARRETT COLLEGE

2025 ACCOUNTABILITY REPORT

Student & Institutional Characteristics (*not Benchmarked*)

These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.

	Fall 2021	Fall 2022	Fall 2023	Fall 2024
A Fall credit enrollment				
a. Unduplicated headcount	578	579	701	679
b. Percent of students enrolled part time	50%	48.2%	47.8%	47.6%
	Fall 2021	Fall 2022	Fall 2023	Fall 2024
B First-time credit students with developmental education needs	29.4%	32.3%	21.0%	28.8%
	FY 2021	FY 2022	FY 2023	FY 2024
C Credit students who are first-generation college students (neither parent attended college)	28.4%	27.6%	23.1%	28.2%
	FY 2021	FY 2022	FY 2023	FY 2024
D Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	1*	N/A	1	6
*ESL student in the program, no courses offered same for FY22				
	FY 2021	FY 2022	FY 2023	FY 2024
E Credit students receiving financial aid				
a. Receiving any financial aid	82.7%	87.8%	88.4%	89.5%
b. Receiving Pell grants	29.2%	39.7%	43.5%	46.0%
	FY 2021	FY 2022	FY 2023	FY 2024
F Students 25 years old or older	10.0%	9.7%	10.4%	7.6%
a. Credit students				
	FY 2021	FY 2022	FY 2023	FY 2024
b. Continuing education students	84.00%	80.2%	82.1%	84.3%
	FY 2021	FY 2022	FY 2023	FY 2024
G Credit students employed more than 20 hours per week	*	*	*	*
	Fall 2021	Fall 2022	Fall 2023	Fall 2024
H Credit student racial/ethnic distribution				
a. Hispanic/Latino	3.29%	3.1%	2.8%	3.2%
b. Black/African American only	9.69%	9.3%	7.4%	6.6%
c. American Indian or Alaskan native only	0.52%	0.3%	0.1%	0.2%
d. Native Hawaiian or other Pacific Islander only	0.00%	0.0%	0.6%	0.0%
e. Asian only	0.69%	0.5%	0.3%	0.4%
f. White only	82.35%	81.3%	84.0%	83.8%
g. Multiple races	1.90%	3.1%	3.0%	1.9%
h. Foreign/Non-resident alien	0.17%	0.5%	1.4%	3.2%
i. Unknown/Unreported	1.38%	1.7%	0.4%	0.6%
	Fall 2021	Fall 2022	Fall 2023	Fall 2024
I Credit student distance education enrollment				
a. Enrolled exclusively in distance education	20.6%	8.5%	7.6%	9.9%
b. Enrolled in some, but not all, distance education	56.7%	42.1%	37.9%	38.6%
c. Not enrolled in any distance education	22.7%	49.4%	54.5%	51.5%

GARRETT COLLEGE

2025 ACCOUNTABILITY REPORT

	FY 2021	FY 2022	FY 2023*	FY 2024
J Unrestricted revenue by source				
a. Tuition and fees	24.0%	22.6%	21.6%	22.6%
b. State funding	33.0%	34.3%	37.3%	38.9%
c. Local funding	38.0%	38.5%	35.8%	33.3%
d. Other	5.0%	4.5%	5.3%	5.2%

* There was an error in last year's calculation. It is now correct.

	FY 2021	FY 2022	FY 2023	FY 2024
K Expenditures by function				
a. Instruction	30.3%	30.6%	28.3%	28.3%
b. Academic support	6.9%	6.8%	6.7%	6.7%
c. Student services	17.8%	18.6%	18.5%	18.5%
d. Other	45.0%	44.0%	46.5%	46.5%

Goal 1: Access

	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
1 Annual unduplicated headcount					
a. Total	2811	3191	3425	3918	5,000
b. Credit students	797	789	775	916	900
c. Continuing education students	2053	2446	2677	3063	4,100
2 Market share of first-time, full-time freshmen					
Note: Methodology changed starting in Fall 2019.	80.5%	83.5%	91.7%	75.5%	80.0%
3 Market share of part-time undergraduates					
Note: Methodology changed starting in Fall 2019.	78.6%	37.7%	81.6%	80.7%	70%
4 Market share of recent, college-bound high school graduates					
	80.60%	78.9%	78.4%	87.6%	83.0%
5 High school student enrollment					
	179	198	265	258	200
6 Annual enrollment in online/hybrid courses					
a. Credit, online	2,969	2362	1681	1621	1,900
b. Continuing education, online	405	637	263	313	100
c. Credit, hybrid	140	335	444	440	500
d. Continuing education, hybrid	0	0	3	33	NA
7 Tuition and mandatory fees					
a. Annual tuition and fees for full-time students	\$4,260	\$4,260	\$4,350	\$4,350	NA
b. Percent of tuition/fees at Md public four-year institutions	43.4%	42.4%	42.4%	41.4%	48.0%
Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

GARRETT COLLEGE

2025 ACCOUNTABILITY REPORT

	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	254	365	427	493	750
b. Annual course enrollments	465	667	852	1001	1500

	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	50	54	55	73	120
b. Annual course enrollments	80	97	95	109	200

	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
10 Adult education student achievement of:					
a. At least one ABE educational functioning level	*	*	*	*	25.0%
b. At least one ESL educational functioning level	*	*	*	*	*
Note: Not reported if < 50 students in the cohort					

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
11 Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	16.8%	16.8%	16.8%	16.8%	28.0%

	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
b. Percent nonwhite continuing education enrollment	2.5%	2.9%	3.3%	2.9%	1.2%

	July 2021	July 2022	July 2023	July 2024	Benchmark Not Required
c. Percent nonwhite service area population, 15 or older	3.4%	3.4%	3.8%	4.1%	NA

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
12 Percent minorities (nonwhite) of full-time faculty	8.7%	5.3%	5.3%	5.0%	16.0%

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
13 Percent minorities (nonwhite) of full-time administrative and professional staff	0%	0.0%	0.0%	0.0%	8.0%

Goal 2: Success

	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort	Fall 2023 Cohort	Benchmark Fall 2024 Cohort
14 Fall-to-fall retention					
a. All students	45.9%	53.6%	55.1%	49.0%	60.0%
b. Pell grant recipients	35.4%	45.0%	51.8%	39.4%	57%
c. Developmental students	37.5%	42.6%	38.2%	21.3%	60%
d. College-ready students	52.4%	59.3%	63.4%	57.1%	75%

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	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	58.5%	52.3%	52.6%	53.1%	70.0%
	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	91.7%	88.5%	92.9%	83.6%	97.0%
b. Developmental completers	83.3%	67.3%	78.0%	82.8%	83.0%
c. Developmental non-completers	27.3%	29.0%	16.7%	18.2%	NA
d. All students in cohort	77.9%	71.1%	76.7%	77.0%	80.0%
	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	82.2%	76.5%	86.4%	81.9%	NA
b. Black/African American only	66.7%	53.3%	55.0%	58.3%	NA
c. Asian only	*	*	*	*	NA
d. Hispanic/Latino	*	*	*	*	NA
Note: Garrett College had less than 50 for 17b					
	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	83.30%	86.2%	83.5%	76.7%	80.0%
b. Developmental completers	70.20%	45.5%	75.6%	75.9%	70.0%
c. Developmental non-completers	27.30%	25.8%	12.5%	18.2%	NA
d. All students in cohort	68.20%	62.4%	70.0%	70.8%	69.0%
	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	72.9%	71.3%	78.6%	74.7%	NA
b. Black/African American only	60.0%	42.2%	52.5%	54.2%	NA
c. Asian only	*	*	*	*	NA
d. Hispanic/Latino	*	*	*	*	NA
Note: Not reported if < 50 students in the cohort for analysis					
	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	110	110	98	124	135
b. Career degrees	43	37	33	48	NA
c. Transfer degrees	65	67	64	65	NA
d. Certificates	2	6	1	11	NA
e. Unduplicated graduates	110	110	96	123	NA

GARRETT COLLEGE

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	AY 20-21	AY 21-22	AY 22-23	AY 23-24	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	78.60%	96.0%	82.8%	97.1%	85.0%

	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	FY 2023 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year	65.70%	64.6%	56.7%	58.3%	65.0%

Goal 3: Innovation

	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Program Name				NA	
Number of Candidates					
b. Program name					
Number of Candidates					
c. Program Name					
Number of Candidates					
d. Program Name					
Number of Candidates					
e. Program Name					
Number of Candidates					
f. Program Name					
Number of Candidates					
g. Program Name					
Number of Candidates					
h. Program Name					
Number of Candidates					
Note: Not reported if <5 candidates in a year					

	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	FY 2023 Graduates	Benchmark Not Required
24 Graduates employed within one year	70.0%	75.0%	80.0%	92.0%	NA

	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	\$8,724	\$7,316	\$11,472	\$12,184	NA
b. Median annualized income three years after graduation	\$26,820	\$27,944	\$33,744	\$31,228	NA

	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	1,866	2,174	2,333	2,714	4000
b. Annual course enrollments	3,626	4,832	5,378	6,164	8800

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	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	628	657	581	718	1000
b. Annual course enrollments	842	904	972	1333	2000
	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	1,108	1327	1373	1768	3000
b. Annual course enrollments	2,268	3486	3924	4411	7000

Note: NA designates not applicable

* designates data not available

HAGERSTOWN COMMUNITY COLLEGE

2025 ACCOUNTABILITY REPORT

I. MISSION

HCC ensures equitable access to affordable, high-quality educational programs, while fostering workforce development and cultural vitality in the region.

II. INSTITUTIONAL ASSESSMENT

State Plan Goal 1-Access

Hagerstown Community College (HCC) continues to make measurable progress in expanding access to higher education for students across Washington County and the surrounding region. In recent years, overall headcount has moved steadily toward the enrollment goals established by the College, and market share of local high school graduates has consistently approached, or in some years exceeded, the targeted benchmarks. These achievements reflect HCC's enduring role as the community's gateway to higher education and workforce opportunity.

A key driver of expanded access has been the growth of the Early College program. In FY25, 52 high school students completed associate degrees through this initiative, a milestone that highlights the power of dual enrollment to reduce time and cost to degree completion. Participation in dual enrollment has risen in recent years as the College works in partnership with K–12 systems to implement the Maryland Blueprint for the Future. This work ensures that more high school students are able to earn college-level credits and credentials while still in high school, giving them a head start toward both higher education and career advancement.

HCC has also prioritized expanding access for a broad range of student populations. Between FY21 and FY23, credit enrollment among nonwhite students increased from 29.7% to 35.1%, before stabilizing at 34.2% in FY24. This upward trend demonstrates the success of outreach, supportive programming, and services that foster a welcoming environment for all learners. Expanding access remains a cornerstone of the College's mission, and these enrollment patterns provide evidence of meaningful progress.

The College's responsiveness to the needs of multilingual learners has further enhanced access. Over the past four years, enrollment in English for Speakers of Other Languages (ESOL) courses has grown by 277%. This expansion reflects both rising community demand and the College's commitment to supporting all student populations. By strengthening language proficiency and academic preparedness, HCC is opening doors to higher education, workforce training, and civic participation for Washington County's increasingly varied communities.

Finally, the post-pandemic environment has accelerated access through flexible learning options. Enrollment in online and hybrid courses has far exceeded the goals set prior to the pandemic,

providing students with opportunities to pursue higher education despite work, family, or geographic barriers. By maintaining a strong online portfolio alongside face-to-face offerings, HCC has expanded its reach and created multiple entry points for learners who might otherwise be excluded from higher education.

Collectively, these initiatives highlight HCC's comprehensive strategy for opening doors to higher education, strengthening pipelines from high school, serving students from all backgrounds, supporting multilingual learners, and offering flexible instructional options. In doing so, the College upholds its mission as an open-admission institution dedicated to educational opportunity for all.

State Plan Goal 2-Success

HCC has made significant strides in advancing student success, guided by ambitious goals for retention, persistence, and credential attainment. These efforts reflect a comprehensive commitment to creating a student-first ecosystem that emphasizes timely completion and preparation for transfer or entry into the workforce.

Over the past several years, HCC has demonstrated marked improvements in retention. Fall-to-fall retention increased from 46% in FY21 to 61.8% in FY23, with particularly encouraging gains among Pell recipients and first-generation students. These increases signal the effectiveness of HCC's investment in proactive advising, expanded first-year experience programming, and targeted support services designed to keep students engaged and progressing.

Despite this progress, analysis shows that the College's successful-persister rate, students who remain enrolled and progressing even if not yet completing, has not increased at the same pace as overall retention. This gap highlights an opportunity for further refinement of support models, especially for students balancing multiple responsibilities such as work, family, and financial need. By deepening intrusive advising practices, strengthening early-alert interventions, and aligning wraparound supports with student needs, HCC is working to ensure that more students persist to completion.

Credential attainment remains a core measure of success. In May 2025, HCC awarded 506 credentials to 434 graduates, illustrating the College's dual focus on degree completion and the growing demand for short-term certificates. The rising share of students completing short-term workforce programs demonstrates the College's ability to respond nimbly to regional labor market needs while providing students with stackable credentials that lead to both immediate employment and further education. Although the total number of awards fell short of the ambitious benchmark set for this cycle, the trend reflects a healthy balance between traditional degree attainment and industry-aligned certifications that broaden student opportunity.

At the same time, HCC is navigating an increase in developmental education needs. Between FY22 and FY24, the proportion of new students requiring developmental coursework rose from 31.2% to 37.2%. This shift underscores the broader challenges facing higher education as students recover from pandemic-era disruptions in K-12 learning. In response, HCC has continued to refine co-requisite support models, expand multiple math pathways, and implement

academic skill-building supports that accelerate students into credit-bearing coursework. These reforms not only shorten students' time to degree but also build confidence and momentum that improve long-term completion rates.

Underlying each of these initiatives is a commitment to student success. HCC's retention and completion gains among Pell recipients and first-generation students reflect intentional strategies to level the playing field. Retention initiatives are helping to ensure that students most at risk of stopping out receive timely interventions. Continued monitoring of success indicators across student demographics remains central to HCC's planning, as the College works to ensure that improvement is shared broadly across all populations.

While the College celebrates its progress in retention and credential attainment, the work ahead will focus on improving persistence, strengthening developmental transitions, and sustaining strong outcomes. Future strategies will include scaling co-requisite models across disciplines, deepening partnerships with K–12 to better align academic preparation, and leveraging data analytics to identify students at risk earlier and with greater precision. By pursuing these strategies, HCC is committed to ensuring that every student who enrolls not only has access to higher education but also the tools, resources, and support to succeed.

State Plan Goal 3- Innovation

HCC is committed to anticipating workforce needs, strengthening academic quality, and creating flexible pathways that prepare students for long-term success. The College's efforts in these areas are producing measurable results, both in terms of student outcomes and regional economic impact.

One of the strongest indicators of this commitment is the post-graduation success of HCC students in the labor market. Recent data show that graduates experience strong and sustained wage gains, reflecting the College's focus on aligning academic programs with regional workforce demand. The intentional design of stackable credentials ensures that students can move seamlessly from short-term certificates into degree programs while progressing in their careers. This model not only provides immediate labor market value but also positions students for upward mobility over time, underscoring HCC's role as both a career launching point and a foundation for lifelong learning.

The strength of HCC's academic programs, particularly in high-demand fields, further illustrates this forward-looking approach. Credit program pass rates in Nursing and Allied Health remain exceptionally strong, exceeding state and national averages. These outcomes highlight the College's investment in rigorous curriculum, faculty expertise, and robust clinical partnerships. Maintaining such high pass rates ensures that HCC is supplying the region with well-prepared healthcare professionals at a time when demand continues to grow. The integration of technology-enhanced learning, simulation labs, and co-curricular support services demonstrates how the College leverages new practices to sustain program excellence.

Beyond credit-bearing programs, HCC offers a dynamic portfolio of workforce development, continuing education, and contract training opportunities. In FY24, enrollments in these non-

credit workforce and customized training programs exceeded benchmarks, demonstrating strong community and employer demand. Through partnerships with local industries, the College has been able to rapidly design and deliver training programs that address emerging skills gaps, particularly in healthcare, advanced manufacturing, and transportation. By offering flexible formats such as accelerated bootcamps, hybrid instruction, and on-site corporate training, HCC is reaching learners who might not otherwise pursue traditional higher education pathways while simultaneously meeting employers' needs for a skilled workforce.

The expansion of integrated English Language Learner (ELL) workforce courses further demonstrates how HCC is reducing barriers to employment and education. Programs such as nursing assistant, phlebotomy, and truck driving now combine technical training with language acquisition, enabling multilingual learners to pursue high-demand careers while strengthening the regional talent pipeline.

Looking ahead, the College will continue to build on these practices by deepening partnerships with local employers, expanding stackable credential pathways, and leveraging technology to create more flexible and personalized learning experiences. These strategies ensure that HCC remains a driver of regional progress, preparing students not just for today's jobs, but for the opportunities of tomorrow.

Commission Prompts:

Commission Question 1-

Given the complex needs of today's students, what innovative supports (academic, financial, mental health, basic needs) has your college found most effective in boosting student success? How might these be expanded or reimaged to support long-term degree completion goals?

HCC has built a comprehensive framework of supports designed to help students persist and complete their programs, recognizing that success is shaped as much by life circumstances as by classroom experiences. This student-first approach blends academic, financial, and personal supports into a coordinated system that removes barriers and sustains momentum toward completion.

One of the clearest examples of this commitment has been the expansion of the College's student services, which have become central to helping students address challenges that might otherwise derail their progress. Over the past several years, the College has added a care cupboard, emergency assistance grants, referrals to assistance resources, and transportation supports. Survey data from FY25 highlight the importance of these efforts, with nearly half of students reporting food or housing insecurity. Students who access these services are more likely to remain enrolled, reinforcing the need to treat basic needs as academic priorities.

Affordability has been another critical factor in boosting persistence. In FY24, nearly four out of five HCC students received some form of financial aid, and the share of Pell recipients reached its highest level in several years. This progress reflects deliberate efforts to simplify financial aid processes, expand scholarship opportunities through community partnerships, and provide targeted micro-grants that help students cover gaps in tuition, textbooks, and emergency

expenses. These interventions send a clear message: higher education at HCC is not only within reach, but also sustainable even in the face of unexpected challenges.

Advising and academic guidance have also been reimagined to provide students with a clear path from enrollment to completion. Through the adoption of guided pathways, students now choose from structured program maps that minimize excess credits and shorten the time to degree. Predictive analytics and enhanced early-alert systems for advisors are being developed to identify challenges sooner, allowing faculty and staff to step in before small problems become barriers. This proactive approach will continue to contribute directly to the College's gains in retention, with especially strong results among first-generation students and Pell recipients.

The College has further recognized that mental health is central to academic persistence. In FY24–25, with support from a Behavioral Health Administration grant, HCC launched 24/7 virtual counseling and wellness services through TimelyCare. While the grant provided time-limited funding, the initiative demonstrated the critical role of accessible mental health resources in reducing stigma, supporting well-being, and helping students stay on track academically. Building on this foundation, the College is committed to future mental health supports through new approaches, ensuring that well-being remains fully integrated into its student-success framework.

What makes these supports most effective is not that they exist in isolation, but that they function as an integrated ecosystem. Basic needs, financial assistance, advising, and wellness are aligned rather than siloed, enabling students to move seamlessly from one area of support to another as their circumstances evolve. This coordination has helped create a culture in which students feel seen, supported, and equipped to succeed.

Looking ahead, HCC is committed to scaling these strategies in ways that strengthen both individual outcomes and institutional progress. Partnerships with community agencies will extend the reach of basic needs support, dual enrollment pathways will continue to accelerate completion for younger learners, and advances in technology will make academic advising more personalized. By embedding holistic supports into the student experience, the College ensures that immediate interventions translate into long-term success, moving students from enrollment through completion and into the workforce or transfer opportunities with confidence.

Commission Question 2-

In what ways has your institution changed (e.g., structures, policies, practices, or culture) as a result of pursuing the 55% completion goal? What lessons have you learned about sustaining institutional change over time?

HCC's pursuit of Maryland's 55% completion goal has not only sharpened the institution's focus on student outcomes but also catalyzed durable change in structures, policies, practices, and culture. What began as a statewide benchmark has evolved into a unifying institutional priority that has shaped how the College plans, allocates resources, and measures progress.

The most visible and lasting change is the integration of completion goals into institutional strategic planning. HCC's strategic plan has built elements of access and success into the

strategic commitments. Unlike previous planning cycles where goals were broad, the current plan ties initiatives to outcomes directly related to student persistence and completion. This approach has created a clear line of sight from statewide priorities to unit-level activities, ensuring that every institutional division, from academic affairs to student services to workforce development, shares accountability for completion outcomes.

The planning process itself continues to evolve. Cross-functional planning teams, inclusive stakeholder engagement, and iterative review processes have become the norm, reflecting the recognition that completion cannot be advanced by one office alone. The College treats strategic planning not as a periodic exercise, but as an ongoing, dynamic process that is regularly informed by data, assessment results, and feedback from faculty, staff, and students.

The expansive role of HCC's Planning and Institutional Effectiveness (PIE) office has accelerated a cultural shift toward data-informed decision-making. The development of real-time, disaggregated dashboards has given faculty, advisors, and administrators actionable insight into student progression, course success, and success gaps. Program-level outcomes are now tracked and discussed systematically, not only for compliance purposes but also as part of ongoing improvement conversations. This transparency has increased demand for data and fostered a culture where evidence, rather than anecdote, drives decisions about curriculum, resource allocation, and student support.

The College has learned that sustaining this cultural shift requires both investment in infrastructure (technology platforms, analytic tools, and staffing) and in professional development to build data literacy across all employee groups. Faculty and staff must be equipped not only to access data, but also to interpret and act on it in ways that support student success.

Completion efforts have also reshaped HCC's student support structures and academic policies. Investments in onboarding, proactive advising, and co-curricular engagement are now organized around momentum metrics such as fall-to-fall retention, course success rates, and degree progress. For example, retention rates among Pell students increased from 47.2% in FY21 to 60% in FY23 and FY24, illustrating the impact of these redesigned supports.

Policy reform has complemented these efforts. Academic policies have been adjusted to reduce barriers to progression, such as co-requisite models in developmental education and expanded math pathways that allow students to advance more efficiently into credit-bearing courses. By rethinking policies that previously hindered completion, HCC has reinforced the message that institutional structures, not just student effort, must adapt to foster success.

Recognizing the importance of career-connected learning to both persistence and completion, HCC has strengthened the alignment of technical and workforce programs with Maryland's labor market needs. By embedding stackable credentials and building strong employer partnerships, the College ensures that students see the relevance and value of their programs. The economic impact of completion is clear: graduates of HCC's career programs have seen a dramatic increase in median income within three years of graduation. These outcomes reinforce the connection

between completion and economic mobility, a message that resonates with students, families, and employers alike.

The pursuit of the 55% completion goal has taught HCC that institutional change must be both distributed and durable. Key lessons include:

- **Distributed Leadership:** Completion requires cross-functional collaboration. Faculty, staff, and administrators must share responsibility, with leadership distributed across academic departments, student services, and workforce divisions.
- **Shared Accountability:** Progress is sustained when units see their contribution to completion clearly measured and reported. Embedding metrics into planning cycles ensures accountability at every level.
- **Continuous Communication:** Sustaining change requires ongoing communication that reinforces priorities, celebrates progress, and acknowledges challenges. Transparency builds trust and keeps completion at the center of institutional identity.
- **Adaptability:** As external contexts shift, whether through state policy, labor market demand, or student demographics, HCC has learned the importance of remaining nimble. Sustaining change means building systems that are flexible enough to evolve while still anchored in core commitments to access and success.

Looking beyond 2025, HCC will carry forward these lessons into its next phase of strategic planning, ensuring that the durable changes sparked by the 55% completion goal continue to strengthen the institution's ability to serve its students and community.

III. COMMUNITY OUTREACH AND IMPACT

Beyond the measurable gains in access, success, and innovation, HCC serves as a cornerstone of regional vitality. The College's pursuit of Maryland's 55% completion goal has reinforced its dual mission: preparing students for lifelong opportunity while advancing the prosperity of Washington County and the broader state.

Through responsive workforce training and employer partnerships, HCC plays a critical role in developing a pipeline of skilled workers who sustain the local economy. Programs such as commercial driving, allied health, advanced manufacturing, and information technology not only meet employer demand but also create upward mobility for residents. Employer surveys consistently affirm that HCC graduates enter the workforce job-ready, and wage data demonstrates that credentials translate into substantial income gains for completers.

HCC's community impact is also measured in its ability to open doors for those who might otherwise be left behind. Partnerships with K–12 schools demystify college for first-generation students, while integrated workforce and language-support programs expand opportunities for learners balancing education and skill development. These initiatives strengthen not just individual student outcomes, but also community cohesion and access, ensuring that the region's diversity becomes a driver of growth.

The College extends its role beyond education into civic life. Community service, student leadership programs, and other similar campus events position HCC as a hub for civic participation. The College also enriches the region's cultural landscape through performances, lectures, and community programming, offering residents a sense of belonging and connection to higher education that extends well beyond the classroom.

HCC's strong community partnerships reduce barriers for working adults, parents, and rural residents by making education more accessible and relevant. Collaborations with local organizations and employers bring learning opportunities into familiar community settings and ensure that programs align with regional needs. Community-based initiatives demonstrate how the College translates statewide workforce priorities into local opportunity, fueling both individual advancement and regional economic health.

HCC's community impact lies in its ability to connect individual achievement with collective progress. Each degree or certificate awarded contributes to Maryland's 55% goal, but also strengthens local employers, stabilizes families, and enriches civic life. By aligning academic excellence with community needs, HCC ensures that institutional change is not confined to campus, it reverberates throughout Washington County, creating a more resilient, accessible, and prosperous region.

Hagerstown Community College Degree Progress Four Years after Initial Enrollment Fall 2020 Entering Cohort

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1 First-time full- and part-time fall headcount	601		438		98		65	
2 Number attempting fewer than 18 hours over first 2 years	164		90		18		56	
3 Cohort for analysis (Line 1 – Line 2)	437	100.0%	348	100.0%	80	100.0%	9	100.0%
4 Earned Associate degree from this community college	214	49.0%	186	53.4%	28	35.0%	0	0.0%
5 Earned certificate, but no degree, from this community college	14	3.2%	7	2.0%	5	6.3%	2	22.2%
6 Total associate and certificate graduates (Line 4 + Line 5)	228	52.2%	193	55.5%	33	41.3%	2	22.2%
7 Transferred to Maryland two-year/technical college	13	3.0%	6	1.7%	7	8.8%	0	0.0%
8 Transferred to Maryland public four-year college	77	17.6%	66	19.0%	11	13.8%	0	0.0%
9 Transferred to Maryland private four-year college or university	4	0.9%	3	0.9%	1	1.3%	0	0.0%
10 Transferred to out-of-state two-year/technical college	11	2.5%	9	2.6%	2	2.5%	0	0.0%
11 Transferred to out-of-state four-year college or university	101	23.1%	88	25.3%	12	15.0%	1	11.1%
12 Total transfers (sum of Lines 7 - 11)	206	47.1%	172	49.4%	33	41.3%	1	11.1%
13 Graduated from this college and transferred (Line 6 □ Line 12)	131	30.0%	115	33.0%	16	20.0%	0	0.0%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	303	69.3%	250	71.8%	50	62.5%	3	33.3%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	44	10.1%	34	9.8%	10	12.5%	0	0.0%
16 Successful transition to higher ed (Line 14 + Line 15)	347	79.4%	284	81.6%	60	75.0%	3	33.3%
17 Enrolled at this community college last term of study period	5	1.1%	4	1.1%	1	1.3%	0	0.0%
18 Successful or persisting (Line 16 + Line 17)	352	80.5%	288	82.8%	61	76.3%	3	33.3%

HAGERSTOWN COMMUNITY COLLEGE

2025 ACCOUNTABILITY REPORT

Student & Institutional Characteristics (*not Benchmarked*)

These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.

