

# **MARYLAND HIGHER EDUCATION COMMISSION**

## **MEETING BOOKLET**

Time: 1:00 PM  
Wednesday, April 28, 2021

Place: Video Teleconference  
(GoToMeeting)

# Maryland Higher Education Commission

Andrew R. Smarick, Chair

Donna M. Mitchell, Vice Chair

Senchal D. Barrolle, Esq.

Vivian S. Boyd, Ph.D.

Lewis R. Brown, Ed.D.

James E. Coleman

Vera R. Jackson, Ph.D.

Charles McDaniels, Jr.

Sydney Miller, Student Commissioner

James B. Sellinger, Sr.

Mary Pat Seurkamp, Ph.D.

John W. Yaeger, Ed.D.

**James D. Fielder, Jr., Ph.D.**  
**Secretary**

**Lawrence J. Hogan, Jr.**  
**Governor**

**Boyd K. Rutherford**  
**Lt. Governor**



**Larry Hogan**  
Governor

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**Andrew R. Smarick**  
Chair

**James D. Fielder, Jr., Ph. D.**  
Secretary

## Maryland Higher Education Commission Meeting Agenda

**TIME:** 1:00 p.m.  
Wednesday  
April 28, 2021

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(GoToMeeting)

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<b>Adjournment</b>		

*\*The next Commission meeting is on Wednesday, May 26, 2021 @ 1:00 PM.*

**Maryland Higher Education Commission**  
Meeting Minutes

March 24, 2021  
1:00 p.m.

The Maryland Higher Education Commission (MHEC) met on Wednesday, March 24, 2021 via video teleconference (GoToMeeting).

**Commission members present:**

Andrew R. Smarick, Chair	Vera R. Jackson, Ph.D.
Donna M. Mitchell, Vice Chair	Charles McDaniels, Jr.
Senchal D. Barrolle, Esq.	Sydney Miller, Student Commissioner
Vivian S. Boyd, Ph.D.	James B. Sellinger, Sr.
Lewis R. Brown, Ed.D.	Mary Pat Seurkamp, Ph.D.
James E. Coleman	John W. Yaeger, Ed.D.

**Staff members present:**

James D. Fielder, Ph.D.	Emily A. A. Dow, Ph.D.
Geoffrey Newman	Jennifer Katz
Soma Kedia	Trish Gordon McCown
Lee Towers	Tavon Vinson
Karen King-Sheridan	Jacqueline Cade
Bryson Barksdale	Donna Thomas

**Call to Order**

The meeting was called to order by **Chair Smarick** at approximately 1:01 p.m. A meeting quorum was established with twelve (12) members present.

**Chair's Remarks**

**Chair Smarick** thanked the Commissioners for attending today's meeting and welcomed all guests. He expressed the hope that everyone was in good health and good spirits.

**Secretary's Remarks**

**Secretary Fielder** reported that House Bill 1/Senate Bill 1 Historically Black Colleges and Universities – Funding was to be signed by the Governor today. He also shared that Commissioner Miller had suggested the formation of a Diversity, Equity and Inclusion Committee, which would function as a sub-committee of the Commission. **Chair Smarick** agreed with the suggestion, as did the Commissioners, and tasked Secretary Fielder to form the committee.

## **Public Comments**

**Chair Smarick** recognized the team from Strayer University. Dr. Andrea Backman, Acting University President, introduced her colleagues, which included Ms. Megan Jackson, General Counsel, Ms. Lisa Sincere, Associate General Counsel, and Mr. Andrew Burmeister, Director of Government Affairs. She requested a postponement of the discussion and decision by the Commission regarding their request for a waiver from the definition of full-time faculty. Dr. Backman explained that Strayer's mission was to serve the working adult by providing flexibility and accessibility in its online programs. Ms. Sincere and Ms. Jackson both requested the additional time to further consider Strayer's request, as they believe that their institution has a unique role, mission and scope, which would warrant granting the waiver.