	Fall 2021	Fall 2022	Fall 2023	Fall 2024
A Fall credit enrollment				
a. Unduplicated headcount	3,533	3,496	5,444	5,088
b. Percent of students enrolled part time	67.8%	67.7%	74.3%	73.3%
	Fall 2021	Fall 2022	Fall 2023	Fall 2024
B First-time credit students with developmental education needs	34.8%	31.2%	39.3%	37.2%
	FY 2021	FY 2022	FY 2023	FY 2024
C Credit students who are first-generation college students (neither parent attended college)	41.8%	38.7%	35.7%	29.1%
	FY 2021	FY 2022	FY 2023	FY 2024
D Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	157	293	482	592
	FY 2021	FY 2022	FY 2023	FY 2024
E Credit students receiving financial aid				
a. Receiving any financial aid	72.5%	95.8%	65.0%	79.1%
b. Receiving Pell grants	37.8%	37.2%	35.4%	38.2%
	Fall 2021	Fall 2022	Fall 2023	Fall 2024
F Students 25 years old or older				
a. Credit students	26.8%	28.3%	17.0%	17.8%
	FY 2021	FY 2022	FY 2023	FY 2024
b. Continuing education students	70.3%	71.5%	71.0%	75.7%
	FY 2021	FY 2022	FY 2023	FY 2024
G Credit students employed more than 20 hours per week	*	*	*	*
	Fall 2021	Fall 2022	Fall 2023	Fall 2024
H Credit student racial/ethnic distribution				
a. Hispanic/Latino	9.2%	10.1%	11.6%	12.2%
b. Black/African American only	11.0%	10.9%	11.6%	12.6%
c. American Indian or Alaskan native only	0.2%	0.1%	0.2%	0.2%
d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.1%	0.1%
e. Asian only	2.8%	2.4%	2.8%	2.6%
f. White only	68.1%	66.4%	59.6%	55.9%
g. Multiple races	5.4%	5.8%	8.9%	7.5%
h. Foreign/Non-resident alien	0.6%	0.4%	0.4%	0.6%
i. Unknown/Unreported	2.6%	3.8%	4.9%	8.4%
	Fall 2021	Fall 2022	Fall 2023	Fall 2024
I Credit student distance education enrollment				
a. Enrolled exclusively in distance education	27%	26%	16%	16%
b. Enrolled in some, but not all, distance education	39%	31%	23%	25%
c. Not enrolled in any distance education	34%	43%	61%	59%

HAGERSTOWN COMMUNITY COLLEGE

2025 ACCOUNTABILITY REPORT

	FY 2021	FY 2022	FY 2023	FY 2024
J Unrestricted revenue by source				
a. Tuition and fees	38.3%	37.3%	34.8%	38.2%
b. State funding	26.1%	30.4%	38.0%	35.7%
c. Local funding	27.6%	26.9%	24.3%	22.6%
d. Other	8.0%	5.3%	3.0%	3.5%

	FY 2021	FY 2022	FY 2023	FY 2024
K Expenditures by function				
a. Instruction	40.9%	39.2%	37.6%	37.4%
b. Academic support	9.8%	9.9%	9.5%	8.6%
c. Student services	11.6%	12.1%	12.4%	13.9%
d. Other	37.7%	38.8%	40.5%	40.0%

Goal 1: Access

	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
1 Annual unduplicated headcount					
a. Total	9,039	10,474	10,994	13,001	13,750
b. Credit students	4,997	4,871	4,807	7,104	6,500
c. Continuing education students	4,508	6,027	6,590	6,725	8,500

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
2 Market share of first-time, full-time freshmen	64.7%	71.2%	64.4%	66.7%	68.0%
Note: Methodology changed starting in Fall 2019.					

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
3 Market share of part-time undergraduates	80.4%	79.6%	89.0%	87.0%	85.0%
Note: Methodology changed starting in Fall 2019.					

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
4 Market share of recent, college-bound high school graduates	69.9%	71.0%	74.1%	72.0%	80.0%

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
5 High school student enrollment	803	735	2580	2077	850

	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
6 Annual enrollment in online/hybrid courses					
a. Credit, online	18,488	11,849	9,555	10,071	7,500
b. Continuing education, online	1,755	1,675	1,846	1,855	700
c. Credit, hybrid	937	1,183	1,430	1,845	1,750
d. Continuing education, hybrid	40	106	468	276	30

	FY 2022	FY 2023	FY 2024	FY 2025	Benchmark FY 2026
7 Tuition and mandatory fees					
a. Annual tuition and fees for full-time students	\$139	\$144	\$144	\$144	NA
b. Percent of tuition/fees at Md public four-year institutions	42.3%	43.0%	42.1%	41.1%	44.0%
Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

HAGERSTOWN COMMUNITY COLLEGE

2025 ACCOUNTABILITY REPORT

	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	786	1,371	1,598	1,178	2,000
b. Annual course enrollments	1,191	2,243	2,409	1,983	3,000

	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	556	671	835	843	1,500
b. Annual course enrollments	1,063	1,279	1,594	1,784	2,750

	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
10 Adult education student achievement of:					
a. At least one ABE educational functioning level	19.8%	15.5%	15.7%	22.7%	25.0%
b. At least one ESL educational functioning level	11.8%	27.3%	19.2%	29.7%	40.0%
Note: Not reported if < 50 students in the cohort					

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
11 Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	29.7%	29.4%	35.1%	34.2%	30.0%

	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
b. Percent nonwhite continuing education enrollment	31.7%	29.3%	35.3%	34.8%	35.0%

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Not Required
c. Percent nonwhite service area population, 15 or older	21.9%	22.9%	24.5%	25.7%	NA

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
12 Percent minorities (nonwhite) of full-time faculty	8.3%	6.7%	8.0%	7.9%	10.0%

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
13 Percent minorities (nonwhite) of full-time administrative and professional staff	10.4%	10.7%	13.5%	14.4%	10.0%

Goal 2: Success

	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort	Fall 2023 Cohort	Benchmark Fall 2024 Cohort
14 Fall-to-fall retention					
a. All students	46.0%	58.0%	61.8%	59.6%	60.0%
b. Pell grant recipients	47.2%	54.3%	60.4%	59.5%	55.0%
c. Developmental students	44.2%	54.4%	54.2%	52.2%	55.0%
d. College-ready students	46.1%	60.4%	66.1%	64.4%	70.0%

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	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	54.2%	51.4%	69.7%	60.1%	60.0%
	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	87.6%	82.1%	81.0%	82.8%	92.0%
b. Developmental completers	85.8%	71.2%	70.7%	76.3%	90.0%
c. Developmental non-completers	60.9%	25.5%	25.0%	33.3%	NA
d. All students in cohort	83.1%	68.2%	76.6%	80.5%	80.0%
	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	84.9%	70.5%	76.7%	82.0%	NA
b. Black/African American only	75.0%	59.3%	75.4%	*	NA
c. Asian only	*	*	*	*	NA
d. Hispanic/Latino	*	*	*	*	NA
Note: Not reported if < 50 students in the cohort for analysis					
	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	74.6%	70.1%	67.8%	71.8%	80.0%
b. Developmental completers	62.5%	50.0%	51.9%	62.5%	65.0%
c. Developmental non-completers	37.7%	21.3%	18.8%	33.3%	NA
d. All students in cohort	63.9%	53.5%	62.1%	69.3%	65.0%
	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	68.1%	55.0%	62.7%	72.0%	NA
b. Black/African American only	48.2%	47.5%	66.2%	*	NA
c. Asian only	*	*	*	*	NA
d. Hispanic/Latino	*	*	*	*	NA
Note: Not reported if < 50 students in the cohort for analysis					
	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	775	763	757	719	900
b. Career degrees	216	199	188	219	NA
c. Transfer degrees	383	406	382	386	NA
d. Certificates	176	158	187	114	NA
e. Unduplicated graduates	748	714	717	685	NA

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	AY 20-21	AY 21-22	AY 22-23	AY 23-24	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	86.2%	90.4%	88.5%	82.4%	90.0%

	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	FY 2023 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year	67.6%	61.6%	59.1%	59.6%	65.0%

Goal 3: Innovation

	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. NCLEX for Registered Nurses	85.7%	90.0%	93.1%	98.6%	99.0%
Number of Candidates	77	80	58	71	
b. Cert. Exam Amer. Registry of Rad. Tech.	100.0%	85.0%	86.4%	100.0%	100.0%
Number of Candidates	21	20	22	23	
c. NCLEX for Licensed Practical Nurses	100.0%	92.6%	100.0%	100.0%	100.0%
Number of Candidates	26	27	18	19	
Note: Not reported if <5 candidates in a year					

	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	FY 2023 Graduates	Benchmark Not Required
24 Graduates employed within one year	75%	83%	75%	76%	NA

	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	\$20,168	\$18,220	\$20,284	\$20,500	NA
b. Median annualized income three years after graduation	\$44,816	\$47,828	\$58,484	\$57,952	NA

	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	3,166	4,023	4,185	4,704	4,500
b. Annual course enrollments	5,123	6,229	6,404	7,192	6,500

	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	1,323	1,552	1,423	1,700	2,700
b. Annual course enrollments	2,764	2,833	2,812	3,367	4,000

	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	592	1,694	1,766	2,208	2,000
b. Annual course enrollments	1,054	2,831	2,810	3,761	2,500

Note: NA designates not applicable
 * designates data not available

2025 INSTITUTIONAL PERFORMANCE ACCOUNTABILITY REPORT HARFORD COMMUNITY COLLEGE

1. Mission

Harford Community College's (HCC) mission is: Harford Community College provides relevant, accessible education, training and cultural enrichment, connecting individual's opportunities in an evolving world.

HCC's Vision is: Harford Community College is a regional leader in education and workforce development, offering transformative programs that drive individual growth and shared prosperity.

2. Institutional Assessment

Access Indicators

The data show that HCC has made progress on a number of Access indicators. Of the twenty-two benchmarked Access Indicators HCC met or exceeded thirteen, up from eleven the prior year. These thirteen include:

Access Indicators Meeting Benchmarks in Current Reporting Cycle		
Access Indicator	Benchmark	Current
Indicator 3: Market share of part-time undergraduates	70.0%	71.3%
Indicator 5: High school student enrollment	950	1,249
Indicator 6a: annual enrollment in online credit courses	10,500	14,242
Indicator 6b: annual enrollment in online continuing education courses	350	756
Indicator 7b: percent of tuition/fees at MD public four-year institutions	50.0%	48.0%
Indicator 8a: Enrollment in continuing education community service and lifelong learning courses: Unduplicated annual headcounts	3,500	4,197
Indicator 8b: Enrollment in continuing education community service and lifelong learning courses: annual course enrollments	8,000	8,071
Indicator 10a: adult education student achievement of a least one ABE functioning level	20.0%	32.9%
Indicator 10b: Adult education student achievement of at least once ESL functioning level	20.0%	30.1%
Indicator 11a: percent nonwhite credit enrollment	30.0%	36.2%
Indicator 11b: percent nonwhite continuing education enrollment	22.0%	22.8%

Indicator 12: Percent minorities (nonwhite) of full-time faculty	15.0%	15.2%
Indicator 13: Percent minorities (nonwhite) of full-time administrative and professional staff	20.0%	21.8%

Of the remaining nine Access indicators three, 1a, 1b, and 1c showed improvement. The remaining five did not show improvement from the prior year. The indicators not meeting the benchmark are shown below.

Access Indicators Not Meeting Benchmark for Current Reporting Cycle		
Access Indicator	Benchmark	Current
Indicator 1a: Annual unduplicated headcount: Total (credit and noncredit)	16,000	14,481
Indicator 1b: Annual unduplicated headcount: Credit students	8,000	6,874
Indicator 1c: Annual unduplicated headcount: noncredit students	9,000	8,010
Indicator 2: Market share of first-time, full-time freshmen	56.0%	42.7%
Indicator 4: Market share of recent, college-bound HS graduates	65.0%	53.3%
Indicator 6c: annual enrollment in credit hybrid courses	1,700	1,375
Indicator 6d: Enrollment in hybrid continuing education courses	200	6
Indicator 9a. Enrollment in continuing education basic skills and literacy courses: Unduplicated annual headcount	850	480
Indicator 9b. Enrollment in continuing education basic skills and literacy courses: annual course enrollments	2,500	1,018

Response for Access indicators not meeting benchmarks.

Indicators 1a, 1b, 2 and 4:

Plan to improve: Expand enrollment outreach to areas of the county that historically have had lower representation at the College; increase dual enrollment; partner with local industries and agencies for reskilling and upskilling of needed staff in high demand fields; promote credit and noncredit pathways among dually enrolled students as an early momentum success initiative; launch of SOAR ASAP @ HCC, our CUNY ASAP replication program; creating a Strategic Enrollment Management plan.

Challenges that impede progress: The “demographic cliff” is decreasing the number of traditional aged college students in the county; efforts of four-year institutions seeking to recruit students who would look to Harford for enrollment but are being offered scholarships to offset their cost of attendance.

Indicator 1c:

Plan to improve: We are steadily recovering our number post-Covid. We have opened a new Workforce center to aid growth.

Challenges that impede progress: The impact was largely due to Covid

Indicator 6c:

Plan to improve: We plan to survey students to identify the barriers that prevent them from enrolling in hybrid courses. Based on the results of this survey, we will offer hybrid courses in high-demand disciplines and schedule them in optimal time blocks to better accommodate student needs.

Challenges that impede progress: The demand for online classes has supplanted demand for hybrid sections in most disciplines. Hybrid courses are more challenging to teach than F2F or OLL courses, which impacts faculty interest and student success in this modality. In the post-pandemic environment, many students are showing a renewed preference for in-person learning experiences.

Indicator 6d:

Plan to improve: Building a path for utilizing Bright Space in WCE

Challenges that impede progress: COVID pushed us into a very positive increase in Hybrid courses. Another piece impeding progress, is the requirement for new state approval on any course not approved to be offered in a hybrid model. MHEC only allowed face-to-face classes to be offered hybrid for a period of time post COVID

Indicator 9a:

Plan to improve: The grant from Maryland Department of Labor and matching funds from Harford Community College only covers the number of students served. FY 2020 grant application has expected number to be served is 784 students.

Challenges that impede progress: U.S. citizenship verification rules and processes.

Indicator 9b:

Plan to improve: Based on the Adult Literacy grant FY 24 cycle of serving 600 students. If the program meets this goal to retain students, the program should the benchmark

Challenges that impede progress: Acquiring 600 adults that meet the verification of U.S. citizenship for participation in Adult Literacy Program.

Success Indicators

The data show that HCC has made progress on a number of Success indicators. Of the thirteen benchmarked Success Indicators, HCC met or exceeded eight, up from six the prior year. These eight include:

Success Indicators Meeting Benchmarks in Current Reporting Cycle		
	2025	

Success Indicator	Benchmark	Current
Indicator 14d: Fall-to-fall retention: All Students	70.0%	72.7%
Indicator 15: Developmental completers after four years	62.0%	87.5%
Indicator 16a: Successful-persister rate after four years: College-ready students	90.0%	90.3%
Indicator 16b: Successful-persister rate after four years: Developmental completers	85.0%	87.5%
Indicator 16d: Successful-persister rate after four years: All students in cohort	80.0%	88.4%
Indicator 18b: Graduation-transfer rate after four years: Developmental completers	61.0%	66.7%
Indicator 18d: Graduation-transfer rate after four years: All Students in Cohort	65.0%	73.8%
Indicator 21: First-year GPA of 2.0 or above at transfer institution	90.0%	91.4%

Of the remaining five Success indicators three, 14b, 14c, and 22 showed improvement. The remaining two did not show improvement from the prior year. The Success indicators not meeting the benchmark are shown below.

Success Indicators Not Meeting Benchmark Current Reporting Cycle		
Success Indicator	Benchmark	Current Report Statistic
Indicator 14a: Fall-to-fall retention: All Students	62.0%	59.6%
Indicator 14b: Fall-to-fall retention: Pell Students	57.0%	56.1%
Indicator 14c: Fall-to-fall retention: Developmental Students	57.0%	51.1%
Indicator 18a: Graduation-transfer rate after four years: College-ready students	76.0%	73.8%
Indicator 22: Graduate transfers within one year	72.0%	65.2%

Response for Success indicators not meeting benchmarks.

Indicator 14b:

Plan to improve: Proactive awarding of financial aid scholarships, expand Maryland College Promise, create a Harford Promise program, launch of SOAR ASAP @ HCC and create a Strategic Enrollment Management plan.

Challenges that impede progress: Affordability for working students. Changes in SNAP and Medicare regulations that will require students to work more hours.

Indicator 14c:

Plan to improve: Enhance academic advising for developmental students. New placement instrument for English, enhance the English corequisite model, and reduced the levels of developmental English. Streamline the pathway to college-level Math. We anticipate that these changes will improve fall-to-fall retention of developmental students.

Challenges that impede progress: Some student groups, such as first-generation students, English language learners, and working adults, continue to face disproportionate barriers despite placement reforms. Without comprehensive wraparound support, academic improvements alone may not be sufficient to close retention gaps. Furthermore, students in developmental courses often struggle with self-doubt about their academic abilities, which can influence their decision to continue. Introduce a robust alert system that faculty can use that would allow for the early and ongoing identification of students struggling in developmental courses.

Indicators 18a and 22:

Plan to improve: Introducing a new position, Coordinator of Transfer Advising, who will develop and implement a transfer advising curriculum that will direct students to plan for transfer at the start of their academic careers at Harford; participating in the Maryland Transfer Initiative and working with UMGC to increase transfer rates to that university which will inform our practices as we work with other four-year institutions to increase transfer rates. In addition, we are exploring dual-admissions agreements with our transfer partners to expand pathways and opportunities for our students.

Challenges that impede progress: Four-year institutions determine the acceptance rate of transfer credits and the level to which these transfer credits are applied toward degree requirements. The lack of transparency in this process and the historical low rate of transfer rate acceptance has been a deterrent to students to transfer. Our transfer-related reforms are still in the early stages, and it will take several years to fully assess their impact. We have also begun examining the credits students lose during the transfer process and are exploring ways to reduce these losses through strengthened transfer partnerships. Coordinating transfer initiatives requires faculty, advising, and administrative capacity that may stretch existing resources. Ongoing updates to maintain curriculum alignment will need sustained effort.

Innovation Indicators

The data show that HCC has made limited progress on a number of Innovation indicators. Of the eight benchmarked Innovation indicators, HCC met or exceeded one, indicator 23a, which is shown below.

Innovation Indicators Meeting Benchmarks in Current Reporting Cycle		
Innovation Indicator	Benchmark	Current Report Statistic
Indicator 23a: NCLEX RN licensure/certification pass rate	90.0%	95.1%

Of the remaining seven Innovation indicators three, 26a, 26b, and 27b showed improvement. The remaining four did not show improvement from the prior year. The Innovation indicators not meeting the benchmark are shown below.

Innovation Indicators Not Meeting Benchmarks in Current Reporting Cycle		
Innovation Indicator	Benchmark	Current Statistic
Indicator 23c: Medical Assisting pass rate	70%	54.5%
Indicator 26a: Enrollment in Continuing Education Workforce Development Courses: Unduplicated Headcount	4,300	3,341
Indicator 26b: Enrollment in Continuing Education Workforce Development Courses: Annual Course Enrollments	7,800	7,291
Indicator 27a: Enrollment in Cont. Ed. Leading to certification or licensure: Unduplicated Headcount	2,200	1,895
Indicator 27b: Enrollment in Cont. Ed. Leading to certification or licensure: Annual Course Enrollments	3,200	3,147
Indicator 28a: Enrollment in contract training courses: Unduplicated Annual Headcount	1,200	390
Indicator 28b: Enrollment in contract training courses: Annual course enrollments	1,700	441

Response for Innovation indicators not meeting benchmarks.

Indicator 23C:

Plan to improve: Changes in staffing and curriculum have been implemented.

Challenges that impede progress: None have been identified

Indicators 26a and 26b:

Plan to improve: We are steadily recovering our number post-Covid. We have opened a new Workforce center to aid growth.

Challenges that impede progress: The impact was largely due to Covid

Indicators 27a and 27b:

Plan to improve: HCC is very close to meeting these benchmarks. HCC will continue to offer as many courses as possible and recruit for those.

Challenges that impede progress: Changes in demand for particular license types and availability of qualified instructors.

Indicators 28a and 28b:

Plan to improve: HCC is working to expand its workforce training footprint. HCC is opening a new workforce center that should increase enrollment.

Challenges that impede progress: Demand for training fluctuates with expansion and contraction of

industries, employers' ability/willingness to pay for training, and having enough demand at a particular time to justify training costs.

Commission Prompts

1. Given the complex needs of today's students, what innovative supports (academic, financial, mental health, basic needs) has your college found most effective in boosting student success? How might these be expanded or reimaged to support long-term degree completion goals?

HCC is committed to providing holistic, proactive, and data-informed support to meet the complex needs of today's students. Recent initiatives include hiring a Director of Student Wellbeing to connect students with financial, mental health, and basic needs resources, launching SOAR ASAP to bundle workshops, career assessments, dedicated advising, and financial support, and partnering with the HCC Foundation to provide scholarships and emergency aid that help students stay on track to graduation.

We have also strengthened academic support through a case management approach to advising, allowing advisors to build stronger relationships, monitor progress, and connect students to resources as needed. Looking ahead, these efforts can be expanded through greater integration of services, data-informed personalization, and stronger community partnerships—ensuring that students are supported not only in the moment but also through to long-term degree completion.

2. In what ways has your institution changed (e.g., structures, policies, practices, or culture) as a result of pursuing the 55% completion goal? What lessons have you learned about sustaining institutional change over time?

Harford Community College has implemented several key initiatives to boost student success and support long-term degree completion. Recent changes include the addition of part-time progression plans to the College catalog, revisions to developmental math and English curricula, and a restructuring of academic advising to better support degree and credential completion while fostering a culture of care and academic excellence. The College is also developing a comprehensive transfer curriculum to more effectively serve students continuing on to four-year institutions.

HCC has introduced a required New Student Orientation for first-year students and is preparing to launch a comprehensive First-Year Experience program through a collaboration between Academic Affairs and Student Affairs. Mandatory advising has also been established for new students, resulting in an 11.7% higher persistence rate from Fall 2024 to Spring 2025 and an increase in full-time enrollment compared to the prior year. These efforts, along with intentional strategies to educate stakeholders, share impact data, and strengthen internal collaboration, are helping to sustain institutional change.

3. Community Outreach and Impact

Harford Community College continues to prioritize community partnerships and outreach to make a meaningful difference for our students and the Harford County community. Through the work of the Grants Office and the Harford Community College Foundation, we secure critical funding, expand opportunities, and create lasting impact. Some highlights are below.

Grants play a vital role in advancing the College's mission, with \$1,606,020 awarded in FY25.

- American Water Foundation – \$15,000: Partnering with private donors, this grant funded inclusive playground equipment for HCC's Early Learning Center.
- The Allstate Foundation - \$10,000: Harford Community College has received a \$10,000 grant from The Allstate Foundation and the Center for Expanding Leadership & Opportunity (CELO) to launch a service-based leadership.
- Maryland Open Source Textbook - \$10,000: Harford Community College has been awarded a \$10,000 Maryland Open Source Textbook (M.O.S.T.) Institutional OER Grant

The Harford Community College Foundation—governed by a Board of Directors comprised of more than 30 community and business leaders—hosts events and initiatives that generate vital funding to expand student access and success. Highlights from FY25 include:

- Scholarships: Awarded \$810,974 to Harford students, a 12.9% increase from FY24.
- Summer Swing Golf Tournament: Welcomed 150 local leaders and raised \$60,000 in net proceeds for student support.
- Screech's Night Owl 5K Glow Run & Fun Walk: Engaged 350 participants of all ages in a lively evening campus run to raise funds for student-athlete scholarships.
- ATHENA Leadership Awards Breakfast: A signature regional event celebrating women leaders through the ATHENA Leadership Award, the ATHENA Young Professional Leadership Award, and the ATHENA Organizational Award. Proceeds benefit student leadership scholarships.
- \$100,000 raised through local organizations, family, and friends, and grant funding to support the purchase and installation of new accessible playground equipment for Harford Community College's Early Learning Center preschool.

College Activities

HCC has expanded a number of partnerships and services to the community including:

- Expanded dual enrollment with Harford County Public Schools
- Veteran's Services at APG
- Launch of the Chesapeake Welcome Center. Offers a one-stop experience for potential students and conference space for community events.
- Development of the Regional Workforce Development Center.

4. Accountability Indicators

See attached HCC 2025 Accountability Indicators Table.

[HARFORD COMMUNITY COLLEGE] Degree Progress Four Years after Initial Enrollment Fall 2020 Entering Cohort

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount		1061		800		86	
2	Number attempting fewer than 18 hours over first 2 years		336		221		14	
3	Cohort for analysis (Line 1 – Line 2)		725	100.0%	579	100.0%	72	100.0%
4	Earned Associate degree from this community college		383	52.8%	328	56.6%	32	44.4%
5	Earned certificate, but no degree, from this community college		5	0.7%	3	0.5%	2	2.8%
6	Total associate and certificate graduates (Line 4 + Line 5)		388	53.5%	331	57.2%	34	47.2%
7	Transferred to Maryland two-year/technical college		49	6.8%	30	5.2%	7	9.7%
8	Transferred to Maryland public four-year college		254	35.0%	221	38.2%	19	26.4%
9	Transferred to Maryland private four-year college or university		16	2.2%	13	2.2%	2	2.8%
10	Transferred to out-of-state two-year/technical college		12	1.7%	7	1.2%	1	1.4%
11	Transferred to out-of-state four-year college or university		98	13.5%	82	14.2%	6	8.3%
12	Total transfers (sum of Lines 7 - 11)		429	59.2%	353	61.0%	35	48.6%
13	Graduated from this college and transferred (Line 6 □ Line 12)		282	38.9%	242	41.8%	21	29.2%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		535	73.8%	442	76.3%	48	66.7%
15	No award or transfer, but 30 credits with GPA ≥ 2.00		102	14.1%	79	13.6%	13	18.1%
16	Successful transition to higher ed (Line 14 + Line 15)		637	87.9%	521	90.0%	61	84.7%
17	Enrolled at this community college last term of study period		4	0.6%	2	0.3%	2	2.8%
18	Successful or persisting (Line 16 + Line 17)		641	88.4%	523	90.3%	63	87.5%

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Student & Institutional Characteristics *(not Benchmarked)*

These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
A Fall credit enrollment					
a. Unduplicated headcount	5,256	4,596	4,591	5,108	5,067
b. Percent of students enrolled part time	66.7%	65.4%	64.8%	68.1%	69.0%
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
B First-time credit students with developmental education needs	25.7%	38.6%	41.1%	44.5%	43.6%
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
C Credit students who are first-generation college students (neither parent attended college)	22.5%	24.7%	27.5%	30.1%	31.3%
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
D Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	171	70	131	173	160
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
E Credit students receiving financial aid					
a. Receiving any financial aid	44.6%	53.5%	64.8%	50.9%	55.2%
b. Receiving Pell grants	24.3%	22.9%	24.6%	24.0%	24.8%
F Students 25 years old or older					
a. Credit students	24.2%	25.5%	23.5%	22.2%	23.0%
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
b. Continuing education students	68.8%	72.9%	70.9%	66.8%	66.8%
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
G Credit students employed more than 20 hours per week	59.3%	60.0%	62.2%	55.6%	60.6%
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
H Credit student racial/ethnic distribution					
a. Hispanic/Latino	6.0%	6.4%	7.1%	7.3%	8.0%
b. Black/African American only	15.8%	16.5%	17.1%	17.6%	16.9%
c. American Indian or Alaskan native only	0.2%	0.3%	0.2%	0.4%	0.2%
d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.1%	0.2%	0.1%
e. Asian only	3.8%	3.8%	4.3%	4.2%	4.2%
f. White only	67.9%	66.3%	64.9%	63.9%	60.7%
g. Multiple races	3.6%	4.0%	4.2%	4.4%	5.1%
h. Foreign/Non-resident alien	1.0%	1.2%	1.6%	1.5%	2.0%
i. Unknown/Unreported	1.7%	1.3%	0.5%	0.5%	2.7%*
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
I Credit student distance education enrollment					
a. Enrolled exclusively in distance education	79.1%	31.7%	26.2%	30.6%	30.2%
b. Enrolled in some, but not all, distance education	12.3%	39.0%	35.3%	34.6%	35.1%
c. Not enrolled in any distance education	8.6%	29.4%	38.4%	34.8%	34.6%

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	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
J Unrestricted revenue by source					
a. Tuition and fees	41.0%	37.1%	34.0%	30.2%	32.6%
b. State funding	23.0%	24.0%	25.6%	27.4%	29.7%
c. Local funding	33.0%	34.8%	33.4%	32.4%	32.0%
d. Other	2.6%	1.3%	1.3%	3.7%	5.6%

		FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
K	Expenditures by function					
	a. Instruction	36.6%	37.8%	34.7%	36.5%	37.6%
	b. Academic support	13.4%	15.2%	13.7%	14.4%	14.0%
	c. Student services	12.7%	13.4%	12.5%	13.5%	13.4%
	d. Other	37.3%	33.6%	39.0%	35.6%	34.9%

Goal 1: Access

						Benchmark
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
1 Annual unduplicated headcount						
a. Total	14,388	10,941	12,008	13,449	14,481	16,000
b. Credit students	7,612	7,128	6,344	6,301	6,874	8,000
c. Continuing education students	7,151	4,000	5,983	7,494	8,010	9,000

						Benchmark	
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	
2	Market share of first-time, full-time freshmen	52.1%	45.1%	46.0%	46.0%	42.7%	56.0%

						Benchmark	
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	
3	Market share of part-time undergraduates	67.4%	64.2%	66.8%	71.5%	71.3%	70.0%

						Benchmark	
						Fall 2024	
	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023		
4	Market share of recent, college-bound high school graduate	62.2%	60.1%	53.8%	56.9%	53.3%	65.0%

						Benchmark	
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	
5	High school student enrollment	964	666	789	1,315	1,249	950

						Benchmark	
						FY 2025	
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024		
6	Annual enrollment in online/hybrid courses						
a.	Credit, online	11,182	28,706	14,949	12,649	14,242	10,500
b.	Continuing education, online	545	2,875	1,353	739	756	350
c.	Credit, hybrid	1,678	684	1,611	1,456	1,375	1,700
d.	Continuing education, hybrid	0	0	0	0	6	200

						Benchmark
						FY 2026
7	Tuition and mandatory fees					
	a. Annual tuition and fees for full-time students	\$4,783	\$4,783	\$4,860	\$5,040	\$5,040
	b. Percent of tuition/fees at Md public four-year	49.5%	48.7%	48.4%	49.1%	48.0%
						50.0%

Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.

Harford Community College

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		FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
8	Enrollment in continuing education community service and lifelong learning courses						
	a. Unduplicated annual headcount	3,276	772	2,471	3,987	4,197	3,500
	b. Annual course enrollments	5,546	1,207	3,596	7,487	8,071	8,000
							Benchmark
		FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
9	Enrollment in continuing education basic skills and literacy courses						
	a. Unduplicated annual headcount	717	360	418	497	480	850
	b. Annual course enrollments	1,829	800	990	1,094	1,018	2,500
							Benchmark
		FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
10	Adult education student achievement of:						
	a. At least one ABE educational functioning level	20.5%	22.2%	25.5%	26.7%	32.9%	20.0%
	b. At least one ESL educational functioning level	21.3%	11.1%	17.6%	31.5%	30.1%	20.0%
Note: Not reported if < 50 students in the cohort							
11	Minority student enrollment compared to service area population						Benchmark
	a. Percent nonwhite credit enrollment	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
		30.3%	30.3%	33.7%	34.8%	36.2%	30.0%
							Benchmark
		FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
	b. Percent nonwhite continuing education enrollment	21.5%	22.7%	23.2%	22.6%	23.8%	22.0%
							Benchmark
		July 2020	July 2021	July 2022	July 2023	July 2024	Not Required
	c. Percent nonwhite service area population, 15 or older	23.6%	24.1%	24.9%	25.9%	26.6%	NA
							Benchmark
		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
12	Percent minorities (nonwhite) of full-time faculty	13.7%	15.4%	14.4%	14.2%	15.2%	15.0%
							Benchmark
		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
13	Percent minorities (nonwhite) of full-time administrative	19.6%	18.5%	19.1%	21.1%	21.8%	20.0%
Goal 2: Success							
		Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort	Fall 2023 Cohort	Benchmark Fall 2024 Cohort
14	Fall-to-fall retention						
	a. All students	57.6%	61.9%	61.6%	59.6%	59.6%	62.0%
	b. Pell grant recipients	47.1%	57.1%	54.8%	54.6%	56.1%	57.0%
	c. Developmental students	46.7%	54.8%	49.2%	45.4%	51.1%	57.0%
	d. College-ready students	66.8%	64.4%	69.5%	70.1%	72.7%	70.0%

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	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	62.2%	62.3%	60.3%	63.5%	87.5%	62.0%
	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years						
a. College-ready students	90.9%	88.2%	89.2%	89.2%	90.3%	90.0%
b. Developmental completers	81.3%	80.1%	80.7%	81.0%	87.5%	85.0%
c. Developmental non-completers	27.0%	35.7%	43.4%	58.2%	74.3%	NA
d. All students in cohort	80.9%	81.2%	82.0%	84.5%	88.4%	80.0%
	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Not Required
17 Successful-persister rate after four years						
a. White only	83.0%	83.5%	84.2%	86.2%	88.7%	NA
b. Black/African American only	70.5%	65.0%	65.8%	75.8%	80.7%	NA
c. Asian only	n<50	n<50	n<50	n<50	100.0%	NA
d. Hispanic/Latino	81.7%	84.3%	77.4%	80.0%	88.9%	NA
Note: Not reported if < 50 students in the cohort for						
	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years						
a. College-ready students	77.9%	71.4%	72.9%	74.2%	73.8%	76.0%
b. Developmental completers	62.4%	54.7%	56.4%	55.0%	66.7%	61.0%
c. Developmental non-completers	14.6%	17.1%	28.9%	31.3%	60.8%	NA
d. All students in cohort	65.3%	60.9%	62.9%	65.8%	73.8%	65.0%
	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years						
a. White only	66.4%	65.0%	63.7%	66.8%	74.1%	NA
b. Black/African American only	55.8%	44.2%	53.5%	58.9%	65.9%	NA
c. Asian only	n<50	n<50	n<50	n<50	87.9%	NA
d. Hispanic/Latino	76.7%	60.8%	61.3%	60.0%	71.1%	NA
Note: Not reported if < 50 students in the cohort for						
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
20 Associate degrees and credit certificates awarded						
a. Total awards	864	904	917	894	1,025	NA
b. Career degrees	288	285	285	268	336	NA
c. Transfer degrees	524	587	585	586	607	NA
d. Certificates	52	32	47	40	82	NA
e. Unduplicated graduates	835	871	879	846	960	NA

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						Benchmark	
						AY 2024-25	
21	First-year GPA of 2.0 or above at transfer institution	89.0%	91.7%	90.2%	89.5%	91.4%	90.0%
		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark
		Graduates	Graduates	Graduates	Graduates	Graduates	FY 2024
22	Graduate transfers within one year**	66.0%	65.6%	64.7%	64.3%	65.2%	72.0%
Goal 3: Innovation							
						Benchmark	
						FY 2025	
23	Credit program pass rates in licensure/certification examinations required for employment						
a.	.NCLEX RN	91.4%	86.9%	76.9%	82.2%	95.1%	90.0%
	Number of Candidates	139	145	130	129	144	NA
b.	NCLEX PN	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Number of Candidates	0	0	0	0	0	NA
c.	MEDICAL ASSISTING	67.0%	40.0%	47.6%	70.6%	54.5%	70.0%
	Number of Candidates	3	5	21	17	11	NA
		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark
		Graduates	Graduates	Graduates	Graduates	Graduates	Not Required
24	Graduates employed within one year	83.3%	74.3%	88.3%	81.5%*	83.7%	NA
		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark
		Graduates	Graduates	Graduates	Graduates	Graduates	Not Required
25	Income growth of career program graduates						
a.	Median annualized income one year prior to	\$12,964	\$15,368	\$15,552	\$17,416	\$21,408	NA
b.	Median annualized income three years after	\$52,860	\$58,100	\$58,316	\$63,096	\$70,316	NA
						Benchmark	
						FY 2025	
26	Enrollment in continuing education workforce development courses						
a.	Unduplicated annual headcount	3,480	2,888	3,194	3,161	3,341	4,300
b.	Annual course enrollments	5,969	7,312	6,499	6,843	7,291	7,800
						Benchmark	
						FY 2025	
27	Enrollment in Continuing Professional Education leading to government or industry-required certification or						
a.	Unduplicated annual headcount	1,598	1,572	1,668	1,964	1,895	2,200
b.	Annual course enrollments	2,556	2,753	2,646	3,141	3,147	3,200
						Benchmark	
						FY 2025	
28	Enrollment in contract training courses						
a.	Unduplicated annual headcount	906	732	444	545	390	1,200
b.	Annual course enrollments	1,287	914	649	691	441	1,700

Section 1: Mission

Howard Community College's (HCC) mission statement: Providing pathways to success.

Section 2: Institutional Assessment

Academic, Demographic and Financial Trends

The college's president arrived in January 2022, and the college began a journey of changing its operations to increase enrollment and accelerate student goal completion. This HCC Forward initiative included work to offer more opportunities for students to accelerate their pathway by taking seven-week courses (a proven structure at other colleges increase graduation rates and enrollment.) several of the high enrollment courses were re-designed and piloted in the fall of 2024.

In FY23, the college reversed the trend of declining enrollments in the credit and non-credit areas. In FY24, the college experienced an increase as state-funded credit FTEs moved from 5,088 to 5,259 resulting in a 3.4 percent increase. and noncredit showed a slight increase from 1,087 to 1,114 resulting in a 2.5 percent increase. Similarly, the unduplicated headcount for FY24 increased by 5.6 percent from 13,378 to 14,128 for credit enrollments and 5.3 percent from 8,897 to 9,370 for noncredit enrollments. The administration also anticipates the upward trend to continue with the newly developed MOU that is in place with the HCPSS to allow Howard Community College to begin Middle College on campus.

Academic Update

Division 1 - Foundational Learning

The English department, with 123 majors, launched over 130 classes in a seven-week format in Fall 2024. They are introducing corequisite courses this coming fall, which will eliminate up to 10 credits of developmental English. The mathematics department is also launching corequisite courses that will reduce prerequisites by up to 11 credits. Student Davis Misner will present research at the National Conference on Undergraduate Research. HCC's Math students excelled in the American Mathematical Association for Two-Year Colleges competition, securing first place in the Mid-Atlantic region. The Accounting and Economics departments are thriving as well, having gained a registered apprenticeship program and partnered with PricewaterhouseCoopers (PwC) for student engagements. Communication Studies also embraced the seven-week format, offering nearly all sections in the new structure.

Division 2 - Liberal Studies

The Health Promotion & Human Performance Department achieved accreditation for its Community Health Worker program, improving workforce readiness. The Humanities & World Languages Department successfully engaged the community with events like the Blackbird Poetry Festival. In Performing Arts, national accreditation was obtained for dance, and the music program awaits reaccreditation news. The Social & Natural Sciences launched the Columbia,

Maryland Archive Field School and promoted experiential learning. Teacher Education celebrated its achievements while supporting childcare providers and dual enrollment teachers. Visual Arts completed its accreditation, showcased student work, and unveiled faculty-created donor portraits in our new buildings. The Horowitz Center hosted over 220 events for more than 33,000 guests, secured a \$65,837 Maryland State Arts Council grant.

Division 3 - Health, Science, and Technology

The Hospitality & Culinary Studies Department updated its program outcomes to align with American Culinary Federation Education Foundation (ACFEF) standards and maintained collaboration with Woodlands Job Corps. Students showcased their culinary skills at various events and participated in a unique baking course in France. The Business Department ended two certificate programs but hosted the annual Rocket Pitch/Entrepreneurial Celebration, allowing HCC students to present marketing pitches for scholarships. Cyber Technology welcomed three new faculty and modernized programs, while Engineering launched a new workshop for product development. In healthcare, the Cardiovascular Technology Program welcomed its largest class ever in spring 2025 (30 students). Diagnostic Medical Sonography has enhanced partnerships and resources, and the Emergency Medical Technician (EMT) program continues with strong enrollments. The Radiologic Technology program is expanding clinical partnerships and improving American Registry of Radiologic Technologists (ARRT) certification pass rates, and the Physical Therapy Assistant Program invested in advanced equipment to support student training. Physical Sciences at HCC thrives, with high-demand courses and over 100 enrolled students in the AA General Studies STEM program. Life Sciences launched course-based undergraduate research in microbiology and created an Open Education Resource for BIOL107.

Workforce, Career, and Community Education (WCCE)

The division of Workforce, Career, and Community Education (WCCE), continued to support the regional education and workforce needs. Non-credit had 17,744 enrollments and 1,109.42 FTEs in FY25. WCCE also enrolled 298 apprentices with 40 completers and added a new accounting registered apprenticeship. The division launched new programs such as medical coding and billing, delegating nurse, and logistics. The division also adopted digital badging and began offering them to students starting in spring 2025. WCCE also supported the community with programs such as The Music Institute piano competition and Chromebook giveaway sessions.

Capital Program

The Mathematics and Athletics Complex, now officially named the Kahlert Foundation Complex, has been successfully completed following a multi-year, jointly funded effort by both the state and county. Final construction and equipment funding were secured in fiscal year 2024. Substantial completion was achieved on schedule in fall 2024, with furniture and equipment installation finalized by the end of October. A formal ribbon-cutting ceremony was held in November, and employees moved into the facility over the winter break fully ready for the spring 2025 semester.

Two years ago, under Dr. Willis' leadership, the college advocated for a Workforce Development and Trades Center to serve skilled trades. Both credit and noncredit programs are housed in the facility to include automotive technology; welding; additive manufacturing,

mechatronics and logistics; electrical; HVAC; plumbing; and forklift/heavy equipment operations. The project was approved, and funds were received from both the state and county in FY25. The overall project has been funded 50 percent by the state, 25 percent by the county, and 25 percent by the college. The design of the building was completed, and the project moved into construction phase in October 2024. Construction is scheduled to take approximately 18 months with completion over the summer of 2026 in preparation for fall 2026 classes.

The State of Maryland

For FY25 state aid decreased by 1.56% to \$33,050,277, comprising 25.82% of the budget.

Howard County

The college received an increase of 4.9 percent or \$2,100,000 over FY24 from Howard County. Although the county had strong budget growth over the prior fiscal years, this growth was primarily attributed to temporary factors such as capital gains and federal aid provided to avert the economic and fiscal impacts of the COVID-19 pandemic. In the current fiscal year, the county faces lower income tax revenues and higher expenses because of external federal and state developments that are outside the county's control. In future years, Howard County expects average annual revenue growth projection of 3.6 percent during FY 2027-2031.

Conclusion

This year for operating highlights, tuition and fee revenue exceeded the budget by five percent and credit state-funded full-time equivalent (FTE) enrollments were up 161 FTE or 3.06 percent. With the regional concerns, the college will need to continue to be conservative in its budget projections.

Additional Questions/Prompts from MHEC.

As Maryland looks beyond its 2025 55% completion goal, this year, please respond to two prompts regarding the lessons learned and experiences gained through your work toward the 2025 completion goal.

1. Given the complex needs of today's students, what innovative supports (academic, financial, mental health, basic needs) has your college found most effective in boosting student success?

Meeting the complex needs of today's students requires a holistic approach that addresses academic, financial, mental health, and basic needs. Our college has implemented several innovative strategies that have significantly boosted student success.

Parenting Scholars Program : Howard Community College's support for student parents is showing measurable impact. Since reopening in Fall 2024, our Children's Learning Center has served 29 student parents, providing reliable childcare that enables academic focus. Through our partnership with the Community Action Council of Howard County, 103 student parents with children in Head Start received \$21,500 in scholarships, directly reducing financial stress. These students earned an average GPA of 2.81 in Spring 2024, suggesting academic persistence despite competing responsibilities.

Children's Learning Center Reopening: One of the most impactful recent innovations is the reopening of the Children's Learning Center (CLC) at Howard Community College in collaboration with Howard County's Community Action Council. Access to affordable, high-quality childcare removes a critical barrier for student-parents, enabling them to attend classes, engage in campus life, and complete coursework with confidence. This support aligns directly with our mission to reduce equity gaps and improve persistence among adult learners and student-parents.

How might these be expanded or reimaged to support long-term degree completion goals?

To sustain and scale impact beyond 2025, our innovative support can be expanded in several ways:

- **The Parenting Scholars Program** can be expanded to support students enrolled in non-credit, Pell-eligible programs. The program is currently limited to degree-seeking students. Scaling the parent-scholars program to include students enrolled in non-credit programs aligns with the college's institutional goal to eliminate barriers to success for all students.
- **The Children's Learning Center** can offer extended hours and weekend care to accommodate evening classes and non-traditional schedules, meeting the needs of working parents. Offer integrated academic support for student-parents, such as study spaces near the center or "parent study sessions" with supervised childcare, and engage in technology integration, such as mobile scheduling apps and progress notifications, to make childcare planning easier and reduce stress for parents. Lastly, offer learning opportunities for education majors, transforming the CLC into a practicum site for early childhood education students while serving the childcare needs of student-parents.

2. In what ways has your institution changed (e.g., structures, policies, practices, or culture) as a result of pursuing the 55% completion goal?

Institutional Structures for Student Success

In 2024, HCC joined the Achieving the Dream network which served as a catalyst for institutional transformation focused on increasing student completion through high-impact strategies and supports. The college formalized the use of data informed decision making with a focus on increasing student retention and completion efforts through cross-functional task forces, bringing together academic affairs, student development, and institutional research to coordinate strategies and assess impact.

What lessons have you learned about sustaining institutional change over time (over the last 5 years)?

Change Requires a Shared Vision

Institutional transformation is most sustainable when leadership, faculty, and staff share a clear, common goal. At HCC, aligning all units around student success and degree completion created a framework for coordinated action and accountability.

Benchmark Assessment

Howard Community College is committed to the goals identified in the *2021-2025 Maryland State Plan for Postsecondary Education* and aligns its own strategic goals (i.e., student success, completion, and lifelong learning; organizational excellence; and building and sustaining partnerships) with the state plan. In support of the college's mission, these strategic goals guide annual plans (institutional, work unit, and individual) and budgets. The college's board of trustees has found the Maryland Higher Education Commission community college performance accountability indicators to be useful in guiding these plans.

State Plan Goal 1: Access

The college is committed to attracting and retaining a rich diversity of students to its programs, eliminating barriers to students' goal achievement, and responding quickly to the needs of the community it serves. To this end, HCC provides open access and innovative learning systems to meet the interests of a diverse community. Efforts to support goals for enrollment growth have diminished the impact of statewide enrollment declines and helped decrease the rate of decline other colleges are experiencing; the total *annual unduplicated headcount* increased by 1,245 students. As the annual unduplicated headcount for credit students increased to 14,128, enrollment for noncredit students increased to 9,370. *Market share of first-time, full-time freshmen*, decreased by 5.5 percentage points, and the *market share of part-time undergraduates* increased by 0.3 percentage points in fall 2024. The *market share of recent, college-bound high school graduates* decreased to 20.6 percent in fall 2023, below the benchmark of 40 percent. HCC continues to expand educational opportunities by examining delivery methods, sections, and space to ensure optimal access and effectiveness. The college offers an online student planning module that allows students to plan, update, and register for courses. Students can plan their academic time at HCC and view their progress toward completion. *High school student enrollment* (dual enrollment) increased to 1,970 and surpassed the benchmark of 750 that the college set as a goal for 2025.

HCC delivers programs in a variety of flexible formats to enable students to accelerate course completion and while *credit enrollments in online courses* increased, *continuing education enrollments in online courses* decreased in FY24. Both *credit* and *continuing education enrollments in hybrid courses* also decreased in FY 2024. However, despite the decreases, all *credit and continuing education enrollments in online and hybrid courses* exceed benchmark levels.

A direct indicator of affordability, *tuition, and fees as a percentage of tuition and fees at Maryland public four-year institutions*, remained below the benchmark threshold for FY26. On a recent student survey, affordability was by far the most frequently cited primary reason for choosing to attend HCC. To improve affordability and minimize financial barriers to higher education for students, HCC seeks funding from various public and private sources to assist students with tuition.

In FY24, the *unduplicated annual headcount for community service and lifelong learning courses* and *annual course enrollments* increased and were closer to benchmark level. The *unduplicated annual headcount in continuing education basic skills and literacy courses* increased and moved closer to the benchmark, the *annual course enrollments* also increased to 6,387 and exceeded the benchmark level of 6,200. The increase in enrollment is tied to the overall return of operations back to normal after the COVID-19 pandemic.

Thirty-eight percent of adults achieved *at least one Adult Basic Education (ABE) educational functioning level*. Similarly, 35 percent of adults in the English as a Second Language (ESL) program have achieved *at least one ESL educational functioning level*. ABE indicator increased from last year, and is one percentage point below the benchmark, but the ESL indicator decreased and is still below the benchmark level.

HCC values the significant contributions of a diverse population, encourages the celebration of diversity, provides varied and inclusive programs and support for all constituencies of the community, and evaluates the impact of programming on the campus climate with a goal to increase cultural competence. In compliance with Maryland State Education Article 11-406, the administration submits plan improvements to the board of trustees and the board submits an annual progress report to MHEC. Initiatives described in the campus cultural diversity report resulted in continuous gains that exceeded the benchmark levels for both credit and noncredit *minority student enrollment compared to the service area population* categories.

The *percent nonwhite credit enrollment* increased to 73.7 in fall 2024 while the *percent nonwhite continuing education enrollment* decreased slightly to 57.3 in FY24. Both metrics are above the benchmark levels. These percentages are significantly higher than the percent nonwhite service area population, 15 or older, which is at 52.1 percent.

The *percent minorities (nonwhite) of full-time faculty* has been increasing steadily since fall 2014 and it exceeded the benchmark level for five years in a row until fall 2020 in which it decreased by 0.2 percentage points. The trend has picked back up again in fall 2021 to 31.4 percent, and it is 33.9 percent for fall 2024. *Percent minorities (nonwhite) of full-time administrative and professional staff* jumped to 43.4 percent, which is 2.7 percent higher than fall 2023, and exceeds the new benchmark set to be achieved for fall 2025. This demonstrates the college leadership's commitment to building a workforce that mirrors the demographics of the community it serves.

State Plan Goal 2: Success

The college is dedicated to fulfilling students' educational needs, as well as economic and societal development needs of its service area and the State of Maryland. Some of HCC's measures of success focus on retention, persistence, developmental completion, graduation, and transfer. *Fall-to-fall retention rates for all first-time, Pell grant recipients, and college-ready students* increased slightly while it decreased slightly for *developmental students*, for the fall 2023 cohort, they were all below the benchmark levels.

The percent of *developmental completers after four years* increased by 13.9 percentage points to 56.8 percent for the fall 2020 cohort and exceeded the benchmark level of 45 percent. The fall

2020 cohort *successful-persister rate after four years* for college-ready students decreased to 80.6 percent and is slightly below the benchmark of 85 percent. For developmental completer students, the persistence rate also decreased to 88.9 percent and is slightly below the benchmark at 92.0 percent. The overall rate for the fall 2020 cohort was 79.6 percent, moving closer to the benchmark of 80 percent. The award-winning Step UP coaching program continues to improve success and retention for students by encouraging active participation in their academic progress. HCC's Student Veterans Organization continues to provide support to veterans enrolled at the college. Both HCC and HCPSS faculty and staff continue to collaborate to align the high school curriculum and instruction with college-level courses. Faculty, staff, and academic leadership collaborate to advance this partnership by identifying new programs and initiatives that support educational needs of HCPSS students and college transition.

For the 2020 cohort, *successful-persister rates after four years* for Black/African-American, Hispanic students, and the Asian students increased, while the rate for White slightly decreased. Similarly, the *graduation-transfer rate after four years* for White, Black/African-American and Hispanic/Latino students increased, while the rate Asian students decreased. These metrics are not required to have benchmark levels.

To eliminate barriers, facilitate completion, and smooth transfer to four-year institutions, the college implemented initiatives to improve the graduation and transfer rates. For 2020 fall cohort, the *graduation/transfer rate after four years* of college-ready students was at 64.9 percent. Developmental completers at 62.4 percent, non-completers at 30.8 percent, and all students in cohorts at 58.7 percent. The lower than benchmark graduation and transfer rates among most student groups in this cohort may be attributed to the impact of COVID-19, which disrupted global operations during the time they began their studies at HCC.

Transfer degrees decreased from FY23 to FY24 by forty awards, *career degrees* decreased by four in FY24 and both metrics are not required to have benchmark levels. *Total awards* and *unduplicated graduates* have decreased from FY23 to FY24 by seventy-one and by forty respectively. For FY24, the *total awards* remained below the benchmark of 1,400, set to be achieved by FY25 at 1,172 awards. Other success measures assess students after graduation and at transfer institutions. With a focus on effectively facilitating and maximizing learning for all students, HCC's comprehensive assessment strategies at the course, program, division, and college levels ensure educational effectiveness in support of college and state goals for innovation, student learning, and completion.

Students transferring to University System of Maryland (USM) campuses from HCC continue to do well, with 85.8 percent earning a *cumulative GPA after the first year of 2.0 or above* in academic year (AY) 2022-23. This is just 0.2 percentage points lower than the benchmark level of 86 percent. Many of HCC graduates transfer to a four-year school after they graduate. The *graduate transfers within one year* have been steadily increasing since FY16. For FY23 graduates, the rate has increased to 68.0 percent and surpassed the benchmark level of 67 percent.

State Plan Goal 3: Innovation

The *licensure/certification examination pass rate* 94.4 percent for the NCLEX-RN (for nursing students) increased by 12.1 percent, which was 4.4 percentage points above the benchmark. The rate for NCLEX-PN (for practical nursing students) increased to 87.5 percent but was still below the benchmark of 100 percent. The nursing staff have met to discuss and implement new initiatives to improve the pass rates. The pass rate for the EMT-Basic exam increased to 100 percent in FY24 and was above the benchmark level of 87 percent.

A total of 82.9 percent of FY23 *graduates* were *employed within one year*. The difference in *median annualized income one year before graduation* and *median annualized income three years after graduation* have increased to around \$51,000 for the FY21 fiscal year graduates. This shows the significant role community colleges play in increasing the income of individuals that choose to attend community colleges. This metric is not required to have benchmark levels.