## **Commission Minutes Approval**

**Commissioner Jackson** motioned to approve the February 24, 2021 meeting minutes, and **Vice Chair Mitchell** seconded the motion. The motion was approved unanimously.

## **Commissioner Committee Updates**

**Education Policy Committee: Commissioner Yaeger** reported that there were no other topics of discussion recently, only the subject of Strayer University's request.

**Outreach, Grants, and Financial Assistance Committee: Commissioner Jackson** shared that Commissioner Miller will be joining the committee.

**Finance and Operations Committee: Vice Chair Mitchell** reported that she is still trying to recruit members to serve on the committee.

## **Department of Finance and Administration – Office of Student Financial Assistance – Final Adoption of Amendments to COMAR Financial Aid Regulations – Richard W. Collins III Leadership with Honor Scholarship Program – Action Item**

**Chair Smarick** recognized Mr. Geoffrey Newman, Assistant Secretary for Finance and Administration, who asked Ms. Donna Thomas, Director of the Office of Student Financial Assistance, to present this item. Ms. Thomas stated that on November 18, 2020, the Commission approved for publication in the Maryland Register proposed amendments to the regulations for the Richard W. Collins III Leadership with Honor Scholarship Program. The purpose of these amendments is to clarify the definition of part-time enrollment and alter application deadline dates. The proposed amendments were published in the Maryland Register on January 15, 2021. The public comment period for the regulations ended on February 15, 2021, and no public comments were received. The proposed amendments to the regulations are ready for the Commission's final adoption. The amendments will become effective 10 days after notice of the final adoption is published in the Maryland Register.

Ms. Thomas recommended that the Commission approves for final adoption the proposed amendments to the regulations for the Richard W. Collins III Leadership with Honor Scholarship

Program. **Commissioner Coleman** made a motion to approve, and **Commissioner Sellinger** seconded the motion. The motion passed unanimously.

### **Education Policy Committee – Strayer University’s Request for Waiver of Full-Time Faculty Definition – Action Item**

**Chair Smarick** recognized Commissioner Yaeger who serves as Chair of the Education Policy Committee. **Commissioner Yaeger** remarked that the Committee wants to make an informed decision and should fully consider the information that was presented earlier by Strayer University. The mission statement presented by President Backman differed slightly from the one with which they were originally provided.

**Chair Smarick** recognized Dr. Emily Dow, Assistant Secretary for Academic Affairs, to provide additional commentary on this topic. Dr. Dow explained the request by Strayer University to waive the definition of full-time faculty. In reviewing Strayer’s renewal application to continue operations in Maryland, MHEC staff discovered that the University was out of compliance in meeting the 1/3 full-time faculty standard (by not meeting the COMAR definition of full-time faculty). This request for a waiver must be considered by the Education Policy Committee before being moved forward to the Commission for a final decision. Although no new information was received, the Committee can take additional time to ensure that the information presented was accurate.

**Chair Smarick** remarked that he appreciates the efforts of the staff, but he would also like to respect Strayer’s request for a postponement of a discussion/decision by the Commission. After further discussion, **Chair Smarick** asked the Committee to review the information that was presented to them today in an effort to ensure a sound evaluation. The issue will be discussed, and a vote taken, at the next Commission meeting.

### **Adjournment**

**Commissioner Seurkamp** made a motion to adjourn and **Commissioner Coleman** seconded the motion. The motion passed unanimously. The meeting adjourned at approximately 1:33 p.m.

**Maryland Higher Education Commission**  
Meeting Minutes

April 9, 2021  
9:00 a.m.

The Maryland Higher Education Commission (MHEC) met on Friday, April 9, 2021 via video teleconference (GoToMeeting).

**Commission members present:**

Andrew R. Smarick, Chair	Charles McDaniels, Jr.
Donna M. Mitchell, Vice Chair	Sydney Miller, Student Commissioner
Senchal D. Barrolle, Esq.	James B. Sellinger, Sr.
Vivian S. Boyd, Ph.D.	John W. Yaeger, Ed.D.

**Commission members not present:**

Lewis R. Brown, Ed.D.	Vera R. Jackson, Ph.D.
James E. Coleman	Mary Pat Seurkamp, Ph.D.

**Staff members present:**

James D. Fielder, Ph.D.	Emily A. A. Dow, Ph.D.
Geoffrey Newman	Soma Kedia

**Call to Order**

The meeting was called to order by **Chair Smarick** at approximately 9:02 a.m. A meeting quorum was established with eight (8) out of twelve (12) members present.

**Chair's Remarks**

The Chair did not offer any remarks.

**Secretary's Remarks**

**Secretary Fielder** informed everyone that the legislative session would be ending in a few days. He also shared that MHEC was planning to hold a training session for all staff on April 20 on the topic of cultural diversity, as a part of its continuing conversation on diversity, equity and inclusion. **Secretary Fielder** reported as well that MHEC was currently working with the Maryland Department of Health to provide vaccinations to college students.

**Vote for Closed Session to Discuss Pending Administrative Appeal – Action Item**

**Commissioner Yaeger** moved that the Commission go into a closed session to discuss the pending administrative appeal. **Commissioner McDaniels** seconded the motion. The motion was approved unanimously.

**Adjournment**

The meeting adjourned at approximately 9:07 a.m.

For Inclusion in the Open Session Minutes of the Commission's April 9, 2021 Meeting:

EXECUTIVE SESSION: Pursuant to § 3-305(b)(7) of the General Provisions Article, Annotated Code of Maryland, and upon motion of Commissioner Yaeger, seconded by Commissioner McDaniels, and with unanimous agreement of the Commissioners present, the Maryland Higher Education Commission met in closed session on Friday, April 9, 2021, virtually, by video, using GoToMeeting, for the purpose of discussing an administrative appeal. The following Commission members were not present: Mary Pat Seurkamp, Lewis Brown, Vera Jackson, and James Coleman.

In attendance at closed session were Commissioners Andy Smarick, Donna Mitchell, Vivian Boyd, John Yaeger, Senchal Barrolle, James Sellinger, Charles McDaniels, and Sydney Miller; and Assistant Attorney General Soma Kedia. The Executive Session commenced at 9:07 a.m. At that time, the Commission received legal advice regarding an administrative appeal from Maple Springs Baptist Bible College & Seminary, with regard to the Secretary's denial of their application to operate as an institution of higher education. The Commission discussed with legal counsel whether to delegate the appeal to the Maryland Office of Administrative Hearings and the scope of the delegation. Following consultation and discussion the Commission voted unanimously to transmit the appeal to the Maryland Office of Administrative Hearings and to delegate final decision-making authority. The Executive Session ended at 9:30 a.m.



Larry Hogan  
Governor

Boyd K. Rutherford  
Lt. Governor

Andrew R. Smarick  
Chair

James D. Fielder, Jr., Ph. D.  
Secretary

## MEMORANDUM

**DATE:** April 28, 2021

**TO:** Maryland Higher Education Commission

**FROM:** Education Policy Committee, Maryland Higher Education Commission

**SUBJECT:** Strayer University's Request for Waiver of Full-Time Faculty Definition

Strayer University ("Strayer") submitted a request on August 4, 2020, for a waiver from the definition of full-time faculty consistent with the Commission's "Requirements for Authorization of Out-of-State Degree-Granting Institutions to Operate in Maryland," specifically COMAR 13B.02.01.16E.

There are two elements regarding faculty that are required for MHEC to approve an out-of-state institution to operate in Maryland: (1) At least 1/3 of the classes offered shall be taught by full-time faculty of the parent institution and (2) meeting the specified definition of full-time faculty found in COMAR (also listed below).