Both the *unduplicated headcount in continuing education workforce development courses* and the *annual course enrollments* decreased and moved away from the benchmarks in FY23. One of the college's initiatives to promote job preparation is the counseling and career center's one-on-one counseling and vocational assessments.

HCC is committed to developing a highly qualified workforce, responding effectively to shifting workforce needs, and supporting economic and workforce development in Howard County. Using expert recommendations from civic and business leaders who provide a community perspective through participation in the college's Commission on the Future and advisory committees, HCC continues to expand programs identified as high demand and workforce shortage areas in Maryland.

Unduplicated headcount and annual course enrollments for continuing education workforce development courses increased to 3,250 and 5,373 respectively but were below benchmark level.

Unduplicated headcount and annual course enrollments in continuing professional education leading to government or industry-required certification or licensure increased but remained below the benchmark levels. Both *unduplicated annual headcount and course enrollment in contract training courses* increased, and both metrics were below benchmark levels in FY24. Benchmarks may need revision in the next cycle to reflect current conditions.

Section 3: Community Outreach and Impact

Howard Community College is dedicated to being a vital partner in the intellectual, cultural, and economic life of Howard County. The college cultivates engagement with all segments of the community and takes a leading role in workforce training and supports economic development efforts within the county through community, business, and educational partnerships. HCC has entered partnerships with four-year institutions, other Maryland community colleges, and the

Howard County Public School System (HCPSS) to help learners move quickly through the educational system by providing diverse programs strengthened by collaboration, smooth transfer of knowledge, improved utilization of resources, staff development, and workforce readiness. The college continues to seek new partnerships to promote innovation and maximize resources in providing concrete benefits for students and community members.

At HCC, Howard County hosted three Career Fairs, aimed at supporting displaced federal employees and other job seekers by facilitating direct engagement with hiring employers. The event featured participation from national, state, and local businesses, each presenting employment opportunities and fostering professional connections. HCC served as a central partner in this initiative, reaffirming its role as a vital resource and support center for both Howard County and the broader Maryland community. HCC remains committed to strengthening community partnerships and providing access to essential services through its campus and outreach efforts.

Dr. Willis welcomed Governor Wes Moore, the Governor's Cabinet Members and National Cyber Director Harry Coker back to campus for a demonstration and ribbon cutting celebrating HCC's new Cyber Range. Cyber-attacks are becoming an increasingly large and devastating threat to businesses, government agencies and the public. Cyber Ranges are immersive virtual environments that allow students to simulate real-world cyber-attacks and learn defensive tools in an educational setting. Through the Maryland Association of Community College's Cybersecurity Workforce Accelerator initiative, thousands of community college students statewide will receive hands-on training to fill Maryland's shortage of front-line cybersecurity positions. As the fastest-growing producer of registered apprenticeships in cyber careers, HCC is pioneering diversity and wider access to these integral careers.

HCC hosted a delegation of 30 deans and directors from vocational colleges in Anhui Province, China. The visit was organized in collaboration with the University of Maryland's Office of Global Learning Initiatives, a division of the Office of International Affairs. The delegation visited HCC to gain insights into the role of American community colleges in workforce development and higher education pathways. During their time on campus, the group explored HCC's workforce training programs, with a particular focus on trades, business, and accounting. They toured instructional facilities and observed how hands-on training with industry-standard equipment equips students for career success. The visit also included an overview of HCC's credit and non-credit international education offerings.

HOWARD COMMUNITY COLLEGE Degree Progress Four Years after Initial Enrollment Fall 2020 Entering Cohort

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1 First-time full- and part-time fall headcount	1377		627		426		324	
2 Number attempting fewer than 18 hours over first 2 years	416		200		38		178	
3 Cohort for analysis (Line 1 – Line 2)	961	100.0%	427	100.0%	388	100.0%	146	100.0%
4 Earned Associate degree from this community college	292	30.4%	162	37.9%	130	33.5%	0	0.0%
5 Earned certificate, but no degree, from this community college	5	0.5%	2	0.5%	3	0.8%	0	0.0%
6 Total associate and certificate graduates (Line 4 + Line 5)	297	30.9%	164	38.4%	133	34.3%	0	0.0%
7 Transferred to Maryland two-year/technical college	39	4.1%	14	3.3%	9	2.3%	16	11.0%
8 Transferred to Maryland public four-year college	309	32.2%	161	37.7%	134	34.5%	14	9.6%
9 Transferred to Maryland private four-year college or university	20	2.1%	6	1.4%	13	3.4%	1	0.7%
10 Transferred to out-of-state two-year/technical college	12	1.2%	7	1.6%	3	0.8%	2	1.4%
11 Transferred to out-of-state four-year college or university	86	8.9%	40	9.4%	34	8.8%	12	8.2%
12 Total transfers (sum of Lines 7 - 11)	466	48.5%	228	53.4%	193	49.7%	45	30.8%
13 Graduated from this college and transferred (Line 6 □ Line 12)	199	20.7%	115	26.9%	84	21.6%	0	0.0%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	564	58.7%	277	64.9%	242	62.4%	45	30.8%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	162	16.9%	56	13.1%	85	21.9%	21	14.4%
16 Successful transition to higher ed (Line 14 + Line 15)	726	75.5%	333	78.0%	327	84.3%	66	45.2%
17 Enrolled at this community college last term of study period	39	4.1%	11	2.6%	18	4.6%	10	6.8%
18 Successful or persisting (Line 16 + Line 17)	765	79.6%	344	80.6%	345	88.9%	76	52.1%

HOWARD COMMUNITY COLLEGE Degree Progress Four Years after Initial Enrollment Fall 2020 Entering Cohort

	African American Students		Asian Students		Hispanic Students		White Students (optional data)
1 First-time full- and part-time fall headcount	394		180		180		358
2 Number attempting fewer than 18 hours over first 2 years	130		46		52		111
3 Cohort for analysis (Line 1 – Line 2)	264	100.0%	134	100.0%	128	100.0%	247 100.0%
4 Earned Associate degree from this community college	56	21.2%	43	32.1%	32	25.0%	94 38.1%
5 Earned certificate, but no degree, from this community college	2	0.8%	1	0.7%	0	0.0%	2 0.8%
6 Total associate and certificate graduates (Line 4 + Line 5)	58	22.0%	44	32.8%	32	25.0%	96 38.9%
7 Transferred to Maryland two-year/technical college	15	5.7%	6	4.5%	7	5.5%	4 1.6%
8 Transferred to Maryland public four-year college	68	25.8%	62	46.3%	36	28.1%	88 35.6%
9 Transferred to Maryland private four-year college or university	5	1.9%	1	0.7%	2	1.6%	8 3.2%
10 Transferred to out-of-state two-year/technical college	5	1.9%	2	1.5%	2	1.6%	3 1.2%
11 Transferred to out-of-state four-year college or university	29	11.0%	4	3.0%	7	5.5%	28 11.3%
12 Total transfers (sum of Lines 7 - 11)	122	46.2%	75	56.0%	54	42.2%	131 53.0%
13 Graduated from this college and transferred (Line 6 □ Line 12)	40	15.2%	30	22.4%	22	17.2%	67 27.1%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	140	53.0%	89	66.4%	64	50.0%	160 64.8%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	44	16.7%	23	17.2%	26	20.3%	33 13.4%
16 Successful transition to higher ed (Line 14 + Line 15)	184	69.7%	112	83.6%	90	70.3%	193 78.1%
17 Enrolled at this community college last term of study period	11	4.2%	7	5.2%	7	5.5%	7 2.8%
18 Successful or persisting (Line 16 + Line 17)	195	73.9%	119	88.8%	97	75.8%	200 81.0%

HOWARD COMMUNITY COLLEGE

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Student & Institutional Characteristics (not Benchmarked)

These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.

A	Fall credit enrollment	Fall 2021	Fall 2022	Fall 2023	Fall 2024
	a. Unduplicated headcount	8,124	8,214	8,584	8,696
	b. Percent of students enrolled part time	70.7%	72.1%	73.5%	75.0%
B	First-time credit students with developmental education needs	Fall 2021	Fall 2022	Fall 2023	Fall 2024
	Note: Attending higher education for the first time, excludes high school student attendance.	62.6%	59.4%	48.5%	37.2%
C	Credit students who are first-generation college students (neither parent attended college)	FY 2021	FY 2022	FY 2023	FY 2024
		29.3%	25.7%	27.6%	27.0%
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	FY 2021	FY 2022	FY 2023	FY 2024
		1,282	1,883	2,485	2,353
E	Credit students receiving financial aid	FY 2021	FY 2022	FY 2023	FY 2024
	a. Receiving any financial aid	38.4%	55.0%	57.3%	46.8%
	b. Receiving Pell grants (excluding high school students)	23.5%	27.0%	28.0%	20.0%
F	Students 25 years old or older	Fall 2021	Fall 2022	Fall 2023	Fall 2024
	a. Credit students	32.4%	29.9%	27.7%	25.2%
	b. Continuing education students	FY 2021	FY 2022	FY 2023	FY 2024
G	Credit students employed more than 20 hours per week	54.9%	49.9%	59.7%	57.8%
		FY 2021	FY 2022	FY 2023	FY 2024
H	Credit student racial/ethnic distribution	39.4%	33.2%	32.8%	37.5%
	a. Hispanic/Latino	Fall 2021	Fall 2022	Fall 2023	Fall 2024
	b. Black/African American only	12.5%	13.7%	13.4%	13.6%
	c. American Indian or Alaskan native only	30.0%	29.9%	28.5%	27.7%
	d. Native Hawaiian or Pacific Islander only	0.2%	0.2%	0.2%	0.1%
	e. Asian only	0.1%	0.1%	0.1%	0.1%
	f. White only	12.8%	12.9%	14.3%	14.4%
	g. Multiple races	28.1%	26.4%	24.4%	22.3%
	h. Foreign/Non-resident alien	6.2%	5.9%	6.0%	6.6%
	i. Unknown/Unreported	5.8%	5.5%	5.6%	6.5%
		4.4%	5.5%	7.4%	8.6%
I	Credit student distance education enrollment	Fall 2021	Fall 2022	Fall 2023	Fall 2024
	a. Enrolled exclusively in distance education	23.6%	20.7%	22.7%	21.5%
	b. Enrolled in some, but not all, distance education	36.5%	31.7%	31.1%	44.6%
	c. Not enrolled in any distance education	39.8%	47.6%	46.3%	33.9%
J	Unrestricted revenue by source	FY 2021	FY 2022	FY 2023	FY 2024
	a. Tuition and fees	38.9%	36.0%	32.6%	31.9%
	b. State funding	20.3%	23.3%	25.7%	27.0%
	c. Local funding	39.6%	38.7%	36.9%	35.9%
	d. Other	1.3%	2.1%	4.7%	5.3%
K	Unrestricted expenditures by function	FY 2021	FY 2022	FY 2023	FY 2024
	a. Instruction	45.2%	44.3%	42.7%	43.7%

HOWARD COMMUNITY COLLEGE

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b. Academic support	12.3%	13.2%	12.9%	12.3%
c. Student services	9.1%	9.3%	9.0%	8.6%
d. Other	33.4%	33.2%	35.4%	35.5%

Goal 1: Access

1	Annual unduplicated headcount					Benchmark
		FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
	a. Total	21,094	22,694	21,896	23,141	29,000
	b. Credit students	13,911	12,943	13,378	14,128	14,000
	c. Continuing education students	7,543	10,156	8,897	9,370	15,000
2	Market share of first-time, full-time credit students					Benchmark
	Note: Attending higher education for the first time, excludes high school student attendance.	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
		23.6%	19.3%	25.1%	19.6%	34.0%
3	Market share of part-time credit students					Benchmark
		Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
		65.8%	70.4%	72.2%	72.5%	70.0%
4	Market share of recent, college-bound public high school graduates					Benchmark
		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
		32.2%	30.0%	24.3%	20.6%	40.0%
5	High school student enrollment					Benchmark
		Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
		837	1,237	1,715	1,970	750
6	Annual enrollment in online/hybrid courses					Benchmark
		FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
	a. Credit, online	50,497	26,954	22,772	24,352	10,300
	b. Continuing education, online	8,804	7,153	5,415	3,866	2,300
	c. Credit, hybrid	2,861	5,135	3,484	3,154	1,700
	d. Continuing education, hybrid	579	802	976	987	300
7	Tuition and mandatory fees					Benchmark
		FY 2022	FY 2023	FY 2024	FY 2025	FY 2026
	a. Annual tuition and fees for full-time students	\$5,110	\$5,110	\$5,110	\$5,110	NA
	b. Percent of tuition/fees at Md public four-year institutions	52.0%	50.9%	49.8%	48.7%	53.0%
	Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					
8	Enrollment in continuing education community service and lifelong learning courses					Benchmark
		FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
	a. Unduplicated annual headcount	1,878	2,387	3,420	3,564	4,801
	b. Annual course enrollments	3,213	3,577	6,300	7,067	10,328
9	Enrollment in continuing education basic skills and literacy courses					Benchmark
		FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
	a. Unduplicated annual headcount	1,222	2,029	2,385	2,658	2,700
	b. Annual course enrollments	2,656	4,607	5,775	6,387	6,200
10	Adult education student achievement of:					Benchmark
		FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
	a. At least one ABE educational functioning level	46.0%	29.0%	34.1%	37.9%	39.0%
	b. At least one ESL educational functioning level	49.0%	32.3%	38.9%	35.0%	41.0%

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Note: Not reported if < 50 students in the cohort

11	Minority student enrollment compared to service area population					Benchmark
	a. Percent nonwhite credit enrollment	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
		68.7%	70.4%	71.9%	73.7%	60.0%
	b. Percent nonwhite continuing education enrollment					Benchmark
		FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
		55.9%	60.3%	59.1%	57.3%	48.0%
	c. Percent nonwhite service area population, 15 or older					Benchmark
		July 2021	July 2022	July 2023	July 2024	Not Required
		48.7%	50.1%	51.1%	52.1%	NA
12	Percent minorities (nonwhite) of full-time faculty					Benchmark
		Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
		31.4%	30.8%	32.4%	33.9%	40.0%
13	Percent minorities (nonwhite) of full-time administrative and professional staff					Benchmark
		Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
		32.6%	32.5%	40.7%	43.4%	40.0%

Goal 2: Success

14	Fall-to-fall retention					Benchmark
	a. All students	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort	Fall 2023 Cohort	Fall 2024 Cohort
		58.3%	57.4%	56.4%	58.4%	62.0%
	b. Pell grant recipients	62.0%	62.5%	58.9%	59.6%	62.0%
	c. Developmental students	58.0%	60.2%	59.4%	58.9%	62.0%
	d. College-ready students	58.6%	52.2%	51.7%	58.0%	60.0%
	Note: Attending higher education for the first time, excludes high school student attendance.					
15	Developmental completers after four years					Benchmark
		Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort
		42.8%	44.5%	42.9%	56.8%	45.0%
16	Successful-persister rate after four years					Benchmark
	a. College-ready students	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort
		86.2%	84.3%	85.2%	80.6%	85.0%
	b. Developmental completers	93.0%	90.8%	92.2%	88.9%	92.0%
	c. Developmental non-completers	42.5%	47.7%	38.5%	52.1%	NA
	d. All students in cohort	76.5%	77.2%	75.6%	79.6%	80.0%
17	Successful-persister rate after four years					Benchmark
	a. White only	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Not Required
		79.9%	81.1%	83.6%	81.0%	NA
	b. Black/African American only	67.3%	72.3%	68.5%	73.9%	NA
	c. Asian only	89.0%	82.9%	88.7%	88.8%	NA
	d. Hispanic/Latino	74.0%	74.0%	64.7%	75.8%	NA
	Note: Not reported if < 50 students in the cohort for analysis					

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					Benchmark	
18	Graduation-transfer rate after four years	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort
	a. College-ready students	72.2%	69.5%	69.7%	64.9%	70.0%
	b. Developmental completers	61.8%	59.3%	55.3%	62.4%	65.0%
	c. Developmental non-completers	22.6%	26.6%	22.0%	30.8%	NA
	d. All students in cohort	54.8%	54.7%	52.4%	58.7%	59.0%

					Benchmark	
19	Graduation-transfer rate after four years	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Not Required
	a. White only	63.1%	65.2%	63.7%	64.8%	NA
	b. Black/African American only	44.5%	50.4%	41.8%	53.0%	NA
	c. Asian only	66.3%	59.9%	70.7%	66.4%	NA
	d. Hispanic/Latino	49.3%	44.8%	41.3%	50.0%	NA
Note: Not reported if < 50 students in the cohort for analysis						

					Benchmark	
20	Credit awards conferred and number of graduates	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
	a. Total awards	1,436	1,344	1,243	1,172	1,400
	b. Career degrees	351	345	324	320	NA
	c. Transfer degrees	990	928	823	783	NA
	d. Certificates	95	71	96	69	NA
	e. Unduplicated graduates	1,275	1,239	1,123	1,083	NA

					Benchmark	
21	First-year GPA of 2.0 or above at transfer institution	AY 20-21	AY 21-22	AY 22-23	AY 23-24	AY 2024-25
		88.3%	86.3%	86.2%	85.8%	86.0%

					Benchmark
22	Graduate transfers within one year	FY 2020	FY 2021	FY 2022	FY 2023
		Graduates	Graduates	Graduates	Graduates
		69.8%	69.3%	66.8%	68.0%
					67.0%

Goal 3: Innovation

23	Credit program pass rates in licensure/certification examinations required for employment	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
	a. NCLEX - RN	82.7%	77.9%	82.3%	94.4%	90.0%
	Number of Candidates	150	163	141	162	
	b. NCLEX - PN	76.5%	100.0%	85.7%	87.5%	100.0%
	Number of Candidates	17	10	21	16	
	c. EMT B	71.4%	65.6%	65.0%	100.0%	87.0%
	Number of Candidates	7	32	20	18	
	Note: Not reported if <5 candidates in a year					

					Benchmark	
24	Graduates employed within one year	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	FY 2023 Graduates	Not Required
		78.5%	79.1%	82.2%	82.9%	NA

					Benchmark	
25	Income growth of career program graduates	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	Not Required
	a. Median annualized income one year prior to graduation	\$17,456	\$20,056	\$19,068	\$23,108	NA
	b. Median annualized income three years after graduation	\$56,064	\$61,568	\$69,916	\$74,472	NA

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26	Enrollment in continuing education workforce development courses					Benchmark
		FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
	a. Unduplicated annual headcount					
	b. Annual course enrollments	4,524	5,912	3,183	3,250	8,500
		7,619	10,618	4,806	5,373	13,900
27	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					Benchmark
		FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
	a. Unduplicated annual headcount	2,747	2,726	2,345	1,985	4,000
	b. Annual course enrollments	4,200	4,027	3,613	3,117	6,000
28	Enrollment in contract training courses					Benchmark
		FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
	a. Unduplicated annual headcount	1,921	3,141	970	1,319	5,000
	b. Annual course enrollments	3,671	6,674	1,462	2,549	10,000

Note * designates data not available

**MARYLAND HIGHER EDUCATION COMMISSION 2025
PERFORMANCE ACCOUNTABILITY REPORT
MONTGOMERY COLLEGE**

MISSION

Montgomery College is where students discover their passions and unlock their potential to transform lives, enrich the community, and change the world.

INSTITUTIONAL ASSESSMENT

Montgomery College is a respected and well-established comprehensive two-year community college with more than three-quarters of a century of service to its students and community. The College is agile, as demonstrated by its ability to adapt, progress, and advance in response to changing needs. Change inspires new ideas, visions, aspirations, and a need for transformation. The quality and scope of academic and support programs are aligned with changing workforce needs, which are supported by first-class higher education experiences that empower students to achieve success and create meaningful change in their lives and the community.

Montgomery College is currently preparing for reaccreditation by the Middle States Commission on Higher Education. This process assesses multiple aspects of the College's quality, including educational effectiveness, the efficient use of resources, governance, and alignment with the institutional mission. In addition to this, the College's performance is continually evaluated through its strategic plan, which focuses on goals related to access, completion, and post-completion success. Strategies to advance these goals are being actively implemented, with built-in flexibility to adjust or replace approaches that enhance opportunities for the institution to achieve the expected outcomes.

Montgomery College continues to strengthen its outreach, dialogue, and collaboration with the Montgomery County Public School system, leaders in business and industry, and the broader community. At the same time, the College must remain responsive to evolving student needs, including mental health and basic needs, while carefully evaluating the sustainability and viability of support programs that contribute to student success. These factors present significant challenges, but they are not insurmountable; addressing them will require a proactive and strategic approach. To this end, the College must remain student-focused, stay attentive to changes in the academic landscape that could impede student success, and be prepared to respond with innovative strategies and solutions that enhance institutional effectiveness and promote success for all students.

Student and Institutional Characteristics

In fall 2024 (Indicator A-a), Montgomery College served 18,835 students in credit-bearing courses: 65.2 percent attended part-time (Indicator A-b), 32.2 percent of first-time students entered with developmental education needs (Indicator B), and 25.5 percent were first-generation college students (Indicator C). Hispanic students represented 29.9 percent of total enrollment

(Indicator H), making them the largest race/ethnic group at the College. More than one-fifth (22.3 percent) of credit-bearing students were 25 years of age or older (Indicator F), 22.9 percent were enrolled exclusively in distance education courses in fall 2024 (Indicator I-a), 31.7 percent were enrolled in some, but not all, distance education courses (Indicator I-b), and 45.4 percent were not enrolled in any distance education courses (Indicator I-c).

In fiscal year 2024, over 6,200 students were enrolled in English for speakers of other languages courses (Indicator D). Additionally, 44.6 percent of students received some form of financial aid (Indicator E-a), and 24.3 percent received the Pell Grant (Indicator E-b).

Finances

Just below half (49.8 percent) of the college's unrestricted revenue sources (Indicator J) came from a local funding source in fiscal 2024, tuition and fees generated 24.4 percent of revenue, and 23.6 percent came from the state. Compared to the previous year, an increase in enrollment significantly increased tuition and fee revenue, which led to higher total revenue in Fiscal 2024.

The largest proportion of the College's expenditures by function (Indicator K) was directed towards instruction (33.2 percent), academic support (17.8 percent), and student services (12.9 percent). Another 36.1 percent were expended in "other." All expenditures supported the College's primary mission: teaching, learning, and student support.

***Maryland State Plan — Goal 1, Access:** Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.*

Montgomery College remains affordable, exceptional, and aligned with market demands. In fiscal 2024, unduplicated enrollment (credit and noncredit students combined) increased 12.5 percent (from 40,342 to 45,385) and exceeded the established benchmark (Indicator 1a). Annual tuition and fees for credit-bearing students totaled \$5,394, which was unchanged from the previous fall semester and represented just 51.4 percent of the average cost of attending a Maryland public four-year college (Indicator 7). During this assessment period, the College consistently met its commitment to affordability, keeping this measure below the 57 percent benchmark and ensuring equitable access to a high-quality education.

Credit Enrollment

Student enrollment has started to rebound, and in fiscal year 2024, the unduplicated number of credit-bearing students (Indicator 1b) increased by 5.2 percent from the prior year, rising from 23,916 in fiscal year 2023 to 25,164. The enrollment growth was likely driven by a 4.7-point gain in the market share of first-time, full-time freshmen (from 32.9 percent to 37.6 percent – Indicator 2), a 1.7-point gain in the market share of part-time students (from 71.8 percent to 73.5 percent – Indicator 3), the slight increase in the market share of recent, college-bound high school graduates (from 41.3 percent to 41.9 percent – Indicator 4), and the increase in high school student enrollment (from 1,965 to 2,352 – Indicator 5). These trends suggest a diminishing impact of the pandemic, a renewed interest in postsecondary education, and growing recognition of the economic value of earning a college credential from Montgomery College.

The College achieved 93.3 percent of the benchmark for unduplicated credit student enrollment; reached 83.6 percent of the benchmark for the market share of first-time, full-time freshmen; nearly met the benchmark for part-time students' market share at 98 percent; attained 76.2 percent of the benchmark for recent high school graduates' market share; and exceeded the benchmark for high school student enrollment. The College has developed and begun implementing a comprehensive enrollment management plan to support long-term growth. This plan focuses on increasing the conversion of inquiries and applications into enrollments, improving onboarding for new students, and expanding strategic recruitment efforts to attract and retain a diverse student body. To boost its market share, the College is expanding outreach initiatives and implementing data-driven recruitment strategies, such as welcome calls to admitted students. Dual enrollment-to-degree pathways are also expanding. Supporting these efforts, a college-wide brand refresh is underway to boost Montgomery College's visibility and establish it as a destination institution.

Annual enrollment in online credit courses (Indicator 6a) rebounded in fiscal year 2024, increasing 11.0 percent above the previous year (from 27,009 to 29,981) – exceeding the established benchmark. Annual enrollment in hybrid credit courses (Indicator 6c) in fiscal year 2024 rose 18.4 percent compared to fiscal year 2023 (from 5,316 to 6,297) – achieving 90.7 percent of the established benchmark.

As outlined in the new Academic Master Plan (AMP), the College is committed to supporting hybrid learning through flexible and innovative strategies that align with students' evolving needs and expectations, as continued growth is expected. These strategies aim to promote experiential and modular learning, support hybrid and short-format course offerings, expand learning opportunities through responsive instruction, including AI-enabled and digital literacies that strengthen online and hybrid modalities, and ensure ongoing faculty development to support the adoption of best practices in online pedagogy. These strategies are expected to increase the capacity and quality of online and hybrid courses.

More than 79 percent of Montgomery College's student body in fall 2024 were nonwhite (Indicator 11a), and 58.4 percent of the county's service area residents who were at least 15 years of age were nonwhite (Indicator 11c). Diversity among faculty and staff showed modest growth. Compared to the previous year, the percentage of nonwhite faculty increased slightly from 42.7 to 42.9 percent, and the percentage of nonwhite full-time administrative and professional staff rose from 63.2 to 63.7 percent. The College achieved 90.5 percent of its benchmark for nonwhite full-time faculty and exceeded the benchmark for nonwhite representation among full-time administrative and professional staff. While progress on faculty diversity is encouraging, efforts to close the remaining gap continue through inclusive recruitment strategies, support for affinity groups, and initiatives that enhance employee engagement and belonging. These efforts are further supported by the development of a new Cultural Diversity Plan and goals in the new AMP that explicitly call for embedding equity in all faculty development to foster an environment where nonwhite faculty are both recruited and retained.

Noncredit Enrollment

In fiscal year 2024, Workforce Development and Continuing Education (WDCE) educated and trained 21,624 students (Indicator 1c), representing a 24.0 percent increase compared to the previous year (17,445 students). The largest proportion of students (73.2 percent) were 25 years or older (Indicator Fb), and 57.0 percent identified as nonwhite (Indicator 11b).

Annual online course enrollment in fiscal year 2024 (Indicator 6b) declined 10.9 percent below the previous year's figure (from 13,736 to 12,235), while hybrid course enrollment (Indicator 6d) increased 43.6 percent (from 1,241 to 1,782).

The number of unduplicated students enrolled in continuing education and lifelong learning courses (Indicator 8a) increased by 8.5 percent in fiscal year 2024 compared to the previous year, rising from 7,118 to 7,720 students. Annual enrollment in these courses (Indicator 8b) grew by 10.9 percent, from 11,740 to 13,022. The number of unique students and annual enrollments in basic skills and literacy courses (Indicator 9a) rose by 31.0 percent in fiscal year 2024, from 5,815 to 7,618, while annual enrollment (Indicator 9b) increased by 28.6 percent, from 11,251 to 14,479, compared to fiscal year 2023. Student achievement in Adult Basic Education (ABE) functioning levels (Indicator 10a) declined by seven percentage points, from 68.0 percent to 61.0 percent, while student achievement in at least one ESL educational functioning level rose by 10 points, from 55.0 percent to 65.0 percent.