Previously, the Education Policy Committee review this matter and discussed it at the February 22, 2021 meeting; representatives from Strayer provided public comment and committee members asked questions. The Commission discussed this item at the March 24, 2021 meeting, and MHEC staff subsequently requested clarifying information from Strayer. The Education Policy Committee reviewed the revised materials presented in this memo and discussed this matter again at the April 19, 2021 meeting; representatives from Strayer University declined to provide public comment at the April meeting.

**RECOMMENDATION:** It is recommended that the Commission deny Strayer University's waiver of the definition of full-time faculty as provided for in the Maryland Higher Education Commission's "Requirements for Authorization of Out-of-State Degree-Granting Institutions to Operate in Maryland." Strayer has not demonstrated that its "unique role, scope, and mission... requires a waiver in order for the institution to operate in Maryland," pursuant to the requirements of [COMAR 13B.02.01.16E\(2\)](#).

Upon reviewing the University's renewal application to continue operations in Maryland, it was discovered that the University was out of compliance in meeting the 1/3 full-time faculty standard (by not meeting the COMAR definition of full-time faculty) and subsequently requested the waiver. Strayer's renewal application remains active until a determination regarding this request is resolved. While Strayer provided commentary on its mission, role and

scope, it is not clear what about its mission, role and scope is unique that merits an exemption to the definition of full-time faculty.

**Highlighted** text indicates new or revised text compared to the March 24, 2021 memo presented to the Commission.

## Analysis

### **Regulatory Background**

Commission records indicate that faculty waivers have been granted to Lesley University (2017), LaSalle University (2015), and Walden University (2013); none of these institutions currently operates in Maryland. Prior to Walden's 2013 request, such a waiver request had not been brought forth for action by the Commission for many years. Records also indicate that only five other full-time faculty waivers have been approved dating back to 1996, to the following institutions: Sojourner Douglass College (now closed), University of Maryland Global Campus (formerly University of Maryland University College (UMUC)), University of Phoenix (no longer operating in Maryland), Baltimore Hebrew University (merged with Towson University), and Binah Institute of Advanced Judaic Studies for Women.

The definition of full-time faculty in COMAR 13B.02.01.03 from which Strayer seeks a waiver is as follows:

*(10) Full-time faculty member means an employee:*

- (a) Whose primary professional responsibility is instruction, research, scholarship, or service;*
- (b) Who performs those functions normally expected of a full-time faculty member at an institution of higher education, including curriculum development, student advising, and institutional service;*
- (c) Who is employed on an annual or renewable contract of at least 9 months long that stipulates an annual salary; and*
- (d) Who is not employed full-time by another employer.*

Per COMAR 13B.02.01.16, an out-of-State institution may apply to the Commission for a waiver from the definition of "full-time faculty member." In order to obtain a waiver, an institution shall demonstrate that the unique role, scope, and mission of the institution require a waiver in order for the institution to operate in Maryland.

At this time, at least 1/3 of the classes offered by Strayer are not taught by full-time faculty (as defined by COMAR), and therefore do not meet the faculty standard for operating in Maryland (see *Current Status of Full-time Faculty* section of this memo). Therefore, the waiver request was made by Strayer.

### **Institutional Background**

Strayer is a national, for-profit university headquartered in Washington, D.C., and is licensed to operate by the Higher Education Licensure Commission of the District of Columbia. Strayer is accredited by Middle States Commission on Higher Education. While Strayer has historical origins in Maryland, (Strayer Business College opened in 1892 in Baltimore<sup>1</sup>), Strayer has been operating in Maryland with a certificate of approval as an out-of-state institution for about two decades. Strayer was last granted extended approval to operate in Maryland in 2015 through

<sup>1</sup> Strayer University, Supplemental Information (March 9, 2021); page 1

August 31, 2020. Strayer's application to continue operating in Maryland is currently under review and cannot be completed until a decision regarding their faculty waiver request is made.