The College has exceeded the benchmark for all indicators in this section.

Maryland State Plan — Goal 2, Success: Promote and implement practices and policies that will ensure student success.

Retention and Academic Preparedness

Comparatively, the fall-to-fall retention rate for each subgroup within the first-time, degree-seeking cohort that entered the College in fall 2023 and returned in fall 2024 (Indicator 14) was lower than that of the previous year's cohorts, with each subgroup falling further below its established benchmark. For all students (Indicator 14a), the retention rate declined three percentage points, from 67.5 percent to 64.5 percent. Retention for Pell Grant recipients (Indicator 14b) decreased by 2.3 points, from 70.0 percent to 67.7 percent. Developmental students (Indicator 14c) experienced the largest decline, dropping 6.7 points, from 57.1 percent to 50.4 percent. Retention of college-ready students (Indicator 14d) decreased by 2.4 points, from 69.1 percent to 66.7 percent. More than 49 percent (49.4 percent) of new students with developmental needs who entered Montgomery College in fall 2020 completed their developmental coursework within four years (Indicator 15). This represents a 5.2-point decline compared to the developmental course completion rate for the fall 2019 cohort (54.6 percent) and is nearly 10 points lower than the rate for the fall 2017 cohort (59.3 percent). None of these indicators met their respective benchmarks.

Degree Progress Cohort

The Degree Progress cohort model tracks the four-year graduation, transfer, and successful-persister rates of full- and part-time students who attempted at least 18 credit hours within the first two years of initial enrollment. A successful persister is defined as a student who, four years after entering the College, has graduated, transferred, or remains enrolled with at least 30 earned credit hours and a minimum cumulative GPA of 2.0 (Indicator 16). The cohort is divided into three groups: college-ready, developmental completers, and developmental non-completers (not benchmarked). The most recent cohort group for this analysis entered the College in fall 2020.

Successful-persister rates varied across cohort groups. College-ready students consistently demonstrated higher persistence rates than those who entered with developmental needs. Comparing the most recent cohort (Fall 2020) to the previous cohort (Fall 2019), the successful-persister rate for all students declined slightly with a 0.6-point dip; college-ready students saw a 5.1-point decline (from 83.8 percent to 78.7 percent); developmental completers experienced a 9.2-point decrease (from 76.5 percent to 67.3 percent); and developmental non-completers showed an 11.7-point increase (from 36.6 percent to 48.3 percent).

Successful-persister rates (Indicator 17) for each race/ethnic group fluctuated across cohorts, with Asian students consistently showing the highest rates. Compared to the previous cohort, the successful-persister rates for Asian students declined by 0.3 points, from 88.1 percent to 87.8 percent; Hispanic students saw a 1.6-point decrease, from 74.4 percent to 72.8 percent; and Black/African American students experienced a slight increase of 0.9 points, from 73.0 percent to 73.9 percent. White students also saw an increase, rising by 1.9 percentage points, from 78.7 percent to 80.6 percent. The College did not fully achieve the established benchmarks, but notable progress was made on this metric, with 95.8 percent of the benchmark achieved for all students and 87.4 percent for college-ready students.

The four-year graduation-transfer rate (Indicator 18) across cohort groups increased from 53.3 percent to 55.8 percent surpassing the benchmark. Compared to the previous cohort group, the graduation-transfer rate for college-ready students decreased by more than three points, from 61.8 percent to 58.6 percent, while the rate for developmental completers dropped by 8.2 points, from 44.9 percent to 36.7 percent.

Asian students exhibited higher graduation-transfer rates (Indicator 19) than students from other racial/ethnic groups across cohorts. Compared to the previous cohort, the graduation-transfer rate for Black/African American students increased 6.6 points (from 49.7 percent to 56.3 percent), and for White students it rose 8.7 points (from 54.7 percent to 63.4 percent). In contrast, rates declined slightly for Asian students by 0.4 points (from 69.4 percent to 69.0 percent) and for Hispanic students by 0.8 points (from 47.5 percent to 46.7 percent).

The College achieved 95.8 percent of the benchmark on the successful-persister rates (Indicator 16) for all students, 87.4 percent for college-ready students, and 74.8 percent for developmental completers.

The College surpassed its graduation-transfer benchmark of 55 percent (Indicator 18) for all students, achieved 83.7 percent of its target for college-ready students, and only 52.4 percent of the goal for developmental completers.

The decrease in overall graduation-transfer after four-years for this timeframe may be, in part, attributable to the transition to remote learning during the pandemic. Particularly in the case of the Fall 2019 and Fall 2020 cohorts, this would have been at significant disruption at the beginning of their higher ed experience. In the case of developmental completers, changes in placement testing that occurred during this period likely account for the decrease in four-year graduation-transfer rates. New placement methods allowed students who might have previously been put into development classes based on narrow criteria to be eligible for credit-bearing opportunities. This changed both the composition and quantity of developmental courses, which were reduced in number substantially and served a smaller population of students who may have required more academic support as compared to their peers. Stopping-out remains a challenge for students in developmental classes, as this placement may require additional persistence and stamina.

To build on the progress made thus far and improve overall student success, several key initiatives are underway to increase retention and enhance students' academic momentum. These include mandatory orientation, a stronger emphasis on first-year advising and degree planning, and expanded use of Starfish to support student engagement and monitor progress.

Success for developmental students is further supported through enhanced learning resources, including embedded tutors, targeted gateway course bootcamps, and the incorporation of career readiness milestones into academic pathways. These strategies are especially critical to closing equity gaps and improving outcomes for students with developmental needs.

Additionally, organizational realignment within Academic Affairs is designed to strengthen student support by clarifying program pathways, increasing awareness of available programs and services, enhancing teaching and learning, establishing a Center for Transfer Success, and better aligning academic operations with students' greatest areas of need. With these initiatives in place and a more critical and realistic look at the benchmarks, the College expects greater success in the near future.

Graduation and Transfer

Montgomery College awarded 2,580 credit-bearing students a total of 2,762 associate degrees and credit certificates in fiscal year 2024 (Indicator 20). Compared to the previous year, this reflects 125 fewer graduates (-4.6 percent) and 112 fewer awards (-3.9 percent). Degrees in career programs declined by 1.9 percent (from 678 to 665), while degrees in transfer programs fell by 6.2 percent (from 1,921 to 1,801). Conversely, the number of certificates increased by 7.6 percent (from 275 to 296). Overall, the College achieved 85.5 percent of the established benchmark, falling 468 awards short of its goal.

Nearly 73 percent (72.6%) of fiscal year 2023 transfer program graduates enrolled at another institution within one year of graduation (Indicator 22), an increase of 4.3 percentage points compared to fiscal year 2022. Among Montgomery College students who earned at least 12 credits within two years prior to transferring, 90.5 percent achieved a cumulative GPA of 2.0 or higher during their first year at a Maryland public four-year college or university (Indicator 21). The overall GPA for former Montgomery College students was 3.09, highlighting the strong

preparation they received prior to transfer. Both first-year GPA and the percentage of graduates transferring within one year exceeded their respective benchmarks.

Maryland State Plan — Goal 3, Innovation: Foster all aspects of Maryland higher education to improve access and student success

Health science programs have become increasingly visible, especially in light of the pandemic and the resurgence of diseases once thought to be eradicated. Montgomery College offers three credit health science programs that require licensure or certification examinations for employment (Indicator 23): nursing, physical therapist assistant, and radiologic technology.

The fiscal year 2024 results were as follows: Of the 16 radiologic technology candidates, 87.5 percent passed the exam on their first attempt, a 5.5-point increase over the previous year. Among the 88 nursing candidates, 92.1 percent passed on the first attempt – 14.1 points higher than the prior year and the highest rate in four years. All 10 physical therapist assistant candidates passed on their first attempt, maintaining the 100 percent pass rate achieved the previous year. Notably, the College exceeded the established benchmarks for all three programs.

The College awarded 678 associate degrees and certificates in career programs to students who graduated in fiscal year 2023, equipping them with the education and skills needed for immediate entry into the workforce. One year after graduation, 67.3 percent of these graduates were employed (Indicator 24). The value of these degrees and the success of graduates are further demonstrated by income data for career program alumni one year before and three years after graduation (Indicator 25). For example, the median annual income for fiscal year 2021 career program graduates more than doubled, from \$25,016 to \$57,728.

Workforce Development and Continuing Education (WDCE)

WDCE delivers access to a wide range of educational opportunities, workforce training, and industry credentialing that address key areas of Montgomery County's job market, meeting the diverse interests and goals of students, prospective students, and local businesses.

In fiscal year 2024, the College experienced substantial headcount and enrollment gains in the performance indicators 26, 27, and 28, which align with the state's goal of promoting innovation. The number of students enrolled in workforce development continuing education courses (Indicator 26) increased by 35.1 percent, rising from 5,542 to 7,486, while annual course enrollments grew by 26.2 percent over the previous year, from 12,257 to 15,465. Enrollment in continuing professional education leading to government or industry-required certification or licensure (Indicator 27) increased by 30.8 percent in headcount, from 3,141 to 4,108, and by 26.6 percent in annual course enrollments, from 5,614 to 7,106. Enrollment in contract training courses (Indicator 28) rose by 47.6 percent in headcount, from 2,818 to 4,158, and by 30.3 percent in annual course enrollments, from 7,131 to 9,293.

WDCE did not meet the established benchmarks on these indicators, largely due to the unexpected impact of the pandemic. As recovery continues, WDCE will reexamine its data and benchmarks, expand customized contract training for local businesses and public-sector

organizations, broaden course offerings at multiple locations, including the ECEC (East County Education Center) and the Gaithersburg Business Training Center, and continue to provide effective training and services that address the needs of the community and local employers.

Community Outreach and Impact

The College's outreach efforts are broad and impactful. Experiences of economic, social, and community impact are central to Montgomery College's mission and completion efforts. Activities and experiences that engage the College community can be both inspirational and transformational. In fiscal year 2024, students, faculty, and staff engaged in a wide range of experiences. For example:

Students and faculty traveled to the United Kingdom to examine social movements across England and Northern Ireland. As an alternative to spring break, students, faculty, and staff volunteered with Habitat for Humanity of Berkeley County in South Carolina. To explore lessons in democracy and transnational engagement, students and faculty also traveled to New York City for the National Model United Nations conference. In addition, the MC Votes group, composed of students, faculty, and staff, successfully advocated for the placement of ballot boxes by the Montgomery County Board of Elections to enhance voter engagement. As a result, Montgomery College campuses hosted ballot boxes for the 2024 elections, allowing thousands of MC students and employees to return mail-in ballots. The College also hosted a public conversation on community-informed policing, featuring 22 Montgomery County police officers, which included powerful discussions on balancing equity and public safety.

The Office of Community Engagement (OCE) serves as a link between the College and residents in underserved and underrepresented communities. In fiscal year 2024, OCE participated in 290 outreach events and educational programs, serving 8,607 residents across Montgomery County. These efforts aim to help county residents access higher education opportunities and workforce development classes.

The College officially opened the doors of the East County Education Center (ECEC), expanding access to education for underserved students and residents in the eastern region of Montgomery County.

In partnership with the Capital Area Food Bank (CAFB), the College hosted Mobile Markets on all three campuses, providing a variety of free food to nearly 18,000 people, supported the on-campus food pantries, helped identify community resources to address food insecurity among students and local residents, and made additional resources related to health, housing, and other services available on-site.

The Ascend Parent Initiative, a virtual Family Resource Center, helped make the College more family-friendly by connecting student-parents with each other and offering access to resources that support their academic success.

Given the complex needs of today's students, what innovative supports (academic, financial, mental health, basic needs) has your college found most effective in boosting student success? How might these be expanded or reimaged to support long-term degree completion goals?

Montgomery College has implemented a range of academic, financial, wellness, and basic needs supports designed to remove barriers and promote persistence, degree completion, and student success—recognizing that sustained impact comes not from one singular solution, but from many small, coordinated changes across the institution.

Academic supports include embedded, drop-in, and virtual academic coaching via the College's Achieving the Promise Academy. An enhanced course placement process now includes an interactive tool that helps guide students into appropriate first-semester coursework, supporting stronger retention and overall student success. A reimaged Advising Day consistently integrates academic and career guidance. A holistic advising model is being implemented that provides more integrated and personalized support to all students. The College has also expanded access to Credit for Prior Learning, accelerating time-to-degree for students with prior experience. Academic coaches have been embedded in high-enrollment STEM and Health Sciences courses to provide individualized support and promote persistence in gateway coursework. Similarly, individualized support for students developmental English and Reading courses has achieved a 68% course success rate. Additionally, expanded early college access for high school students, including in career-focused fields like Early Childhood Education and Cybersecurity supports persistence, degree completion, and student success.

To help to meet students' basic needs, Montgomery College has a robust and expanding food security program to support students experiencing food insecurity with food pantries in campus wellness centers, mobile community markets, and refrigerated food lockers. A mobile health unit and distribution of safe-sex kits, including via mail-order, enhances access to reproductive and wellness care. Mental Health First Aid Certified Student Wellness Leaders play critical roles in supporting their peers. Behavioral Intervention Team members deliver coordinated care to students exhibiting behaviors of concern. A student driven initiative, The Spiffy Closet, offers Montgomery College students access to professional and casual attire at no cost. The goal is to boost confidence among students by addressing their fundamental clothing needs and offering a diverse selection of options for all occasions, without any financial burden.

We strive to empower students in their pursuit of meaningful employment by equipping them with suitable attire for pivotal moments like job interviews, significant events, and everyday use.

Changes in Title IV Financial Aid guidelines have provided opportunities to realign the MC Foundation Emergency Student Assistance Funds enabling us to maximize benefits and continue meeting the ongoing emergency needs of our students. Raptor Ready Scholarships provide \$1,000 to recent Montgomery County high school graduates—yielding a 92% fall to spring retention rate.

Montgomery College remains committed to expanding integrated student supports that combine academic, financial, and wellness interventions. Priorities include scaling the holistic advising

model, increasing the reach of embedded coaching, and expanding access to high-impact practices. These strategies are aligned with the College's long-term goals and Maryland's statewide priorities for student success, workforce readiness, and closing equity gaps.

In what ways has your institution changed (e.g. structures, policies, practices, or culture) as a result of pursuing the 55% completion goal? What lessons have you learned about sustaining institutional change over time?

Montgomery College has undertaken significant structural, policy, and cultural changes in pursuit of the 55% completion goal, all grounded in a commitment to equity and student success. Completion is one of the College's three Transformational Aspirations, reflecting the belief that it is not an individual accomplishment, but a shared institutional responsibility.

In line with the transformational aspiration of access, the College has expanded offerings in the number and locations of early college and middle college programs, including the addition of Virtual Middle College, and expanded outreach efforts with a particular focus on marginalized communities. The expansion of industry-relevant micro-credentials, certification programs, and associate degrees in high-demand fields such as cybersecurity and healthcare, along with stronger integration between workforce development, career services, and academic programs, ensures that Montgomery College is providing programs that reflect what students are seeking – relevant high-value credentials – and what employers need from the region's workforce. Consequently, we continue to award more degrees to more students every year.

The College shifted from developmental education to co-requisite support in math and statistics, enabling direct enrollment in credit-bearing courses, reducing time to completion. Basic needs programming was systematically embedded via a campus-based model to promote equitable access, and operational reviews in Records and Registration and Financial Aid have streamlined onboarding and retention processes. Policy changes have included updates to Credit for Prior Learning guidelines and academic regulations to accelerate completion.

Culturally, Montgomery College has transformed its approach to data, embedding disaggregated metrics by race, income, and age into planning and budget decisions. Equity is now a defining lens in hiring and program design, with targeted efforts to diversify Honors and dual enrollment programs. The College has moved from its strong commitment to access and has begun simultaneously focusing on belonging, with an emphasis on student voice, faculty engagement, and culturally responsive pedagogy. Initiatives like Summer Bridge have been expanded to build community, reinforce life skills, and set a strong foundation for retention and completion.

Sustaining this change has required intentional leadership, consistent cross-divisional collaboration, and a culture that values accountability, continuous improvement, and student-centered decision-making. Key lessons include the importance of meaningful assessment of impact, investing in systems, and embedding changes in processes, intentionally and thoughtfully connecting individuals to comprehensive, institutional efforts, to transform the lives of our students ensure long-term institutional sustainability.

MONTGOMERY COLLEGE Degree Progress Four Years after Initial Enrollment Fall 2020 Entering Cohort

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1 First-time full- and part-time fall headcount	3272		2758		254		260	
2 Number attempting fewer than 18 hours over first 2 years	890		662		55		173	
3 Cohort for analysis (Line 1 – Line 2)	2382	100.0%	2096	100.0%	199	100.0%	87	100.0%
4 Earned Associate degree from this community college	780	32.7%	727	34.7%	48	24.1%	5	5.7%
5 Earned certificate, but no degree, from this community college	13	0.5%	11	0.5%	1	0.5%	1	1.1%
6 Total associate and certificate graduates (Line 4 + Line 5)	793	33.3%	738	35.2%	49	24.6%	6	6.9%
7 Transferred to Maryland two-year/technical college	34	1.4%	26	1.2%	4	2.0%	4	4.6%
8 Transferred to Maryland public four-year college	897	37.7%	846	40.4%	41	20.6%	10	11.5%
9 Transferred to Maryland private four-year college or university	21	0.9%	20	1.0%	1	0.5%	0	0.0%
10 Transferred to out-of-state two-year/technical college	23	1.0%	18	0.9%	1	0.5%	4	4.6%
11 Transferred to out-of-state four-year college or university	179	7.5%	162	7.7%	11	5.5%	6	6.9%
12 Total transfers (sum of Lines 7 - 11)	1154	48.4%	1072	51.1%	58	29.1%	24	27.6%
13 Graduated from this college and transferred (Line 6 □ Line 12)	618	25.9%	581	27.7%	34	17.1%	3	3.4%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	1329	55.8%	1229	58.6%	73	36.7%	27	31.0%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	378	15.9%	322	15.4%	45	22.6%	11	12.6%
16 Successful transition to higher ed (Line 14 + Line 15)	1707	71.7%	1551	74.0%	118	59.3%	38	43.7%
17 Enrolled at this community college last term of study period	118	5.0%	98	4.7%	16	8.0%	4	4.6%
18 Successful or persisting (Line 16 + Line 17)	1825	76.6%	1649	78.7%	134	67.3%	42	48.3%

MONTGOMERY COLLEGE

2025 ACCOUNTABILITY REPORT

Student & Institutional Characteristics (not Benchmarked)

These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.

	Fall 2021	Fall 2022	Fall 2023	Fall 2024
A Fall credit enrollment				
a. Unduplicated headcount	17,284	17,137	17,780	18,835
b. Percent of students enrolled part time	66.4%	67.2%	65.6%	65.2%
	Fall 2021	Fall 2022	Fall 2023	Fall 2024
B First-time credit students with developmental education needs	32.3%	34.9%	34.2%	32.2%
	FY 2021	FY2022	FY2023	FY2024
C Credit students who are first-generation college students (neither parent attended college)	25.5%	26.5%	25.5%	25.5%
* Source: replaced CCSSE with financial aid and application based data				
	FY 2021	FY2022	FY2023	FY2024
D Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	5,481	4,674	4,678	6,209
	FY 2021	FY2022	FY2023	FY2024
E Credit students receiving financial aid				
a. Receiving any financial aid	48.6%	44.6%	50.8%	44.6%
b. Receiving Pell grants	21.4%	22.4%	22.7%	24.3%
F Students 25 years old or older	Fall 2021	Fall 2022	Fall 2023	Fall 2024
a. Credit students	27.2%	24.6%	22.6%	22.3%
	FY 2021	FY 2022	FY2023	FY2024
b. Continuing education students	76.2%	75.4%	73.4%	73.2%
	FY 2021	FY2022	FY2023	FY2024
G Credit students employed more than 20 hours per week	32.2%	*	*	*
	Fall 2021	Fall 2022	Fall 2023	Fall 2024
H Credit student racial/ethnic distribution				
a. Hispanic/Latino	26.4%	28.0%	29.0%	29.9%
b. Black/African American only	26.5%	25.2%	25.4%	24.0%
c. American Indian or Alaskan native only	0.2%	0.2%	0.2%	0.2%
d. Native Hawaiian or other Pacific Islander only	0.2%	0.2%	0.1%	0.1%
e. Asian only	12.5%	12.3%	12.8%	12.5%
f. White only	20.7%	19.7%	19.0%	18.6%
g. Multiple races	3.6%	3.9%	3.9%	3.9%
h. Foreign/Non-resident alien	9.7%	10.2%	9.3%	10.6%
i. Unknown/Unreported	0.3%	0.3%	0.2%	0.2%
	Fall 2021	Fall 2022	Fall 2023	Fall 2024
I Credit student distance education enrollment				
a. Enrolled exclusively in distance education	11.9%	13.5%	12.6%	22.9%
b. Enrolled in some, but not all, distance education	26.9%	25.9%	26.9%	31.7%
c. Not enrolled in any distance education	61.2%	60.6%	60.4%	45.4%
	FY 2021	FY 2022	FY2023	FY2024
J Unrestricted revenue by source				
a. Tuition and fees	28.6%	25.2%	23.6%	24.4%
b. State funding	16.6%	19.5%	22.8%	23.6%
c. Local funding	54.0%	54.8%	52.0%	49.8%
d. Other	0.9%	0.5%	1.6%	2.2%

**MONTGOMERY COLLEGE
2025 ACCOUNTABILITY REPORT**

	FY 2021	FY2022	FY2023	FY2024
K Expenditures by function				
a. Instruction	34.7%	33.9%	33.4%	33.2%
b. Academic support	17.3%	18.0%	18.5%	17.8%
c. Student services	13.1%	12.7%	12.7%	12.9%
d. Other	34.9%	35.4%	35.4%	36.1%

Goal 1: Access

	FY 2021	FY2022	FY2023	FY2024	Benchmark FY 2025
1 Annual unduplicated headcount					
a. Total	42,915	39,757	40,342	45,385	44,526
b. Credit students	27,840	24,085	23,916	25,164	26,975
c. Continuing education students	15,944	16,644	17,445	21,624	18,641
					Benchmark Fall 2025
2 Market share of first-time, full-time freshmen	Fall 2021 31.5%	Fall 2022 30.9%	Fall 2023 32.9%	Fall 2024 37.6%	45.0%
					Benchmark Fall 2025
3 Market share of part-time undergraduates	Fall 2021 67.2%	Fall 2022 68.5%	Fall 2023 71.8%	Fall 2024 73.5%	75.0%
					Benchmark Fall 2025
4 Market share of recent, college-bound high school graduates	Fall 2020 48.6%	Fall 2021 39.3%	Fall 2022 41.3%	Fall 2023 41.9%	55.0%
					Benchmark Fall 2025
5 High school student enrollment	Fall 2021 1,472	Fall 2022 1,506	Fall 2023 1,965	Fall 2024 2,352	2,050
					Benchmark FY 2026
6 Annual enrollment in online/hybrid courses	FY 2021	FY2022	FY2023	FY2024	
a. Credit, online	30,169	27,284	27,009	29,981	28,062
b. Continuing education, online	31,261	23,266	13,736	12,235	1,200
c. Credit, hybrid	5,810	4,671	5,316	6,297	6,938
d. Continuing education, hybrid	2,635	1,693	1,241	1,782	2,400
					Benchmark FY 2026
7 Tuition and mandatory fees	FY 2022	FY2023	FY2024	FY2025	
a. Annual tuition and fees for full-time students	\$5,322	\$5,322	\$5,394	\$5,394	NA
b. Percent of tuition/fees at Md public four-year institutions	54.2%	53.0%	52.5%	51.4%	57.0%
Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					
					Benchmark FY 2025
8 Enrollment in continuing education community service and lifelong learning courses	FY 2021	FY2022	FY2023	FY2024	
a. Unduplicated annual headcount	5,626	6,082	7,118	7,720	9,100
b. Annual course enrollments	10,812	10,546	11,740	13,022	15,500
					Benchmark FY 2025
9 Enrollment in continuing education basic skills and literacy courses	FY 2021	FY2022	FY2023	FY2024	
a. Unduplicated annual headcount	4,673	5,431	5,815	7,618	7,200
b. Annual course enrollments	10,125	11,601	11,251	14,479	12,000

**MONTGOMERY COLLEGE
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	FY 2021	FY2022	FY2023	FY2024	Benchmark FY 2025
10 Adult education student achievement of:					
a. At least one ABE educational functioning level	55.0%	61.0%	68.0%	61.0%	45.0%
b. At least one ESL educational functioning level	55.0%	55.0%	55.0%	65.0%	60.0%
Note: Not reported if < 50 students in the cohort					
11 Minority student enrollment compared to service area population	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
a. Percent nonwhite credit enrollment	77.1%	78.3%	79.0%	79.2%	80.0%
	FY 2021	FY2022	FY2023	FY2024	Benchmark FY 2025
b. Percent nonwhite continuing education enrollment	52.0%	53.0%	54.5%	57.0%	65.0%
	July 2021	July 2022	July 2023	July 2024	Benchmark Not Required
c. Percent nonwhite service area population, 15 or older	55.6%	56.7%	57.4%	58.4%	NA
12 Percent minorities (nonwhite) of full-time faculty	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
	36.4%	41.0%	42.7%	42.9%	47.4%
13 Percent minorities (nonwhite) of full-time administrative and professional staff	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
	58.9%	59.9%	63.2%	63.7%	62.5%
Goal 2: Success					
	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort	Fall 2023 Cohort	Benchmark Fall 2024 Cohort
14 Fall-to-fall retention					
a. All students	62.4%	67.5%	67.5%	64.5%	75.0%
b. Pell grant recipients	69.5%	71.2%	70.0%	67.7%	75.0%
c. Developmental students	51.1%	51.7%	57.1%	50.4%	75.0%
d. College-ready students	64.0%	69.8%	69.1%	66.7%	75.0%
	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	59.3%	59.0%	54.6%	49.4%	80.0%
	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	85.8%	82.9%	83.8%	78.7%	90.0%
b. Developmental completers	80.0%	79.3%	76.5%	67.3%	90.0%
c. Developmental non-completers	33.7%	31.3%	36.6%	48.3%	NA
d. All students in cohort	75.3%	74.8%	77.2%	76.6%	80.0%
	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	79.4%	77.9%	78.7%	80.6%	NA
b. Black/African American only	71.5%	71.6%	73.0%	73.9%	NA
c. Asian only	86.2%	90.0%	88.1%	87.8%	NA
d. Hispanic/Latino	71.5%	69.0%	74.4%	72.8%	NA
Note: Not reported if < 50 students in the cohort for analysis					
	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	68.0%	65.0%	61.8%	58.6%	70.0%
b. Developmental completers	51.7%	48.8%	44.9%	36.7%	70.0%
c. Developmental non-completers	15.4%	16.6%	20.1%	31.0%	NA
d. All students in cohort	52.8%	52.4%	53.3%	55.8%	55.0%

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	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	57.8%	60.6%	54.7%	63.4%	NA
b. Black/African American only	51.7%	49.1%	49.7%	56.3%	NA
c. Asian only	64.3%	68.2%	69.4%	69.0%	NA
d. Hispanic/Latino	46.3%	43.1%	47.5%	46.7%	NA
Note: Not reported if < 50 students in the cohort for analysis					
	FY 2021	FY2022	FY2023	FY2024	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	3,137	2,994	2,874	2,762	3,230
b. Career degrees	644	713	678	665	NA
c. Transfer degrees	2,294	2,077	1,921	1,801	NA
d. Certificates	199	204	275	296	NA
e. Unduplicated graduates	3,020	2,877	2,705	2,580	NA
	AY 20-21	AY 21-22	AY 22-23	AY23-24	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	88.1%	87.7%	88.3%	90.5%	85.0%
	FY 2020 Graduates	FY2021 Graduates	FY2022 Graduates	FY2023 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year	69.6%	69.9%	68.3%	72.6%	65.0%
Goal 3: Innovation					
	FY 2021	FY2022	FY2023	FY2024	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Radiologic Technology	90.0%	93.8%	82.0%	87.5%	75.0%
Number of Candidates	20	16	11	16	
b. Nursing	85.6%	75.9%	78.0%	92.1%	80.0%
Number of Candidates	184	145	150	88	
c. Physical Therapy	75.0%	80.0%	100.0%	100.0%	85.0%
Number of Candidates	16	10	7	10	
Note: Not reported if <5 candidates in a year					
	FY 2020 Graduates	FY2021 Graduates	FY2022 Graduates	FY2023 Graduates	Benchmark Not Required
24 Graduates employed within one year	62.4%	68.7%	67.5%	67.3%	NA
	FY 2018 Graduates	FY2019 Graduates	FY2020 Graduates	FY2021 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	\$19,580	\$18,572	\$19,252	\$25,016	NA
b. Median annualized income three years after graduation	\$45,988	\$48,620	\$62,284	\$57,728	NA
	FY 2021	FY2022	FY2023	FY2024	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	5,710	5,936	5,542	7,486	12,600
b. Annual course enrollments	11,656	12,720	12,257	15,465	23,800
	FY 2021	FY2022	FY2023	FY2024	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	3,140	3,589	3,141	4,108	6,060
b. Annual course enrollments	7,507	6,373	5,614	7,106	12,700
	FY 2021	FY2022	FY2023	FY2024	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	3,075	3,211	2,818	4,158	5,600
b. Annual course enrollments	7,447	7,811	7,131	9,293	12,000

Note: NA designates not applicable

PRINCE GEORGE'S COMMUNITY COLLEGE MARYLAND HIGHER EDUCATION COMMISSION 2025 PERFORMANCE ACCOUNTABILITY REPORT

MISSION

Prince George's Community College provides high-quality, transformative learning experiences that enrich lives and empower students to earn credentials leading to holistic personal development, professional advancement, and economic prosperity.