Strayer operates five campuses in Maryland: Anne Arundel, Owings Mills, Prince George's (Parent Campus), Rockville, and White Marsh. The campuses offer 17 open-access programs ranging from the associate to master's level, with each campus offering the primarily the same instructional programs; two programs - the M.S. in Healthcare Services Administration and Master of Public Administration - are not offered at Owings Mills and White Marsh. Additionally, the Bachelor of Science in Information Systems is in teach-out at all five campuses.

### **Institutional Mission Analysis**

Strayer University's original August 4, 2020, faculty waiver request provided the following mission statement:

*Through exceptional service and our personal commitment to student success, we enable students to obtain a valuable education and change their lives, starting the day they enroll.<sup>2</sup>*

However, recent correspondence with Strayer indicates that the mission was changed in March 2020, prior to the faculty waiver request submission. The incorrect mission statement was included in the original request. It was not until March 31, 2021<sup>3</sup>, did Strayer notify MHEC that previous iterations of this memo (presented to the Education Policy Committee on February 22, 2021 and the full Commission on March 24, 2021) provided an analysis on the wrong mission statement.

In reviewing additional documentation<sup>4</sup>, the current mission is:

*Through Strayer University's innovative approach to an exceptional educational experience and our commitment to student success, we empower our students to achieve their personal and professional aspirations.*

Per COMAR 13B.02.01.16.E, "an out-of-State institution may apply to the Commission for a waiver from the definition of 'full-time faculty member'<sup>5</sup>... in order to obtain a waiver, an institution shall demonstrate that the unique role, scope, and mission of the institution require a waiver in order for the institution to operate in Maryland."

To determine uniqueness, an institution would need to demonstrate that the institution

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<sup>2</sup> Strayer University, Original Request (8/4/2020); page 1

<sup>3</sup> Strayer University, Supplemental Information (3/31/2021); pages 2-3

<sup>4</sup> Strayer University, Strategic Plan (approved 3/6/2020); page 3, pages 9-10

<sup>5</sup> Full-time faculty member means an employee: (a) whose primary professional responsibility is instruction, research, scholarship, or service; (b) Who performs those functions normally expected of a full-time faculty member at an institution of higher education, including curriculum development, student advising, and institutional service; (c) Who is employed on an annual or renewable contract of at least 9 months long that stipulates an annual salary; and (d) who is not employed full-time by another employer.

contributes to postsecondary education in a way that no other institution in Maryland does, and the contribution merits a waiver of the definition in COMAR of a full-time faculty member.

To articulate uniqueness, Strayer notes “As students progress through their courses, they are able to simultaneously put the skills they are learning into practice in the workforce, knowing that these skills are relevant and imparted by faculty currently in the field.”<sup>6</sup> This can be said of all Maryland colleges and universities.

Additionally, Strayer notes that they are “an open-access university, serving adult learners, including a strong military community.”<sup>7</sup> All of Maryland’s community colleges are open access institutions, and many of Maryland colleges and universities serve adult learners. While the University of Maryland Global Campus (UMGC) is designed to serve the military, Strayer’s operations in Maryland are distinct from UMGC’s global operations to offer postsecondary education to active service members.

Third, Strayer argues that they “provide postsecondary education to a diverse set of students... not only expressed through racial and ethnic diversity but also age diversity.”<sup>8</sup> Many campuses in Maryland (and nationally) serve a diverse student population, both in race/ethnicity and in age. In fact, the 2017-2021 Maryland State Plan for Higher Education<sup>9</sup> encourages institutions to expand efforts regarding student access and student success for non-traditional students, including working adults.