INSTITUTIONAL ASSESSMENT

Prince George's Community College (PGCC) offers high-quality instruction and student support services in both credit and noncredit (i.e., continuing education) programs, providing students with access to an affordable college education. Credit and noncredit courses and programs are available at our main campus in Largo, as well as at five extension centers: Joint Base Andrews, Skilled Trades Center, University Town Center, Westphalia Training Center, and Laurel College Center, the latter of which is designated as a Regional Higher Education Center. Beyond our physical campuses, PGCC offers greater flexibility for students to achieve their educational goals through online classes available in various formats, including asynchronous, hybrid, and structured remote options.

Goal 1. Student Access: Ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents.

Over the last year, Prince George's Community College has continued to make strides in several key areas related to student access.

- The Market Share of First-Time, Full-Time Freshmen (40.4%), Part-Time Undergraduates (72.1%), and Recent College-Bound High School Graduates (39.7%) all exceeded their benchmarks of 32.0%, 61.0%, and 33.0%, respectively (Metrics 2-4).
- The College met its target of 2,417 High School Student Enrollments, achieving a total of 2,420 (Metric 5).
- The institution significantly exceeded its benchmarks for all areas of Online/Hybrid Courses (Metric 6a-c), except for Continuing Education Hybrid Courses (Metric 6d).
- Tuition and Mandatory Fees remained affordable at \$5,030 (Metric 7a), which is 47.9% of Tuition/Fees at Maryland Public Four-Year Institutions (Metric 7b).
- Student Achievement of At Least One English as a Second Language (ESL) Functioning Level exceeded the 43.0% benchmark at 58.4% (Metric 10b).
- PGCC continued to grow the Percent of Minorities Of Full-Time Administrative and Professional Staff to 82.8%, exceeding our 77.0% benchmark (Metric 13).

We have also made progress in other areas of Goal 1, but not enough to meet the benchmarks. For example, the Annual Unduplicated Headcount increased by 6% (from 25,416 to 26,939) between FY23 and FY24; however, it did not meet the college's goal of 35,100 (Metric 1a). To address overall headcount, the College is partnering with the Education Advisory Board (EAB)

on a project called Moon Shot for Social and Economic Mobility. The overarching project consists of several initiatives aimed at identifying and removing systemic obstacles to student persistence. Phase One initiatives include reforming holds on student accounts, so students have fewer barriers to registering. Another Phase One initiative applies microgrants to students who have minor financial needs that prevent registration. Other Phase One initiatives around proactive advising and a coordinated care model have played an important role in increasing enrollments. Phase Two projects focus on developmental education reform, the creation of academic maps, and career readiness.

While we have experienced continued growth since the pandemic, we still face shortages in Continuing Education Hybrid Courses (381 enrollments) (Metric 6d), as well as in Enrollment In Continuing Education Community Service And Lifelong Learning (3,419 unduplicated headcount, 12,948 annual course enrollments) (Metrics 8a-b), CE Basic Skills And Literacy Courses (4,200 unduplicated headcount, 9,178 annual course enrollments) (Metrics 9a-b), and Adult Education Student Achievement Of At Least One ABE Educational Functioning Level (32.1%, benchmark 40.0%) (Metric 10a). Minority Student Enrollment Compared To The Service Area Population also fell short in the category of Percent Nonwhite Credit Enrollment (84.5%, benchmark 92.0%) (Metric 11a) and Percent Nonwhite Continuing Education Enrollment (86.1%, benchmark 92.0%) (Metric 11b). The Percent Of Minorities (Nonwhite) Of Full-Time Faculty continued to increase to 58.7% in Fall 2024 but did not achieve the 62.0% Fall 2025 benchmark (Metric 12).

To increase our continuing education enrollments in both hybrid and community service and lifelong learning, PGCC is expanding its course and program offerings, providing better student support at all our campuses, and streamlining administrative processes to be more student centric. Expanded offerings include a surgical equipment sterile processing program geared toward the medical-surgical fields and offered through MedStar, as well as a baking certificate that will initially be offered through continuing education. To expand interest in our programs and target support to prospective continuing education students, the College hired an English Language Learner Advisor at our University Town Center (UTC) site, who is working with our large population of English language learners to build awareness of our CTE programs.

At the same time, we are working to make continuing education operations more efficient and boost enrollment using insights from a comprehensive evaluation of the viability of each continuing education course and program. The goal is to better target outreach based on actual enrollment trends and demographics. We also intend to streamline the continuing education registration process and leverage space at our campus extension centers to offer more CE courses. This allows us to meet the community where they are, making programs more accessible and increasing the likelihood of participation and successful completion.

Goal 2. Student Success: Promote and implement practices and policies that will ensure students' success.

In the area of student success, PGCC has demonstrated excellent results in Developmental Completers After Four Years, achieving 68.5%, which is above the 54.0% benchmark (Metric 15). The institution also exceeded its 62.0% benchmark for Fall-To-Fall Retention Of Pell Grant

Recipients with a retention rate of 64.1% (Metric 14b).

PGCC has shown growth in many areas of Goal 2 but still did not meet several benchmarks. While we increased Fall-To-Fall Retention for All Students (58.0%) (Metric 14a), Developmental Students (52.7%) (Metric 14c), and College-Ready Students (61.3%) (Metric 14d), we did not meet our retention benchmarks of 65.0%, 55.0%, and 74.0%, respectively (Metric 14a, 14c-d).

PGCC also made strides in the Successful Persister Rate After Four Years for all categories except College-Ready Students, but not substantially enough to hit the benchmarks. The Persistence Rate For College-Ready Students dropped from 74.3% in the Fall 2019 cohort to 65.7% in the Fall 2020 cohort, with a benchmark of 83.0% (Metric 16a). Developmental Completers increased their persistence rate after four years from 58.1% to 61.5%, compared to a benchmark of 93.0% (Metric 16b). All Students in the Fall 2020 cohort increased their persistence after four years from 58.6% to 63.0%, with a benchmark of 75.0% (Metric 16d).

Prince George's Community College's (PGCC) Division of Student Affairs has played a central role in promoting student success through the implementation of strategic policies and evidence-based practices that foster academic achievement and persistence. The College has made notable strides in supporting students by adopting and scaling its proactive advising approach. Faculty provide progress alerts, which enable advisors to identify academic concerns early and allow timely support that bolsters student performance and engagement. These efforts have strengthened the connection between pathway advisors and faculty, allowing for more coordinated and responsive interventions.

In addition to academic support, PGCC has prioritized addressing students' holistic needs through the implementation of its Coordinated Care Model, which includes emergency services to assist students. One form of support is emergency funding that helps students with college-related expenses. This model has removed critical financial barriers and helped students stay on track academically. The College's food pantry, the Owl Market, also plays a vital role in combating food insecurity. Furthermore, increased engagement through student town halls and public forums has fostered a greater sense of inclusion, transparency, and belonging across the campus community. These combined initiatives reflect PGCC's commitment to equity, student well-being, sustained academic success and have a clear positive impact on the portion of the student population that needs support the most: developmental completers.

When it comes to the Graduation-Transfer Rate After Four Years (Metric 18) within specialized populations, PGCC has experienced mixed trends that ultimately did not meet benchmark thresholds. In this metric, the Graduation-Transfer Rate For College-Ready Students dropped to 37.1%, while the benchmark remained at 60.0% (Metric 18a). Developmental completers dropped to 24.0%, with a benchmark of 57.0% (Metric 18b). All Students in the Fall 2020 cohort increased from 32.6% to 33.7% (Metric 18d), largely due to developmental Non-Completers performing better, with a rate of 19.6%. Unfortunately, All Students in the cohort still did not achieve the 45.0% benchmark (Metric 18d).

To address the challenges identified in our graduation-transfer rates, PGCC has implemented a

comprehensive strategy focused on early engagement, sustained support, and intentional partnerships. Central to this effort is the expansion and relocation of our transfer partner representatives to the Student Academic Planning and Career Readiness department, creating a centralized, visible hub where students receive personalized support and direct access to transfer advisors. Through a combination of in-person and virtual office hours, consistent scheduling, and the use of quick response (QR) code technology, students can begin transfer planning earlier in their academic journey. This upcoming academic year, we will further enhance this approach by standardizing table visits, academic pathway-specific sessions, and strategic messaging on the importance of degree completion prior to transfer. These efforts are particularly designed to support college-ready and developmental completers, who demonstrated the greatest declines in graduation-transfer rates after four years (Metric 18).

Additionally, the appointment of a dedicated Manager of Articulations and Policy has enabled PGCC to recalibrate its focus toward high-impact articulation agreements. We are prioritizing the development of strategic, student-centered partnerships that minimize credit loss and promote seamless transitions to four-year institutions. Initiatives such as expanded dual-admission programs, embedded advising models, and co-branded degree maps are increasing early engagement and improving long-term transfer outcomes (Metric 22).

Finally, in Goal 2, PGCC's Total Associate Degrees And Credit Certificates Awarded stayed relatively flat at 1,594 but did not meet the FY2025 benchmark of 1,750 (Metric 20a). To address this challenge, we have intensified outreach to students who are nearing graduation, specifically those with 45 or more earned credits, by increasing direct communication and providing clear guidance on the next steps for completion. In addition, the College has begun proactively awarding credentials to students who have fulfilled the requirements but have not formally applied to graduate. Looking ahead, we will expand these efforts by identifying students who are close to completing a credential within a program they have not officially declared and providing them with an opportunity to obtain that credential, thereby broadening our ability to capture completers who may otherwise be overlooked.

In Fall 2025, we will also begin creating course schedules that focus on students rather than faculty needs. We will analyze fill rates from previous semesters to determine the best days and times to offer courses at our campus and learning sites, as well as success data from all modalities (in-person, structured remote, asynchronous online, hybrid) to adjust the course schedule. Offering courses where there is consistent student demand and in modalities that encourage successful completion should lead to greater student success.

Goal 3. Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success.

Prince George's Community College provides its students with the opportunity to acquire and develop employable skills during their time at the College. Prior to graduation, students receive course instruction from subject matter experts, so they will be well-positioned to enter the workforce, change careers, and advance within their chosen career pathway. This year, five of the ten programs requiring licensure/certification met or exceeded the FY25 benchmarks, up from three programs last year:

- Nursing (FY24: 100.0%, FY25 target: 100.0%) (Metric 23c)
- Respiratory Therapy (FY24: 100.0%, FY25 target: 100.0%) (Metric 23e)
- Medical Assisting (FY23: 100.0%, FY25 target: 90.0%) (Metric 23g)
- Surgical Technology (FY24: 100.0%, FY25 target: 90.0%) (Metric 23h)
- Nursing (PN) (FY24: 100.0%, FY25 target: 90.0%) (Metric 23i)

Other licensure programs in Metric 23, such as Health Information Management (26.0%), Nuclear Medicine (75.0%), Radiography (68.0%), and Paramedic (71.0%), have faced some barriers to hitting the 90% passing rate benchmark. Paramedic and Nuclear Medicine have low enrollments, which amplify the impacts of one or two students not passing the exams. Each program is implementing additional requirements to continue moving toward the 90.0% pass rate. Within Health Information Management, the Registered Health Information Technicians (RHIT) credential is not required to gain employment; therefore, many students choose not to sit for the exam. To increase participation, students will be required to register for the RHIT exam as part of their coursework. The Paramedic Program has re-sequenced courses within the curriculum, making the program more appealing to prospective students. As a result, program enrollment has increased substantially, and we anticipate more students participating in and passing the licensing examination. The Radiography Program has integrated additional preparation for the American Registry of Radiologic Technologists (ARRT) certification exam through the curriculum, and through FY26 Perkins funding, the program will offer the Kettering National Review Seminar for the ARRT exam and make student participation mandatory.

Continuing Education (CE) is another area where PGCC is working to improve outcomes. While our enrollment in CE (Metric 1c) is beginning to recover from the COVID-19 pandemic, we still have work to do in the areas of CE Workforce Development Courses (Metric 26), Continuing Professional Education Leading To Government Or Industry-Required Certification Or Licensure (Metric 27), and Contract Training Courses (Metric 28). CE Workforce Development courses reported a headcount of 4,429 in FY24, with a target of 10,600 for FY25 (Metric 26a). This correlates to 7,793 course enrollments in FY24, with a target of 16,700 (Metric 26b). CE Leading To Government Or Industry-Required Certification Or Licensure is doing somewhat better than FY23, with 2,732 Unduplicated Headcounts, but this was not enough to hit the 3,900 benchmark (Metric 27a). Similarly, for Annual Course Enrollments, the college is up 13.0% from the previous year, at 3,949 course enrollments; however, we did not meet the 5,900 benchmark (Metric 27b). Headcounts in Contract Training Courses are lagging, with only 1,230 students, which did not meet the 5,300 benchmark (Metric 28a-28b), and over 10,000 enrollments are needed in contract training courses to meet the 12,800 benchmark (Metric 28b).

The College is expanding participation in these areas by enhancing coordination and systemic collaboration among Academic and Student Affairs. A key initiative involves collaborating across divisions to align and strengthen the onboarding and registration process for CE students. The goal is to provide a more customized and personalized experience to mirror the structured and student-centered onboarding currently in place for credit students. This includes clearer communication, tailored support services, and intentional guidance to help CE students navigate their educational journey with attention and care.

We are also working to generate more business for contract training by strengthening relationships with local employers, governmental agencies, and grant-funded entities, positioning ourselves as a responsive partner for their workforce needs. Current partners include MedStar Health (for the Surgical Technician Training Program), the Maryland State Department of Education Division of Rehabilitative Services (DORS; for the CVS Retail Program), and the Thomas Shortman Training Fund (for Skilled Trades). The College has developed and implemented email marketing campaigns for businesses using HubSpot. The marketing campaigns have highlighted the College's business resources, including customized corporate training, registered apprenticeships, employer recruitment opportunities, and internships. The College also engages in social media marketing through platforms such as LinkedIn.

COMMUNITY OUTREACH AND IMPACT

Financial Empowerment

One area of community outreach and impact that PGCC emphasized this year is financial empowerment. The Office of Student Financial Aid expanded its outreach efforts by proactively visiting local high schools and hosting targeted financial aid sessions in collaboration with key constituents within the county. Through these efforts, the office ensures that high school students unfamiliar with navigating college financial processes gain a better understanding of how to access higher education resources. These engagements help demystify the cost of college and connect families with critical resources at an earlier stage in their academic journey. This approach strengthens the pipeline to postsecondary success and directly aligns with PGCC's mission to serve the diverse communities of Prince George's County.

Another financial empowerment initiative serving the community is part of a grant-funded project by the United Way of the National Capital Area. This grant helps fund the PGCC Financial Empowerment Center (FEC), which offers free programs on financial planning, saving, spending, investing, borrowing, and developing business skills. The FEC has supported workforce readiness by offering an emergency financial education session for the National Treasury Employees Union (NTEU), which reached over 100 federal employees. Concurrently, the FEC provides multiple workshops to public schools. This year, the FEC also partnered with one Prince George's County Public School (PGCPS) school and Wells Fargo to create a philanthropic opportunity that resulted in the PGCPS school receiving \$10,000.

A cornerstone of the FEC's community impact, particularly as a Local Impact Grant (LIG) recipient, is the District 8 Credit-builder Loan Match Program. This key initiative is specifically designed to improve credit for economically disadvantaged community members. The program is projected to serve almost 600 residents. This significant expansion was bolstered by securing the Prince George's County Council grant for a third consecutive year, which included an additional \$200,000 earmarked for a seed investment fund.

Local Partnerships

Another key area of community outreach and impact has been deepened engagement with key constituencies across the county through a series of high-impact, community-rooted initiatives

led by the Office of Government Relations and Community Outreach. The College significantly expanded partnerships with local employers and service organizations—such as the Murphy Law Firm, the Law Office of Vernon Brownlee, and the Prince George’s County Master Gardener Program—to deliver meaningful outreach events, including turkey giveaways, Earth Day activities, and care package distributions to senior citizens. These collaborations not only demonstrated the College’s commitment to community well-being but also provided hands-on engagement opportunities for students and staff to connect with the external community. Equally significant were the College’s expanded school partnerships, particularly through events like the Read Across America initiative at Lake Arbor Elementary School and the College’s participation in local resource fairs. These activities reinforced literacy, early college awareness, and educational access. The launch of PGCC-TV’s Community Connections series with the Office of Government Relations and Community Outreach further amplified these efforts by featuring local voices and initiatives that directly align with the county’s needs.

INSTITUTIONAL RESPONSE TO THE COMMISSION’S PROMPTS

1. Given the complex needs of today’s students, what innovative supports (academic, financial, mental health, basic needs) has your college found most effective in boosting student success? How might these be expanded or reimaged to support long-term degree completion goals?

PGCC has developed and implemented innovative, high-impact practices that support academic, financial, mental health, and basic needs. Our recently revised Coordinated Care Model has expanded financial assistance pathways to ensure that students experiencing college-related emergencies connected to tuition needs, housing, transportation, etc., can access support. This model allows students to signal their needs early and access discretionary funds that stabilize their academic journey. Simultaneously, we have strengthened our academic advising platform, tutoring referrals, and wraparound services to create a student-centered experience that promotes persistence and degree completion.

In the area of mental health, PGCC utilizes the Uwill Telehealth Platform, which offers students 24/7 mental health support, bridging the gap beyond traditional service hours and ensuring help is always accessible—whether for crisis intervention or ongoing counseling needs.

In the area of basic needs, the College has expanded its food pantry, the Owl Market, in partnership with the Capital Area Food Bank (CAFB), to address food insecurity through increased inventory, diversified food options, and extended distribution hours. This critical service supports hundreds of students monthly.

Another innovative support initiative is converting Developmental English and Mathematics from a prerequisite to a co-requisite model, which allows greater access to the gateway English and Math courses. Beginning in Fall 2024, students who would typically have enrolled in a defined sequence of developmental English or Math courses were able to enroll in the gateway course along with a support course in the respective discipline(s). Additionally, the elimination of prerequisite courses allowed students to enroll in general education courses within their first

semester. This quicker access to college-level courses resulted in a five-fold increase in developmental students who were successful in English Composition I. In Mathematics, during Fall 2024 and Spring 2025, the use of the co-requisite model not only granted greater access to college-level Math courses but also doubled the overall pass rate (A, B, or C) in those courses for developmental students in their first year.

In addition to this new model, the English department is working to increase the usage of academic wrap-around support (e.g., Writing Center, Grammar Clinic) and non-academic supports (e.g., food pantry, transportation assistance) by students in learning support courses. Additionally, the English department plans to make greater use of a proactive advising model to improve communication and retention for students. In the Mathematics Department, there is ongoing collaboration with the Learning Commons to provide tutoring services in various modalities to support students' requests for tutoring services, along with offering workshops on topics that include growth mindset, time management, and study techniques.

2. In what ways has your institution changed (e.g., structures, policies, practices, or culture) as a result of pursuing the 55% completion goal? What lessons have you learned about sustaining institutional change over time?

Over the course of the current Maryland State Plan for Higher Education, PGCC has undergone a transformation in organization in an effort to maximize its completion goals and create a more integrated culture. The entire institution was reorganized resulting in the introduction of the Office of Policy and General Counsel (OPGC) and the realignment of data, institutional effectiveness, strategic planning, and IT under a new area of Data Science Innovation and Effectiveness (DSIE). With the creation of the OPGC, PGCC began a systemic project to identify policy and procedural gaps in the College Code and then address them.

The realignment of different departments into DSIE set up the College to leverage data and technology as transformative assets geared toward identifying the key barriers to student success and establishing the strategic initiatives needed to dismantle those barriers. As a result of these two new offices, PGCC has realigned its policies, practices, and institutional culture by engaging systemic working groups, best practice teams, and senior leadership in critical reflection and action. These teams have worked collaboratively to examine historic cultural assumptions, reengineer outdated processes, and implement evidence-based strategies that promote equity and completion. As a result, the College is evolving into a more student-centered institution—one that continuously assesses and adjusts its structures to ensure that all students, particularly those historically underserved, have a clear and supported path to completion.

Part of the organizational restructuring has included a reorganization of the President's Cabinet meetings to focus on strategic planning projects and goals. This shift has ensured that our efforts remain focused and coordinated, ultimately driving progress in key areas and positively impacting student success. It is this integrated and focused effort that sustains institutional change over time and will allow PGCC to ultimately achieve its mission to enrich lives and empower students.

Prince George's Community College Degree Progress Four Years after Initial Enrollment Fall 2020 Entering Cohort

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1 First-time full- and part-time fall headcount	1768		1334		239		195	
2 Number attempting fewer than 18 hours over first 2 years	499		357		39		103	
3 Cohort for analysis (Line 1 – Line 2)	1269	100.0%	977	100.0%	200	100.0%	92	100.0%
4 Earned Associate degree from this community college	370	29.2%	311	31.8%	44	22.0%	15	16.3%
5 Earned certificate, but no degree, from this community college	20	1.6%	19	1.9%	0	0.0%	1	1.1%
6 Total associate and certificate graduates (Line 4 + Line 5)	390	30.7%	330	33.8%	44	22.0%	16	17.4%
7 Transferred to Maryland two-year/technical college	7	0.6%	4	0.4%	2	1.0%	1	1.1%
8 Transferred to Maryland public four-year college	34	2.7%	31	3.2%	3	1.5%	0	0.0%
9 Transferred to Maryland private four-year college or university	0	0.0%	0	0.0%	0	0.0%	0	0.0%
10 Transferred to out-of-state two-year/technical college	4	0.3%	4	0.4%	0	0.0%	0	0.0%
11 Transferred to out-of-state four-year college or university	11	0.9%	10	1.0%	0	0.0%	1	1.1%
12 Total transfers (sum of Lines 7 - 11)	56	4.4%	49	5.0%	5	2.5%	2	2.2%
13 Graduated from this college and transferred (Line 6 □ Line 12)	18	1.4%	17	1.7%	1	0.5%	0	0.0%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	428	33.7%	362	37.1%	48	24.0%	18	19.6%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	333	26.2%	260	26.6%	60	30.0%	13	14.1%
16 Successful transition to higher ed (Line 14 + Line 15)	761	60.0%	622	63.7%	108	54.0%	31	33.7%
17 Enrolled at this community college last term of study period	38	3.0%	21	2.1%	15	7.5%	2	2.2%
18 Successful or persisting (Line 16 + Line 17)	799	63.0%	643	65.8%	123	61.5%	33	35.9%

Prince George's Community College

2025 ACCOUNTABILITY REPORT

Student & Institutional Characteristics *(not Benchmarked)*

These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
A Fall credit enrollment					
a. Unduplicated headcount	11,376	10,607	10,276	10,552	11,702
b. Percent of students enrolled part time	69.2%	70.3%	71.2%	71.3%	71.9%
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
B First-time credit students with developmental education needs	24.5%	14.1%	32.7%	38.0%	28.6%
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
C Credit students who are first-generation college students (neither parent attended college)	51.7%	51.7%	44.9%	51.8%	50.9%
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
D Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	5,662	2,477	2,641	3,214	3,811
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
E Credit students receiving financial aid					
a. Receiving any financial aid	45.6%	39.2%	65.7%	42.5%	42.5%
b. Receiving Pell grants (excluding high school students)	37.2%	34.6%	37.1%	37.0%	30.5%
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
F Students 25 years old or older					
a. Credit students	34.0%	39.0%	30.9%	28.5%	27.3%
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
b. Continuing education students	76%	71.9%	81.9%	82.1%	81.5%

G	Credit students employed more than 20 hours per week	FY 2020	FY 2021	FY 2022	FY 2023	Fall 2024
		49.2%	49.2%	40.7%	40.7%	40.7%
H	Credit student racial/ethnic distribution	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
		14.9%	16.5%	18.2%	19.1%	19.9%
		66.5%	64.0%	61.2%	58.7%	57.3%
		0.3%	0.3%	0.2%	0.2%	0.3%
		0.1%	0.1%	0.1%	0.1%	0.1%
		4.2%	3.9%	3.6%	3.4%	3.6%
		3.6%	3.8%	4.7%	3.7%	3.0%
		3.5%	4.0%	3.6%	3.4%	3.3%
		3.1%	2.5%	2.2%	2.9%	3.3%
		3.9%	5.0%	6.2%	8.5%	9.3%
I	Credit student distance education enrollment	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
		94.8%	53.2%	49.9%	43.8%	40.3%
		2.1%	29.2%	29.8%	33.7%	33.5%
	c. Not enrolled in any distance education	3.1%	17.6%	20.3%	22.4%	26.2%
J	Unrestricted revenue by source	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
		34.3%	31.0%	25.4%	28.8%	28.5%
		26.6%	31.6%	30.7%	34.0%	34.1%
		37.3%	36.4%	36.4%	35.0%	35.0%
	d. Other	1.8%	1.0%	7.5%	2.3%	2.4%
K	Expenditures by function	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
		31.9%	33.8%	34.1%	31.8%	32%
		22.4%	22.1%	20.6%	19.5%	21%
		7.7%	7.3%	7.1%	7.3%	7.2%
	d. Other	38.0%	36.7%	38.2%	41.4%	40.4%

Goal 1: Access

	FY 2020	FY 2021	FY 2022	FY 2023	FY2024	Benchmark FY 2025
1 Annual unduplicated headcount						
a. Total	33,280	24,774	23,601	25,416	26,939	35,100
b. Credit students	16,812	16,951	14,778	14,871	15,636	17,400
c. Continuing education students	17,130	9,601	9,383	11,078	11,705	19,000
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
2 Market share of first-time, full-time freshmen	29.2%	33.2%	31.2%	36.2%	40.4%	32.0%
Note: Methodology changed starting in Fall 2019.						
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
3 Market share of part-time undergraduates	53.1%	65.7%	68.2%	69.5%	72.1%	61.0%
Note: Methodology changed starting in Fall 2019.						
	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2024
4 Market share of recent, college-bound high school graduates	26.8%	34.6%	26.5%	28.7%	39.7%	33.0%
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
5 High school student enrollment - EIS	1,906	1,807	2,012	2,177	2,420	2,417
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
6 Annual enrollment in online/hybrid courses						
a. Credit, online	17,340	72,360	46,462	42,229	42,859	16,300
b. Continuing education, online	1,527	19,770	8,581	5,381	5,693	1,600
c. Credit, hybrid	1,853	602	590	529	948	750
d. Continuing education, hybrid	320	111	733	375	381	950

	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Benchmark FY 2026
7 Tuition and mandatory fees						
a. Annual tuition and fees for full-time students	\$4,670	\$4,670	\$4,880	\$4,880	\$5,030	NA
b. Percent of tuition/fees at Md public four-year institutions	48.4%	47.6%	48.6%	47.5%	47.9%	50.0%
Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.						
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
8 Enrollment in continuing education community service and lifelong learning courses						
a. Unduplicated annual headcount	5,382	1,633	2,641	3,331	3,419	6,200
b. Annual course enrollments	34,208	6,626	12,538	13,743	12,948	35,200
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
9 Enrollment in continuing education basic skills and literacy courses						
a. Unduplicated annual headcount	5,769	5,032	2,746	3,527	4,200	6,200
b. Annual course enrollments	9,390	8,324	5,075	7,520	9,178	10,000
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
10 Adult education student achievement of:						
a. At least one ABE educational functioning level	9.3%	11.4%	15.0%	21.7%	32.1%	40.0%
b. At least one ESL educational functioning level	21.2%	5.1%	56.1%	57.9%	58.4%	43.0%
Note: Not reported if < 50 students in the cohort						
11 Minority student enrollment compared to service area population	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
a. Percent nonwhite credit enrollment	96.1%	95.9%	94.9%	95.8%	84.5%	92.0%
The prcent of nonwhite cotinuing education enrollment saw a slight decrease but less than a percentage point.						