Strayer reports that a shift in student preference resulted in the institution’s need to shift its operational strategy, re-aligning its use of real estate and human capital to focus more on providing services, as opposed to explicit in-person instruction, at its campus locations.<sup>10</sup> Consequently, faculty are hired for the purpose of instruction. Staff at a specific campus location are hired to provide specialized student services such as enrollment, financial advising, and academic advising. Strayer relies on this shift in its operational strategy to explain why faculty resources are not bound by long term contracts, but rather faculty are hired as student demand dictates with adjunct faculty hired on renewable contracts. Strayer’s full-time faculty are employed at-will with an annual salary and are treated as regular employees; they are not subject to contracts, renewable or otherwise.<sup>11</sup>

Strayer is committed to continuous improvement through rigorous periodic evaluation of progress toward achieving its mission and goals,<sup>12</sup> offering academic programs in areas in which it has academic expertise and for which significant student demand exists. As such, course-by-course demand at Strayer cannot be projected as easily over the long-term in comparison to

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<sup>6</sup> Strayer University, Supplemental Information (3/31/2021); pages 5-6

<sup>7</sup> Strayer University, Supplemental Information (3/31/2021); page 6

<sup>8</sup> Strayer University, Original Request (8/4/2020); page 2

<sup>9</sup> 2017-2021 Maryland State Plan for Higher Education;

<https://mhec.state.md.us/About/Documents/2017.2021%20Maryland%20State%20Plan%20for%20Higher%20Education.pdf>

<sup>10</sup> Strayer University, Supplemental Response (9/23/2020); page 4

<sup>11</sup> Strayer University, Supplemental Response (9/23/2020); page 4

<sup>12</sup> Strayer University. *Institutional Philosophy*. Retrieved from <http://strayer.smartcatalogiq.com/2020-2021/Catalog/General-Information/Institutional-Philosophy>

traditional brick and mortar institutions where long-term demand is much easier to map. In order to meet the significantly more elastic demand at the course-level, Strayer asserts its need to ensure that the supply of faculty members is equally as elastic to ensure that supply meets demand. “If Strayer were to have 1/3 of all of its courses taught by full-time faculty, Strayer would not be able to respond as nimbly to student demand as it does today because faculty resources would be tied up in nine-month long (or longer) contracts. We also would not be able to meet student demand, we would be offering courses that are not in student demand, and the University would be operating in a fiscally irresponsible way.<sup>13</sup>” All campuses face student demand challenges; this is not a unique challenge to Strayer.

Lastly, Strayer added that the University places great value on faculty who stay up to date in their professional field – this means that many faculty may also be employed elsewhere in addition to their teaching duties at Strayer. These faculty, then, do not conduct activities that, in many cases are conducted by other specialized organs at the University.<sup>14</sup>

*Finding: In each request for documentation, Strayer reiterated its statement from its original submission: its unique role and scope as rooted in its mission statement. MHEC staff does not find evidence of a unique role, scope, and mission that merits a waiver of the definition of full-time faculty. Instead, Strayer provides arguments regarding operational motivations for requesting the waiver.*

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<sup>13</sup> Strayer University Request for Faculty Waiver, (8/4/2020), Page 2

<sup>14</sup> Strayer University Request for Faculty Waiver, (8/4/2020), Page 2

**Additional Information and Considerations***Current Status of Full-time Faculty*

None of the faculty currently employed by Strayer meet the definition of full-time faculty as specified in COMAR 13B.02.01.03. A summary is provided in the table below.

*Table 1*

<b>COMAR Definition</b>	<b>Summative Commentary</b>
(10) "Full-time faculty member" means an employee:  (a) Whose primary professional responsibility is instruction, research, scholarship, or service;	This requirement is met, as COMAR uses the term "or." Faculty at Strayer are engaged primarily in instruction.
(b) Who performs those functions normally expected of a full-time faculty member at an institution of higher education, including curriculum development, student advising, and institutional service;	This requirement is not met, as COMAR uses the term "and." All faculty are engaged in student advising. Some faculty may participate in curriculum development and may be engaged in institutional service (which may include research and scholarship) but these activities are not required of all faculty at Strayer. Moreover, in completing the faculty compliance report <sup>15</sup> , when asked to denote in which activities Strayer faculty participate, Strayer listed only instruction (coded as "1") for each faculty member, indicating that faculty do not "substantially participate in the development or implementation" of one or more of the activities required collectively by designated faculty (COMAR 13B.02.01.16E(3)).
(c) Who is employed on an annual or renewable contract of at least 9 months long that stipulates an annual salary; and	This requirement is not met. No faculty are employed on contract. Faculty are employed at-will.
(d) Who is not employed full-time by another employer.	This requirement is met. In the March 31, 2021 correspondence, Strayer notes that "that full-time faculty are not (and may not be) employed full-time elsewhere."

A review of Strayer University's request indicated that the institution employs faculty who are full-time employees of the University by Strayer's definition; faculty are not full-time by COMAR's definition in that faculty do not engage in scholarship or service, faculty are not provided contracts as full-time employees, and faculty are hired as at-will employees.<sup>16</sup>

The job description for full-time faculty provided by Strayer indicated the following

<sup>15</sup> Strayer University, Faculty Compliance Report

<sup>16</sup> Strayer University, Supplemental Response (2/10/2021); page 1

responsibilities:

- Provides coaching and mentoring to students, approaching student challenges with empathy and competence.
- Faculty takes an active leadership role in the Strayer University learning community, offering feedback on the curriculum and working collaboratively with other employees and departments to serve Strayer students.
- In addition, full-time faculty may:
  - Offer feedback regarding curriculum effectiveness.
  - Suggest curriculum modifications and enhancements.
  - Work collaboratively with other employees to promptly and satisfactorily resolve student issues.
  - Mentor less experienced members of the Strayer University faculty.
  - Attend faculty trainings and meetings as required.

Strayer's faculty are employed by the University full-time with the **primary** purpose of instruction and instructional support of its students. Strayer emphasized the desire to employ faculty who are current in the profession; as such, faculty may be employed elsewhere in addition to their teaching duties.

In an email dated September 24, 2020, Strayer's representative stated that a full-time faculty member must teach 5 courses in each of the winter, spring, and fall quarters, with the option to also teach in the summer quarter (not required). Each of Strayer's courses is 4.5 quarter credit hours; full-time faculty need to teach 22.5 quarter credit hours in each of the 3 referenced quarters or an aggregate 67.5 credit hours annually. Below is the list of programs proposed in the renewal application and the percentage of full-time\* instructors in each program (highlighted programs do not meet 33% full time requirement).

\*Strayer University defines "full-time faculty" by the number of courses taught. None of Strayer's faculty meet the definition of full-time faculty as stated in COMAR 13B.02.01.03.10.

Table 2

	% of Full-Time Instructor (as defined by Strayer*)	Enrollment					TOTAL
		Anne Arundel	Owings Mills	Prince George's	Rockville	White Marsh	
Associate of Arts in Accounting	45.0%	4	1	7		1	13
Associate of Arts in Acquisition and Contract Management	40.0%	1	1	6			8
Associate of Arts in Business Administration	60.0%	17	6	42	7	8	80
Associate of Arts in Information Systems	55.0%	2	2	9		1	14
Associate of Arts in Information Technology	50.0%	7	2	13	1	2	25
Associate of Arts in Marketing	45.0%	2					2
Bachelor in Science in Information Systems	45.0%	60	46	176	41	38	361
Bachelor of Business Administration	55.0%	475	529	1264	297	694	3259
Bachelor of Science in Accounting	40.0%	48	40	55	19	41	203
Bachelor of Science in Information Technology	42.5%	81	103	200	59	83	526
Diploma in Acquisitions and Contract Management	41.7%	3	2	4			9
Master of Business Administration	60.0%	97	77	210	80	74	538
Master of Education	0.0%	14	8	45	3	16	86
Master of Health Services Administration	0.0%	7	1	22	4	1	35
Master of Public Administration	16.7%	7		17	5		29
Master of Science in Accounting	41.7%	17	10	28	9	10	74
Master of Science in Human Resource Management	16.7%	15	18	38	8	17	96
Master Science in Information Systems	75.0%	19	15	62	15	13	124
Bachelor in Criminal Justice (Online Only)			3	5		5	13
Master of Science in Information Assurance (Online Only)			1				1
Undeclared		2	2	16	14	1	35
<b>TOTAL</b>		<b>878</b>	<b>867</b>	<b>2219</b>	<b>562</b>	<b>1005</b>	