	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
b. Percent nonwhite continuing education enrollment	88.8%	90.8%	87.9%	87.4%	86.1%	92.0%
	July 2020	July 2021	July 2022	July 2023	July 2024	Benchmark Not Required
c. Percent nonwhite service area population, 15 or older	87.0%	87.2%	88.0%	88.2%	88.5%	NA
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
12 Percent minorities (nonwhite) of full-time faculty	54.1%	54.7%	54.5%	57.4%	58.7%	62.0%
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
13 Percent minorities (nonwhite) of full-time administrative and professional staff	78.7%	78.3%	79.9%	82.3%	82.8%	77.0%

Goal 2: Success

	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort	Fall 2023 Cohort	Benchmark Fall 2024 Cohort
14 Fall-to-fall retention						
a. All students	54.8%	57.0%	53.7%	57.0%	58.0%	65.0%
b. Pell grant recipients	57.6%	57.1%	50.5%	59.4%	64.1%	62.0%
c. Developmental students	47.3%	47.5%	53.7%	47.9%	52.7%	55.0%
d. College-ready students	66.1%	60.2%	44.5%	60.9%	61.3%	74.0%
	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	44.0%	52.7%	26.8%	44.5%	68.5%	54.0%
	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years						
a. College-ready students	71.6%	75.4%	74.3%	74.3%	65.7%	83.0%
b. Developmental completers	80.5%	74.3%	59.1%	58.1%	61.5%	93.0%

c. Developmental non-completers	36.2%	34.7%	48.9%	31.4%	35.9%	NA
d. All students in cohort	58.8%	61.2%	59.9%	58.6%	63.0%	75.0%
	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Not Required
17 Successful-persister rate after four years						
a. White only	++	++	++	++	++	NA
b. Black/African American only	55.9%	58.5%	55.6%	57.8%	58.9%	NA
c. Asian only	74.2%	88.1%	83.0%	77.2%	71.4%	NA
d. Hispanic/Latino	63.8%	61.1%	66.0%	58.0%	65.3%	NA
Note: Not reported if < 50 students in the cohort for analysis						
	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years						
a. College-ready students	49.3%	54.4%	47.6%	45.7%	37.1%	60.0%
b. Developmental completers	43.4%	43.5%	33.7%	28.2%	24.0%	57.0%
c. Developmental non-completers	26.2%	25.8%	25.7%	14.9%	19.6%	NA
d. All students in cohort	36.8%	40.6%	35.1%	32.6%	33.7%	45.0%
	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years						
a. White only	++	++	++	++	++	NA
b. Black/African American only	34.4%	38.2%	32.9%	32.1%	31.1%	NA
c. Asian only	51.7%	65.7%	58.5%	54.4%	50.8%	NA
d. Hispanic/Latino	37.6%	39.8%	34.9%	26.9%	31.8%	NA
Note: Not reported if < 50 students in the cohort for analysis						
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
20 Associate degrees and credit certificates awarded						
a. Total awards	1,179	1,341	1,600	1,597	1,594	1,750
b. Career degrees	355	414	481	466	558	NA

c. Transfer degrees	738	799	873	792	678	NA
d. Certificates	86	128	246	339	358	NA
e. Unduplicated graduates	1,142	1,267	1,488	1,400	1,347	NA

	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	83.6%	86.3%	85.2%	84.4%	83.3%	85.0%
	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	FY 2023 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year	75.4%	74.4%	69.1%	51.8%	63.1%	85.0%

Goal 3: Innovation

	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment						
a. Health Information Management	*	14.3%	20.0%	20%	26%	90.0%
Number of Candidates		14	5	5	35	
b. Nuclear Medicine	*	100.0%	50.0%	57.1%	75.0%	90.0%
Number of Candidates		6	6	7	8	
c. Nursing	86.0%	88.9%	85.3%	81.9%	100.0%	90.0%
Number of Candidates	109	63	95	72	60	
d. Radiography	88.0%	83.3%	87.5%	85.0%	68.0%	90.0%
Number of Candidates	24	24	7	20	19	
e. Respiratory Therapy	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number of Candidates	7	6	8	5	13	
f. Paramedic	86.0%	100.0%	83.3%	91.7%	71.0%	90.0%
Number of Candidates	7	11	12	12	7	
g. Medical Assisting	*	*	100.0%	94.4%	100.0%	90.0%
Number of Candidates			5	18	6	
h. Surgical Technology	*	*	*	14.3%	100.0%	90.0%
Number of Candidates				7	5	
i. Nursing (PN)	<5	<5	<5	<5	100.0%	90.0%
Number of Candidates	<5	<5	<5	<5	6	

Note: Not reported if <5 candidates in a year

	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	FY 2023 Graduates	Benchmark Not Required
24 Graduates employed within one year	57.1%	60.4%	61.2%	66.1%	59.9%	NA
	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	Benchmark Not Required
25 Income growth of career program graduates						
a. Median annualized income one year prior to graduation	\$25,132	\$24,612	\$23,456	\$27,132	\$25,696	NA
b. Median annualized income three years after graduation	\$53,404	\$56,012	\$56,744	\$68,532	\$51,464	NA
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses						
a. Unduplicated annual headcount	6,828	3,703	4,237	4,640	4,429	10,600
b. Annual course enrollments	11,616	6,331	6,850	8,223	7,793	16,700
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure						
a. Unduplicated annual headcount	2,872	1,997	2,066	2,278	2,732	3,900
b. Annual course enrollments	4,415	3,068	2,957	3,499	3,949	5,900
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
28 Enrollment in contract training courses						
a. Unduplicated annual headcount	4,024	866	1,330	915	1,230	5,300
b. Annual course enrollments	11,133	2,093	2,832	2,402	2,138	12,800

Note: NA designates not applicable

*Fewer than 5 candidates, data not reported

***CoAEMS first-time pass rate allows for 3 attempts

++ <50 students in the cohort

WOR-WIC COMMUNITY COLLEGE

MISSION

Wor-Wic Community College empowers a diverse population of students to achieve success by delivering high-quality, affordable education, professional training, workforce development opportunities, and comprehensive student services that strengthen economic growth and improve the quality of life on the Lower Eastern Shore.

INSTITUTIONAL ASSESSMENT

State Plan Student Access Goal: Ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents.

Wor-Wic served 7,617 students in FY 2024 (Indicator 1a), representing increases in total enrollment each year since FY 2021. However, the college is still striving to meet its benchmark of 10,200 students, as well as individual credit and continuing education enrollment benchmarks. Additionally, the market shares of first-time, full-time students (Indicator 2) and recent college-bound high school graduates (Indicator 4) have declined over the past four years and are below the college's benchmarks by 23 and 18 percentage points, respectively. Competition from a local four-year university has made it more difficult to maintain or increase these market shares as the university has changed acceptance requirements and admitted more service area students in recent years. The market share of part-time students increased to 81% for the fall of 2024 (Indicator 3), almost meeting the college's 82% benchmark.

Wor-Wic's BIG three goals direct efforts collegewide to focus on improving access and student success at the college. The goals are to increase overall enrollment (credit and continuing education), increase the percentage of credit students attending full time and improve graduation rates. All employees are familiar with the goals, which support Wor-Wic's mission and are supported by the college's strategic plan. The BIG three goals are also informing the development of the college's new strategic plan and will remain in place through its duration (FY 2027 through FY 2029).

Revisions to the college's academic calendar implemented during FY 2025 were made to better meet the accessibility needs of students and support college completion. Recommendations were developed by a team of stakeholders across campus, shared with the campus community for input and approved by the board of trustees. Starting in the fall of 2024, Wor-Wic began offering two seven-week credit class sessions, in addition to its 15-week class session, to accommodate student schedules better and help them find their quickest path to graduation. Class meeting times were standardized to allow more classes to be taken during traditional daytime hours and for students who attend nights only to take a full-time course load. Summer classes start in early June rather than mid-May to align better for local high school seniors and visiting students who would like to attend Wor-Wic after completing their spring classes. Moreover, increased alignments between various processes and student information systems were achieved during the implementation to improve student experiences and increase college efficiencies.

In the fall of 2024, high school student enrollment reached 668 students, surpassing the college's benchmark of 500 students (Indicator 5). Outreach and communication with the high school guidance counselors has been critical to increasing high school student enrollment. A dual enrollment committee has been formed to identify and address barriers for dual enrolled students and improve collaboration with the high schools to continue to grow this segment of students.

Over the past four years, Wor-Wic has met its benchmark to maintain tuition and fees at less than 50% of the Maryland public four-year institutions (Indicator 7). The executive leadership team continues to prioritize the impact on students when making budgeting decisions.

The college's credit and continuing education student populations consist of a higher percentage of nonwhite students than reflected in the service area population (Indicator 11a, b and c), and the college has exceeded its benchmarks. Meeting the benchmarks for nonwhite percentages of full-time faculty and administrative and professional staff has been difficult (Indicators 12 and 13). Advertising, communication and training efforts continue to attract and retain employees.

Wor-Wic has been awarded various grants that focus on student access and retention. For FY 2025, the Maryland State Department of Education awarded more than \$23,000 to Wor-Wic to continue the Child Care Career and Professional Development Fund program that provides scholarships to child care workers earning credentials through Wor-Wic's early childhood and elementary education degree programs. The college was also approved for an extension of unexpended funds from a prior grant to support the program. In FY 2025, six program participants earned over 60 credits and one student graduated.

Wor-Wic is entering its last year of a four-year Child Care Access Means Parents in School (CCAMPIS) grant awarded in 2022. This grant assists eligible parenting students with child care costs and funds retention and student success activities. The CCAMPIS grant provides a total of \$477,656 over the four-year grant period. The grant assisted 26 parenting students over the past year, with three graduating and 16 persisting to the next year.

Services for non-traditional students include the college's veterans center that provides academic, career and other support services to Lower Eastern Shore veterans who are low income or potential first-generation college students and/or veterans who have a high risk for academic failure. In FY 2026, the college will be entering its fourth year of a five-year TRIO VUB grant that provides funding for the center to assist 125 veterans annually. The center is run by a full-time director whose position is funded by both the grant and the college. Wor-Wic recently earned a 2025-2026 Military Friendly School Silver Award designation by VIQTORY, a veteran-owned company that connects the military community to civilian employment, educational and entrepreneurial opportunities.

In FY 2025, the college was awarded \$133,700 to train veterans, their spouses and children, and underserved populations for commercial truck driving careers. The Commercial Motor Vehicle Operator Safety Training (CMVOST) grant from the U.S. Department of Transportation not only helps former members of the Armed Forces obtain their commercial truck driver license (CDL) but also helps fill the community's need for trained drivers. The grant assisted 48 students to earn their CDL license over the past year.

State Plan Student Success Goal: Promote and implement practices and policies that will ensure student success.

Wor-Wic exceeded its fall-to-fall retention benchmarks for all of the fall 2023 cohort categories (Indicator 14). The percentage of developmental completers after four years also surpassed the benchmark for the most recent cohort reported (Indicator 15). The first-year GPA at the transfer institution percentages exceed the benchmark for all four years reported (Indicator 21).

The college is involved in various initiatives to help improve successful-persister and graduation-transfer rates, the number of degrees and certificates awarded and graduate transfers within one year (Indicators 16, 18, 20 and 22, respectively) during the next five-year cycle.

In the fall of 2025, the college will be entering the first year of its third TRIO Student Support Services (SSS) Program grant through the U.S. Department of Education. The grant, which spans a five-year period, provides 144 students with individualized support services to increase persistence, retention, academic standing and graduation/transfer. Participants include at-risk students who are low income, first generation and/or students with disabilities. Support services include a needs assessment, intrusive advising, coaching, personal counseling, tutoring and supplemental instruction in the college's student development course. For the 2023-2024 program year, 85% of the TRIO SSS student cohort persisted to the next program year, graduated or transferred to a four-year institution. Good academic standing was also achieved by 85% of students in the cohort.

In the summer of 2024, Wor-Wic was named one of seven community colleges in the nation to participate in the Accelerating Equitable Outcomes initiative of Achieving the Dream (ATD), a national nonprofit organization dedicated to improving student outcomes. The initiative consists of a three-year engagement focused on transforming student experiences and outcomes at rural-serving institutions. A new college team was created to focus on intentional and in-depth analyses of data to better understand and address student needs. Team membership includes deans and executive leadership, as well as representatives from faculty, academic affairs, administrative services and student affairs. Two student success and data coaches from ATD provide guidance to the team. During its first year, the team developed four student success strategies to be addressed in FY 2026: Expand seven-week course offerings, increase student enrollment in and completion of math and English corequisite courses, increase dual enrollment and expand credit for prior learning opportunities.

The college was also one of three Maryland community colleges selected in 2024 to participate in MHEC's new Expanding SUCCESS initiative developed in partnership with MDRC to reduce inequities in college completion. Wor-Wic was awarded \$125,000 to assist with implementing its "Fins to the Finish line" program that began with 50 students in the fall of 2024 and included 25 more students in the spring of 2025. Students were provided with financial and advising support incentives to increase their course load from nine to 12 credits and successfully complete all coursework. The grant provided funding for student incentives as well as for a part-time academic advisor dedicated to working with students participating in the program. In the spring, 61 of the students were enrolled and more than half were full-time students. The college plans to continue and expand this program through a Maryland partnership with the ASAP/ACE National

Replication Collaborative. The ASAP/ACE approach focuses on comprehensive wraparound support services, including intensive, personalized academic advising, and financial assistance for expenses that remain after students have received state and federal financial aid. Training will begin in the fall of 2025 with implementation for students attending in the fall of 2026.

In the spring of 2025, Wor-Wic joined the Maryland Transfer Intensive launched by the Aspen Institute College Excellence Program and the Maryland Higher Education Commission. The intensive is a statewide collaboration of 25 Maryland institutions designed to significantly improve community college transfer outcomes and improve bachelor's degree attainment. During FY 2026, Wor-Wic, Cecil College and Salisbury University (SU) teams will work together to strengthen institutional partnerships, learn about evidence-based practices and develop reforms to improve transfer student outcomes.

During 2025, the college was selected to join the Aspen Institute College Excellence Program's inaugural Presidents and Trustees Collaborative for community college leadership development. The initiative is designed to strengthen the capacity of community college presidents and their boards of trustees to sustain systemic reform that improves student outcomes.

State Plan Innovation Goal: Foster innovation in all aspects of Maryland higher education to improve access and student success.

More than 3,200 students enrolled in workforce development courses in FY 2024 (Indicator 26a). Around 70% of these workforce students enrolled in courses that lead to government or industry-required certification or licensure (Indicator 27a). In FY 2024, contract training courses served almost 1,700 students (Indicator 28a). The college is still working toward achieving prepandemic levels of continuing education enrollment to reach its benchmarks for these indicators. Outreach and communication of grant-funded opportunities, as well as the development of more partnerships with local businesses and organizations, will be a focus for increasing workforce training enrollments in the future.

In FY 2025, the college was the lead or a partner on several EARN Maryland grants provided by the Maryland Department of Labor that support workforce development, such as a \$150,000 cybersecurity grant. The two-year grant supports the college's CyberEARN project, which offers scholarships for education and certification in cybersecurity areas for incumbent workers who need training to meet increasing demands in the field. The project offers a streamlined enrollment process and scholarship funding for cybersecurity-related courses. Successful students receive vouchers for industry certification exams through CompTIA and can take their exams at Wor-Wic, which serves as a Pearson testing center. In June 2025, the college also opened a new cybersecurity training facility as part of its participation in Maryland's Cyber Workforce Accelerator (CWA) program. The new facility features a high-tech training system that simulates cyberattacks and introduces students to cybersecurity concepts and operations.

Wor-Wic also participated in the Maryland Works for Wind program, a statewide effort led by the Maryland Department of Labor awarded through the U.S. Department of Commerce's Good Jobs Challenge. As a partner in this initiative, the college received \$1.5 million to support workforce development in occupations related to offshore wind. New skilled trades courses were

offered in advanced welding, powerline worker pre-apprenticeship, construction and air conditioning and refrigeration. In the summer of 2025, new funding was received from the Maryland Department of Labor and U.S. Department of Commerce to provide scholarships for commercial driver's license and heavy equipment operator courses. Participants learn to operate a backhoe, bulldozer, mini excavator and skid steer loader.

Local partnerships have been formed to provide apprenticeship training, such as an HVAC apprenticeship with Associated Builders and Contractors (ABC). The college also partners with Independent Electrical Contractors (IEC) to provide instruction for the first year of their four-year electrical apprenticeship program. Other partnerships provide plumbing and electrical apprenticeships, as well as OSHA and recertification courses for established journeymen.

Beginning in the fall of 2025, a new technical management studies concentration in the business management program will allow students with technical work experience and certifications to articulate credits toward an associate degree. Students in the automotive technician path will receive credit for Automotive Service Excellence (ASE) certifications. Program coursework includes business management, communications and workplace safety topics that prepare students for advancement into supervisory and management positions.

Two new STEM degree concentrations are also being offered starting in the fall of 2025. The STEM transfer data science program includes the courses usually required during the first two years of a bachelor's degree for students pursuing careers such as data analyst, database administrator, business intelligence analyst or machine learning engineer. Graduates will be trained in the core concepts of data science, mathematics, statistics and computer science, and will use data science tools and appropriate technology to create models for solving real-world problems. This new program provides a path for students to transfer to Maryland four-year institutions.

The new STEM technology mechatronics engineering program is designed to provide students with engineering, electronic and computing skills needed for careers in automation and manufacturing industries. Students will learn to apply engineering design processes to develop solutions for business needs, as well as designing, programming and troubleshooting automated machines and robots for industrial applications. This new program provides a pathway directly to the workforce for students interested in engineering applications.

In the summer of 2024, Wor-Wic was awarded a \$350,000 Advanced Technological Education (ATE) grant from the National Science Foundation. The three-year grant is funding the college's Eastern Shore Technician in Electro-Mechanics (ESTEEM) project, which addresses student barriers, provides solutions to encourage student success, and grows the technician education program. In the spring of 2025, a pilot flexible lab model that allowed students to complete hands-on requirements with increased scheduling flexibility was launched. Early student feedback indicates that this model enhanced learning, influenced enrollment decisions and supported program retention. Additionally, six micro-credentials were developed and offered, covering core electrical, mechanical and sensor systems. Preliminary data show strong student satisfaction with content quality and relevance.

In FY 2025, Wor-Wic's president participated in the United States-France International Education Administrators program as part of the Fullbright International Education Administrators program of the U.S. Department of State. This experience included visits to multiple colleges throughout France and interactions with administrators from international schools. Wor-Wic is committed to global education for its students and community. The Fullbright award laid the groundwork for global partnerships between Wor-Wic and international higher education institutions.

Additionally, the college is participating in the India-US Partnership Lab, a cornerstone component of the India-US Workforce Development Coalition, administered by the Association of Community College Trustees (ACCT) with a \$15,000 grant from Cognizant Philanthropies. Wor-Wic recently signed a memorandum of understanding with Symbiosis University in Pune, India. The agreement focuses on strengthening global partnerships and driving workforce development, specifically in the fields of innovation and economic growth.

College faculty members have been redesigning two history and communications courses to include a two-week study abroad component in Scotland for the spring term in 2026. A college team has been working on planning, logistics and outreach for 10 students, two faculty members and a coordinator to travel to Scotland for two weeks of study and experiential learning prior to the start of the spring term. Students will complete their coursework at Wor-Wic during the spring term after returning. This will be the first study abroad opportunity offered by the college.

In the fall of 2024, Wor-Wic was the only community college recipient of a U.S. Department of Education grant that provides \$5.7 million over five years as part of the Disabilities Innovation Fund. The college is developing staffing and pathways for youth with disabilities from high school to higher education. The funding provides additional college positions focused on outreach, academic and technology support services for students and faculty, professional development for high school and college employees, and ways in which Wor-Wic can mitigate the risk of students entering or already exposed to the juvenile justice system on the Lower Eastern Shore. Professional development through the college's Eastern Shore Criminal Justice Academy will also be developed to equip law enforcement officers with knowledge and skills to interact effectively with individuals with disabilities.

Response to Questions Raised by the Commission

Prompt 1: *Given the complex needs of today's students, what innovative supports (academic, financial, mental health, basic needs) has your college found most effective in boosting student success? How might these be expanded or reimaged to support long-term degree completion goals?*

Wor-Wic has implemented many innovative supports to benefit students. A food pantry and community garden to help stock the pantry were created to address food insecurity. A program was also developed for students to use their financial aid balance toward café gift cards for purchasing food in the café on campus.

In addition to on campus and virtual appointments with the college's counselor, Wor-Wic provides online mental health services to students free of charge through BetterMynd. This service provides real-time, one-on-one therapy sessions from licensed mental health counselors and is available 24 hours per day, every day. Free self-help resources and group workshops are also available. Online tutoring is also available through Brainfuse, which provides unlimited tutoring in many subjects and is available 24 hours per day, every day. Tutoring is also available in the college's tutoring center.

For parenting students, the CCAMPIS program provides assistance with child care costs, as well as retention and student success activities. The Parents Club also provides opportunities for parenting students to discuss issues, share tips and engage with each other regarding parenthood.

Over the past year, the college's Fins to the Finish Line program provided 75 students with financial and advising support incentives to increase their course load from nine to 12 credits, with the goal of helping students to stay on track to graduation. The college plans to continue and expand this program through a Maryland partnership with the ASAP/ACE National Replication Collaborative.

Wor-Wic and the University of Maryland Eastern Shore (UMES) partnered to increase support services for transfer students. After identifying opportunities together, UMES created dedicated processes for onboarding transfer students and added more flexible course scheduling to accommodate working and part-time students. Staff from admissions, advising and the registrar's office at both institutions communicate with each other regularly to discuss curriculum and policy changes, as well as any concerns. UMES also created a scholarship available for all Wor-Wic associate degree graduates who transfer to UMES. Recently, Wor-Wic has begun a partnership with SU to improve transfer outcomes and will work together to identify and address opportunities to help transfer students succeed.

Prompt 2: *In what ways has your institution changed (e.g., structures, policies, practices, or culture) as a result of pursuing the 55% completion goal? What lessons have you learned about sustaining institutional change over time?*

Wor-Wic has implemented several major initiatives to increase student retention and completion. New enrollment onboarding processes were launched as part of the college's guided pathways initiative. Enrollment coaches provide a brief career assessment, help students identify their academic program, and assist with placement testing and the financial aid application process. During the same time, a new advising center model was put into place. Academic advising responsibilities moved from student services administrators and faculty to professional academic advisors who work closely with students to develop academic plans and monitor success. Student success technology was implemented to bring a case management approach to advising, including tracking retention interventions, managing early alerts from faculty and providing comprehensive communication with students.

Scaling up the types of corequisite courses available, as well as the number of class section offerings, has also been a focus. This allows students with developmental needs to start taking college-level coursework sooner and reduce the time to earn a degree.

Changes to the academic calendar and the creation of seven-week classes also support student success and degree completion. The class schedule was updated to be more accommodating to student accessibility needs, allowing more opportunities for students to attend full time and complete their degrees sooner.

Credit for prior learning opportunities are being developed to assist local residents in the workforce who would like to pursue a degree. Dual enrollment opportunities are being expanded to help students enter college with advanced standing and shorten their time to earning a degree.

Becoming an Achieving the Dream institution has created a collegewide focus on making data-informed decisions to support student success.

Lessons learned include that identifying a champion on campus to support and generate interest in an initiative is helpful for gaining buy-in from others. Also, finding ways to keep the focus on an initiative is important for scaling up the after the pilot phase has been completed.

COMMUNITY OUTREACH AND IMPACT

Collaboration with Local High Schools

Public high school students on the Lower Shore are eligible to receive college credit for occupational courses completed in high school as a result of articulation agreements between the college and local boards of education. Local public high school students can also take dual enrollment courses at no cost if they meet their county dual enrollment eligibility requirements. A tuition discount of 25% is provided for students enrolled at local private high schools who meet their school's dual enrollment eligibility requirements. To increase accessibility for students, courses are taught in public and private high schools in the service area.

Transfer Opportunities to Four-Year Institutions

The college offers transfer programs in business, computer studies, education, general studies and STEM. Articulation agreements have been developed with various colleges and universities. Wor-Wic partners with University of Maryland Global Campus (UMGC) to articulate nine of the college's programs to bachelor's degree programs at UMGC. Chemical dependency counseling graduates can transfer directly into the social work program at Salisbury University (SU). The college's nursing program articulates to 11 institutions where graduates can pursue a Bachelor of Science in nursing degree. STEM program transfer agreements exist with Bowie State University and St. Mary's College of Maryland. Integrated science program students at SU attend Wor-Wic for their criminal justice courses, and graduates of Wor-Wic's criminal justice forensic science technology concentration can transfer directly into SU's integrated science degree program.

Transfer Opportunities with UMES

A pathway has been created for chemistry pre-pharmacy graduates to qualify for admission directly into the UMES graduate program in the School of Pharmacy. Transfer agreements for general studies, biology, chemistry and engineering are also in place. In FY 2025, a scholarship program agreement between UMES and Wor-Wic was renewed to provide all Wor-Wic

associate degree graduates who transfer to UMES with \$3,500 annually toward their tuition. In addition, up to three graduates per year are selected for a full financial aid package.

Driver Education Training

More than 300 students enrolled in Wor-Wic's driver education classes in FY 2025. Almost one-fourth of them received tuition assistance and almost a third were 19 years old or older. This course was created to help local economically disadvantaged residents obtain a driver's license and improve their ability to obtain jobs. Wor-Wic is the only driver education provider in the area to offer financial aid. Students who qualify for aid pay at least \$50 of the \$300 cost.

Wicomico County Adult Basic Education Program

With a grant from the Maryland Department of Labor, Wor-Wic provided adult education services to almost 850 local residents in FY 2025. Classes, offered at various locations throughout the county, help residents obtain a high school diploma or learn English if they are speakers of other languages. Incarcerated individuals at the Wicomico County Detention Center also benefit from these classes. Students are introduced to the postsecondary educational opportunities available at Wor-Wic through campus visits and information sessions. Additionally, the college and detention center are official GED testing centers

Training for Incarcerated Adults

Through the Department of Education's Revised Second Chance Pell Experiment, seven inmates at the Eastern Correctional Institution (ECI) graduated with a business management certificate in the spring of 2025 after taking credit classes taught at ECI. This initiative was designed to provide education to help incarcerated individuals secure jobs when they are released.

Transitional Youth Initiatives

Through the Tri-County Transition program, the college provided life and employment readiness skills training in FY 2025 for almost 20 students 18 to 21 years old with significant cognitive disabilities. Training areas included computers, culinary, landscape maintenance, retail and health care. The program is a partnership with the Wicomico, Worcester and Somerset public schools, with support from the MSDE Division of Rehabilitation Services, and is designed to prepare the students for postsecondary education and employment.

Gifted and Talented Program

In the summer of 2025, the college's summer scholars gifted and talented program enrolled more than 200 public, private and home-schooled students entering third through 10th grades. Students attended a variety of enrichment courses, totaling more than 400 course enrollments. Through a \$25,000 grant from the Donnie Williams Foundation, scholarships were provided for 36 service area students to attend for free based on family income requirements.

Prekindergarten Program

Through a grant from the Maryland State Department of Education (MSDE), the college's child development center offers prekindergarten classes for 3- and 4-year-olds. The grant provides funding for students whose families earn up to 300% of the federal poverty guidelines. The prekindergarten program includes a full day of instruction, along with a meal during the day. Before and after care is also available to families who need it.

Wor-Wic Community College Degree Progress Four Years after Initial Enrollment Fall 2020 Entering Cohort

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	481		260		117		104	
2	Number attempting fewer than 18 hours over first 2 years	169		86		15		68	
3	Cohort for analysis (Line 1 – Line 2)	312	100.0%	174	100.0%	102	100.0%	36	100.0%
4	Earned Associate degree from this community college	100	32.1%	64	36.8%	36	35.3%	0	0.0%
5	Earned certificate, but no degree, from this community college	9	2.9%	7	4.0%	2	2.0%	0	0.0%
6	Total associate and certificate graduates (Line 4 + Line 5)	109	34.9%	71	40.8%	38	37.3%	0	0.0%
7	Transferred to Maryland two-year/technical college	2	0.6%	1	0.6%	0	0.0%	1	2.8%
8	Transferred to Maryland public four-year college	89	28.5%	63	36.2%	23	22.5%	3	8.3%
9	Transferred to Maryland private four-year college or university	0	0.0%	0	0.0%	0	0.0%	0	0.0%
10	Transferred to out-of-state two-year/technical college	6	1.9%	4	2.3%	2	2.0%	0	0.0%
11	Transferred to out-of-state four-year college or university	24	7.7%	14	8.0%	8	7.8%	2	5.6%
12	Total transfers (sum of Lines 7 - 11)	121	38.8%	82	47.1%	33	32.4%	6	16.7%
13	Graduated from this college and transferred (Line 6 □ Line 12)	64	20.5%	41	23.6%	23	22.5%	0	0.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	166	53.2%	112	64.4%	48	47.1%	6	16.7%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	48	15.4%	24	13.8%	21	20.6%	3	8.3%
16	Successful transition to higher ed (Line 14 + Line 15)	214	68.6%	136	78.2%	69	67.6%	9	25.0%
17	Enrolled at this community college last term of study period	14	4.5%	4	2.3%	9	8.8%	1	2.8%
18	Successful or persisting (Line 16 + Line 17)	228	73.1%	140	80.5%	78	76.5%	10	27.8%

WOR-WIC COMMUNITY COLLEGE

2025 ACCOUNTABILITY REPORT

Student & Institutional Characteristics (not Benchmarked)

These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.

	Fall 2021	Fall 2022	Fall 2023	Fall 2024
A Fall credit enrollment				
a. Unduplicated headcount	2,436	2,441	2,638	2,943
b. Percent of students enrolled part time	79.3%	83.2%	83.9%	84.4%
	Fall 2021	Fall 2022	Fall 2023	Fall 2024
B First-time credit students with developmental education needs	65.9%	62.4%	61.3%	70.3%
	FY 2021	FY 2022	FY 2023	FY 2024
C Credit students who are first-generation college students (neither parent attended college)	29.4%	29.8%	29.1%	31.9%
	FY 2021	FY 2022	FY 2023	FY 2024
D Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	155	259	400	538
	FY 2021	FY 2022	FY 2023	FY 2024
E Credit students receiving financial aid				
a. Receiving any financial aid	61.0%	74.4%	72.3%	69.5%
b. Receiving Pell grants (excluding high school students)	37.8%	38.7%	48.5%	50.5%
Note: Methodology for (b) has changed from prior reports.				
F Students 25 years old or older				
a. Credit students	34.8%	33.0%	33.7%	35.3%
	FY 2021	FY 2022	FY 2023	FY 2024
b. Continuing education students	72.2%	72.8%	70.3%	72.1%
	FY 2021	FY 2022	FY 2023	FY 2024
G Credit students employed more than 20 hours per week	57.2%	53.2%	58.0%	*
	Fall 2021	Fall 2022	Fall 2023	Fall 2024
H Credit student racial/ethnic distribution				
a. Hispanic/Latino	5.7%	6.7%	7.7%	8.0%
b. Black/African American only	24.4%	24.7%	26.6%	28.0%
c. American Indian or Alaskan native only	0.2%	0.2%	0.2%	0.1%
d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.0%	0.0%
e. Asian only	2.5%	2.2%	2.4%	2.1%
f. White only	60.1%	57.9%	55.1%	53.1%
g. Multiple races	4.9%	6.0%	5.8%	5.7%
h. Foreign/Non-resident alien	0.7%	0.9%	1.1%	1.4%
i. Unknown/Unreported	1.4%	1.3%	1.1%	1.4%
	Fall 2021	Fall 2022	Fall 2023	Fall 2024
I Credit student distance education enrollment				
a. Enrolled exclusively in distance education	25.7%	22.9%	18.6%	20.4%
b. Enrolled in some, but not all, distance education	34.8%	30.4%	30.1%	30.3%
c. Not enrolled in any distance education	39.7%	46.7%	51.3%	49.3%

WOR-WIC COMMUNITY COLLEGE

2025 ACCOUNTABILITY REPORT

	FY 2021	FY 2022	FY 2023	FY 2024
J Unrestricted revenue by source				
a. Tuition and fees	32.9%	28.5%	27.1%	27.5%
b. State funding	32.1%	32.1%	37.8%	39.4%
c. Local funding	30.6%	27.9%	27.5%	25.9%
d. Other	4.4%	11.5%	7.6%	7.2%
	FY 2021	FY 2022	FY 2023	FY 2024
K Expenditures by function				
a. Instruction	36.9%	36.8%	34.8%	35.4%
b. Academic support	18.1%	18.5%	18.4%	17.9%
c. Student services	8.8%	9.6%	10.2%	10.9%
d. Other	36.2%	35.1%	36.6%	35.8%

Goal 1: Access

	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
1 Annual unduplicated headcount					
a. Total	6,296	7,071	7,093	7,617	10,200
b. Credit students	3,662	3,355	3,398	3,631	4,300
c. Continuing education students	2,983	4,038	4,032	4,357	6,500
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
2 Market share of first-time, full-time students	28.4%	26.6%	24.1%	22.1%	45.0%
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
3 Market share of part-time students	77.3%	78.2%	78.8%	81.0%	82.0%
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2024
4 Market share of recent, college-bound high school graduates	48.6%	42.6%	41.3%	37.8%	56.0%
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
5 High school student enrollment	387	496	525	668	500
	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
6 Annual enrollment in online/hybrid courses					
a. Credit, online	9,239	5,687	4,778	4,730	3,300
b. Continuing education, online	1,479	1,705	1,080	1,387	450
c. Credit, hybrid	2,954	1,028	912	1,000	1,600
d. Continuing education, hybrid	0	33	146	131	0
	FY 2022	FY 2023	FY 2024	FY 2025	Benchmark FY 2026
7 Tuition and mandatory fees					
a. Annual tuition and fees for full-time students	\$4,530	\$4,530	\$4,680	\$4,800	NA
b. Percent of tuition/fees at Md public four-year institutions	46.1%	45.1%	45.6%	45.7%	50.0%
Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

WOR-WIC COMMUNITY COLLEGE

2025 ACCOUNTABILITY REPORT

	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	143	352	455	471	800
b. Annual course enrollments	169	531	815	799	1,400
	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	343	613	718	803	1,200
b. Annual course enrollments	699	1,026	1,360	2,085	2,300
	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
10 Adult education student achievement of:					
a. At least one ABE educational functioning level	20.6%	23.5%	18.4%	20.4%	32.0%
b. At least one ESL educational functioning level	41.7%	38.0%	31.8%	45.2%	40.0%
Note: Not reported if < 50 students in the cohort					
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
11 Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	38.7%	40.8%	43.7%	45.4%	32.0%
	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
b. Percent nonwhite continuing education enrollment	41.1%	43.6%	45.8%	45.3%	32.0%
	July 2021	July 2022	July 2023	July 2024	Benchmark Not Required
c. Percent nonwhite service area population, 15 or older	31.7%	32.2%	32.9%	33.6%	NA
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
12 Percent minorities (nonwhite) of full-time faculty	10.3%	10.3%	6.1%	8.7%	12.0%
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
13 Percent minorities (nonwhite) of full-time administrative and professional staff	17.9%	19.5%	16.1%	15.0%	22.0%

Goal 2: Success

	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort	Fall 2023 Cohort	Benchmark Fall 2024 Cohort
14 Fall-to-fall retention of first-time students					
a. All first-time students	52.3%	47.1%	48.9%	55.5%	50.0%
b. Pell grant recipients	49.6%	46.3%	47.1%	55.6%	50.0%
c. Developmental students	48.8%	42.3%	45.5%	51.5%	50.0%
d. College-ready students	55.7%	57.1%	55.1%	63.0%	60.0%

WOR-WIC COMMUNITY COLLEGE

2025 ACCOUNTABILITY REPORT

	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	41.4%	36.9%	43.8%	52.9%	45.0%
	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	79.7%	79.8%	80.7%	80.5%	90.0%
b. Developmental completers	77.7%	72.3%	84.4%	76.5%	87.0%
c. Developmental non-completers	27.2%	27.9%	29.2%	27.8%	NA
d. All students in cohort	63.3%	62.3%	68.3%	73.1%	70.0%
	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	68.9%	67.6%	71.3%	76.4%	NA
b. Black/African American only	48.5%	48.1%	57.4%	59.6%	NA
c. Asian only	*	*	*	*	NA
d. Hispanic/Latino	*	*	*	*	NA
Note: Not reported if < 50 students in the cohort for analysis					
	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	66.1%	65.3%	66.4%	64.4%	85.0%
b. Developmental completers	52.0%	46.8%	54.6%	47.1%	65.0%
c. Developmental non-completers	19.2%	17.3%	18.8%	16.7%	NA
d. All students in cohort	46.2%	44.7%	48.9%	53.2%	53.0%
	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	52.0%	48.4%	53.5%	59.6%	NA
b. Black/African American only	34.3%	29.1%	31.5%	34.6%	NA
c. Asian only	*	*	*	*	NA
d. Hispanic/Latino	*	*	*	*	NA
Note: Not reported if < 50 students in the cohort for analysis					
	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	528	486	508	460	600
b. Career degrees	166	150	193	150	NA
c. Transfer degrees	160	141	148	134	NA
d. Certificates	202	195	167	176	NA
e. Unduplicated graduates	497	449	464	428	NA

WOR-WIC COMMUNITY COLLEGE

2025 ACCOUNTABILITY REPORT

	AY 20-21	AY 21-22	AY 22-23	AY 23-24	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	86.4%	88.6%	88.5%	91.6%	85.0%

	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	FY 2023 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year	62.8%	60.3%	62.4%	61.9%	75.0%

Goal 3: Innovation

	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. LPN	87.5%	100.0%	94.6%	100.0%	100.0%
Number of Candidates	24	25	37	31	NA
b. RN	86.0%	81.2%	80.5%	88.6%	90.0%
Number of Candidates	50	64	82	70	NA
c. Radiologic Technology	100.0%	66.7%	100.0%	100.0%	100.0%
Number of Candidates	15	6	7	8	NA
d. EMT-Basic	60.0%	56.0%	45.0%	64.0%	85.0%
Number of Candidates	20	25	20	28	NA
e. EMT-Paramedic	*	83.3%	71.4%	74.0%	90.0%
Number of Candidates	4	12	7	19	NA
f. Occupational Therapy Assistant	*	90.0%	91.0%	100.0%	95.0%
Number of Candidates	4	10	11	9	NA
g. Physical Therapist Assistant	71.4%	83.3%	70.0%	71.4%	92.0%
Number of Candidates	14	6	10	7	NA

Note: Not reported if <5 candidates in a year

	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	FY 2023 Graduates	Benchmark Not Required
24 Graduates employed within one year	87.2%	91.2%	89.1%	89.8%	NA

	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	\$17,796	\$21,100	\$19,604	\$23,668	NA
b. Median annualized income three years after graduation	\$47,184	\$57,280	\$64,344	\$64,408	NA

	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	2,534	3,191	2,986	3,219	5,000
b. Annual course enrollments	4,349	5,396	5,178	5,742	8,000

WOR-WIC COMMUNITY COLLEGE

2025 ACCOUNTABILITY REPORT

	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry -required certification or licensure					
a. Unduplicated annual headcount	1,994	2,451	2,136	2,258	3,000
b. Annual course enrollments	3,536	4,234	3,721	4,230	5,000

	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	1,196	1,606	1,337	1,650	2,800
b. Annual course enrollments	3,505	3,873	3,640	4,414	5,500

Note: NA designates not applicable
 * designates data not available



2026 Legislative Session

March Commission Meeting

Presented by Ms. Meghan Music
Executive Director of External & Legislative Relations





2026 Maryland Legislative Session

The 2026 Session is underway, with higher education legislation and budget hearings progressing across multiple committees.

MHEC is actively engaged with:



The General
Assembly



Governor's
Office



Department of Budget
and Management (DBM)

MHEC's role this session:



Advancing our
Departmental
priorities



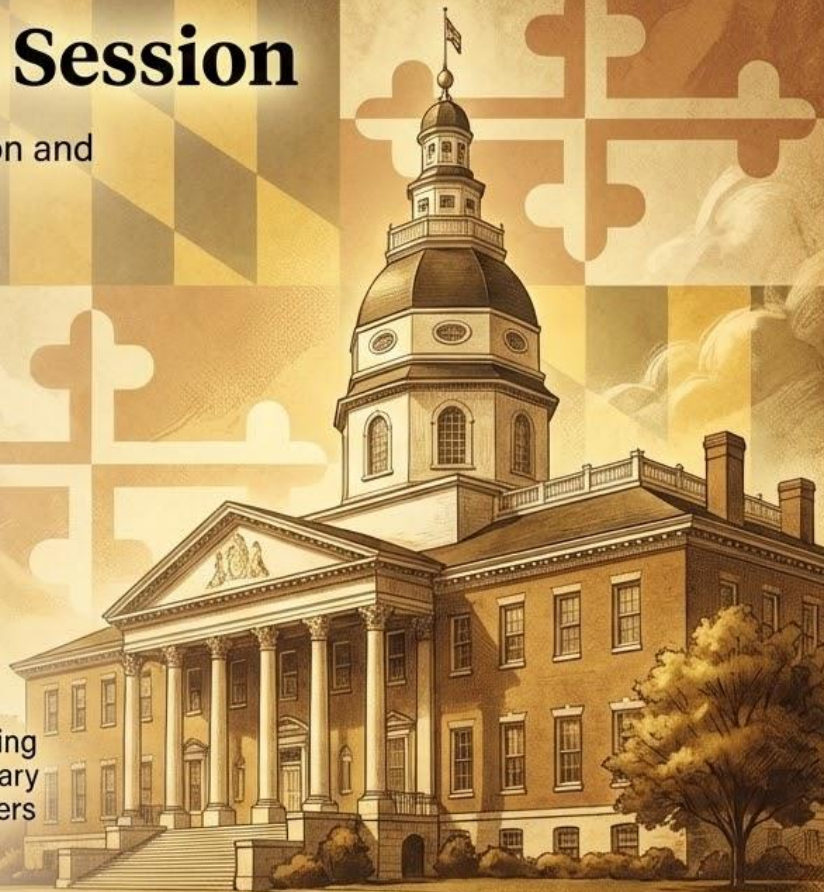
Advancing
Administrative
priorities



Provide
technical and
policy expertise



Serve as a coordinating
point for postsecondary
education stakeholders



MHEC Departmental

**Higher Education - Guaranteed Access
Grant Program - Applicability**



SB 207/ HB 231



**Delaying the decentralization of the Guaranteed Access
Grant Program until the 2029-2030 financial aid award year.**



**Senate EEE Committee and Jointly Assigned
to the House App and LEGO Committees**



MHEC EEE Briefing & Health Briefing



January 28, 2026 – EEE Committee Briefing (Completed)

MHEC provided a high-level overview of postsecondary education policy context and agency priorities.

-  MHEC overview
-  National Partners
-  Federal Landscape
-  Academic Approvals
-  Office of Student Financial Assistance
-  Vender Error on GA/EA Grant
-  Scholarships Residual funds



February 18, 2026 – Health Committee Briefing

MHEC to participate in a briefing focused on access and policy considerations impacting students.



Access to Over-the-Counter (OTC) Contraceptives



Briefing focus on access and policy considerations impacting student



MHEC Legislative Engagement



Favorable Testimony

MHEC has provided favorable testimony on select bills aligned with:

- ★ Student access and success
- ★ Administrative efficiency
- ★ Postsecondary system improvements



Letters of Information (LOIs)

MHEC has submitted LOIs on legislation where:

- ★ Additional context or technical clarification was appropriate
- ★ Policy intent is understood, but operational or fiscal consideration exists

MHEC has not yet opposed any legislation

FY 2027 Budget: Higher Education



Subject-Matter Budget Hearings (MHEC Participation)



Higher Education Overview



MHEC Budget



Aid to Community Colleges



Student Financial Assistance



MHEC Capital Budget



Secretary Rai's Testimony (Support for FY 2027 Budget)

Secretary Rai testified in support of the Governor's proposed FY 2027 budget.



Continued State investment in higher education



Strategic decision-making during fiscal constraint

Engagement with Higher Education Segments



Ongoing Engagement with the Segments

MHEC continues regular engagement with all higher education segments throughout session.

Engagement includes:

- ▶ Weekly updates and check-ins
- ▶ Outreach related to hearings and legislation
- ▶ Responsive follow-up as bills move through the process



Focus is on:

- ▶ Early communication
- ▶ Transparency
- ▶ Consistent points of contact

Key Takeaways



Active Engagement in 2026 Legislative Session.

MHEC is actively engaged throughout the session.



Agency Participation.

Includes briefings, testimony, budget hearings, and stakeholder engagement.



Our Focus.

Collaboration, transparency, and alignment with Administration priorities.



Governor

Wes Moore

Lt. Governor

Aruna Miller

Secretary

Sanjay Rai, Ph.D.

Commission Chair

Catherine J. "Cassie" Motz

Commission Vice Chair

Chike Aguh

Commissioners

Kathleen Bands, Ph.D.

Mickey L. Burnim, Ph.D.

Charlene Mickens Dukes, Ed.D.

Barbara Kerr Howe

Narcisa A. Polonio, Ed.D.

Rebecca Taber Staehelin

Sheila D. Thompson, Ph.D.

Craig A. Williams, Ph.D.

Janet E. Wormack, Ed.D.

Sarah Otwey, Student
Commissioner

Principal Counsel

Kimberly Smith Ward

MEMORANDUM

DATE: March 25, 2026

TO: Maryland Higher Education Commission

FROM: Emily A. A. Dow, Ph.D.,
Assistant Secretary for Academic Affairs

SUBJECT: Proposed Regulatory Changes to Instructor Trainer
Certification Standards for Emergency Service Instructor
Trainers

The Maryland Fire-Rescue Education and Training Commission (MFRETC) recommends amending the Code of Maryland Regulations (COMAR) to establish an alternative "Experience/Training Pathway" for the certification of Emergency Service Instructor Trainers. This proposal addresses a critical shortage of certified Instructor Trainers (ITs) by allowing highly experienced emergency services professionals to qualify through documented field expertise and advanced specialized training in addition to the traditional baccalaureate degree pathway.

Problem Statement

Throughout 2025, the MFRETC engaged in extensive discussions regarding the declining number of Instructor Trainers (IT) in Maryland. There are concerns that the shortage of ITs has created a bottleneck in the training pipeline for emergency responders.

The current requirement for a baccalaureate or graduate degree in education often excludes veteran emergency services professionals who possess significant practical teaching experience but lack formal higher education degrees. The average age of current ITs is over 55, creating an urgent need for succession planning to prevent further delivery failures and course cancellations.

The proposed second or alternative pathway is designed not to replace the degree requirement, but to offer a rigorous, experience-based alternative that ensures instructional quality through high-volume "lead" teaching hours and successful evaluations.

MARYLAND HIGHER EDUCATION COMMISSION

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Proposed Regulatory Changes

The recommended changes maintain the existing Educational Pathway while adding a new Experience and Training Pathway. To qualify under the new pathway, a candidate must meet all the following criteria:

- Be a current certified MICRB State Emergency Services Instructor and Evaluator.
- Document a minimum of 750 "lead" instructor hours without an unsuccessful evaluation.
- Have taught at least three Instructor I courses with a successful evaluation from a certified IT or Training Supervisor.
- Complete at least 5 evaluations as a certified evaluator.
- Attain Instructor III certification and receive a formal letter of recommendation from a sponsoring agency.
- Successfully complete a MICRB-approved Instructor Trainer Course.

The proposed "Experience and Training Pathway" is essential for maintaining the operational readiness of Maryland's fire and rescue services.

RECOMMENDATION: It is recommended that the Commission: (1) Approves for publication in the Maryland Register the enclosed proposed regulatory amendments that establish a second Instructor Trainer pathway for Emergency Service Instructor Trainers; and (2) Authorizes its Assistant Attorneys General to make non-substantive edits to the proposed regulations to conform to the stylistic and formatting requirements of AELR and DSD.

.04 Certification Standard Instructor Trainer.

A. The candidate shall document instructional experience and formal education.

B. Educational ~~Requirements~~ Pathway.

(1) To become certified as an ~~emergency service instructor trainer~~ Emergency Service Instructor Trainer in Maryland, an individual shall have completed:

(a) A baccalaureate or graduate degree in education or a related field from an accredited college or university; and

(b) 3 years of teaching experience, which shall be documented as evidence of competence.

(2) Within the degree, or in addition to the degree, courses that cover the following topics are required:

(a) Methods of Teaching: using various teaching methodologies to enhance the classroom environment, such as lecture, case studies, technology, demonstration, group activities, and interactive discussions;

(b) Classroom Management: organizing the learning environment; maintaining motivation, interest, and discipline; attending to administrative detail, such as record keeping and scheduling; demonstrating leadership skills;

(c) Instructional Media: developing, selecting, and using training audio-visual aids and instructional technology appropriately;

(d) Speech and Communication: choosing, using, and defining terminology correctly, speaking from notes and extemporaneously, assuring understanding of explanations;

(e) Evaluation and Measurement: assigning scores and grades, using current technology to determine measures of central tendency and statistical results, interpreting results, revisions of exam questions as needed;

(f) Course Design and Lesson Planning: performing needs assessments and task analyses; creating instructional objectives; creating lesson plans and teaching materials that enhance student learning;

(g) Education Psychology and Learning Theories: identifying learning characteristics and learning styles; adjusting instruction to meet the social, psychological, and physiological needs of adult learners;

(h) Counseling and Guidance: counseling students first through informal steps (discussion and suggestions for correcting the problem) and formal steps (explanation of corrective steps and penalties or results for failure to comply accompanied by written notification to the student, student's supervisor, and the class file);

(i) Research and Administration or Training Administration: planning course schedules, instructor assignments, and faculty and equipment use, performing administrative tasks including managing and maintaining program schedules, instructor assignments, and records and reports, including course and student data, instructor support, and facility and equipment use;

(j) Instructor Management: performing instructor management tasks such as identifying instructor (personnel) needs, recruiting, selecting, and training or orienting, and evaluating instructors; and

(k) Design of Evaluation Tools or Principles of Teaching and Evaluation: using various written and skill testing instruments based on learning performance objectives.

C. Experience and Training Pathway.

(1) To become certified as an Emergency Services Instructor Trainer in Maryland, an individual shall meet all of the following requirements:

(a) Be a current MICRB-certified State Emergency Services Instructor;

(b) Be a current MICRB-certified Evaluator;

(c) Have taught a minimum of 750 lead instructor hours as a MICRB-certified Instructor;

(d) Have had all successful evaluations in the MICRB instructor evaluation process during the most recent 750 hours of teaching;

(e) Have taught at least three Instructor I courses;

(f) Have received a successful evaluation while teaching an Instructor I course, completed by a MICRB-certified Instructor Trainer or a MICRB-certified Instructor who is a Training Supervisor from an entity other than their sponsoring agency;

(g) Have conducted or completed five evaluations as a certified evaluator;

(h) Have successfully completed the current Instructor III certification class;

(i) Have a letter of recommendation from the sponsoring agency; and

(j) Have successfully completed an Experience and Training Pathway bridge course approved by the MICRB.

Maryland Higher Education Commission

2026 Meeting Dates

The Maryland Higher Education Commission (MHEC) is Maryland's higher education coordinating board responsible for managing statewide financial aid programs and establishing statewide policies for public and private colleges and career schools to support students' postsecondary pursuits.

Commission meetings are held on the 4th Wednesday of each month from 10:00 a.m. to 1:00 p.m., with certain exceptions noted below.

Scheduled Meeting Dates for 2026

- Wednesday, January 21: 10:00 AM – 1:00 PM (Third Wednesday)
- Wednesday, February 25: 10:00 AM – 1:00 PM
- Wednesday, March 25: 10:00 AM – 1:00 PM
- Wednesday, April 22: 10:00 AM – 1:00 PM
- Wednesday, May 27: 10:00 AM – 1:00 PM
- Wednesday, June 24: 10:00 AM – 1:00 PM
- Wednesday, July 29: 10:00 AM – 1:00 PM (Fifth Wednesday)
- Wednesday, August 26: 10:00 AM – 1:00 PM
- Tuesday, September 22: 10:00 AM – 4:00 PM (In-person Budget Meeting)
- Wednesday, October 28: 10:00 AM – 1:00 PM
- Wednesday, November 18: 10:00 AM – 1:00 PM (Third Wednesday)
- Wednesday, December 9: 10:00 AM – 1:00 PM (Second Wednesday)

Dates, times, and meeting modality are subject to change. Please check the website for the most up-to-date information:

<http://www.mhec.maryland.gov/About/Pages/Meetings.aspx>