In the March 31, 2021, correspondence, Strayer states “Faculty, regardless of full-time or adjunct status, have the ability to participate in a wide variety of areas, such as curriculum development, institutional service, professional development, external research, and the like. If a faculty member chooses not to participate in these areas, however, they are not required to and will not be penalized, nor will their job be in jeopardy simply because they choose not to

participate.”

*“Designated Faculty” and Roles and Responsibilities*

Per COMAR 13B.02.01.16, after an institution demonstrates that the unique role, scope, and mission of the institution require a waiver in order for the institution to operate in Maryland (which MHEC staff contends has not been met), the institution shall designate by name the faculty members whose primary responsibility is instruction, scholarship, research, or service who will perform the duties normally required of full-time faculty; and, document that designated faculty members substantially participate in the development or implementation of one or more of the following activities at the institution requesting the waiver:

- (i) Academic programs,
- (ii) Professional programs,
- (iii) Research programs,
- (iv) Service programs,
- (v) Admission or admission policies,
- (vi) Academic advising,
- (vii) Faculty appointments, or
- (viii) Institutional governance

According to the job description provided by Strayer, and as noted previously, faculty are engaged in academic programs, professional programs, academic advising and institutional governance. Strayer University asserts that all of its faculty have instruction as their primary responsibility:

In that sense, all of the faculty that are listed in our faculty reports as part of our renewal are “Designated Faculty.” All Designated Faculty perform instruction and as such, from a certain point of view, all of them substantially participate in the provision of academic programs because without them, there would be no academic programs. All Designated Faculty also conduct academic advising as evidenced by the attached full-time faculty job description.<sup>17</sup>

At Strayer, the applicable tasks of full-time faculty (as described in COMAR) are primarily performed by other people who are specialized to do that task. The University stated that it creates full-time faculty in the aggregate by putting people and services together in a way that it believes is a more efficient model for its offerings. Faculty at Strayer are primarily tasked with teaching; though faculty may opt to engage in other activities, they are not required to do so. Specifically, “all of the faculty that are listed in our faculty reports as part of our renewal are ‘Designated Faculty.’ No specific faculty members at Strayer have as their primary responsibility scholarship, research, or service.”<sup>18</sup> In completing the faculty compliance report<sup>19</sup>

<sup>17</sup> Strayer University, Supplemental Response (9/23/2020)

<sup>18</sup> Strayer University, Supplemental Response (9/23/2020); page 1

<sup>19</sup> Strayer University, Faculty Compliance Report

as part of the renewal application process, when asked to denote in which activities Strayer faculty participate, Strayer listed only instruction (coded as “1”) for each faculty member, indicating that faculty do not “substantially participate in the development or implementation”<sup>20</sup> of the activities except instruction; designated faculty collectively do not participate in *all* of the activities listed in COMAR 13B.02.01.16E(3).

The creation of new programs, materials, and content are done by dedicated teams of academic curriculum specialists and subject matter experts. Faculty have the option to participate in the creation or updating of curriculum development, but they are not required to participate.

As related to research, Strayer is not a research institution; therefore, faculty do not engage in research. The institution’s basic Carnegie Classification is “Special Focus Four Year: Business & Management Schools.”<sup>21</sup>

As related to duties performed by faculty, Strayer provided the following key arguments in support of its faculty waiver request:

- As an open access institution, admissions policies are set by the University’s Board of Trustees and the University President’s office. Changes to the general admissions policies rarely occur. Implementing these policies is handled by operations teams and faculty do not participate in admissions decisions.

Faculty hiring is done through centralized HR and Recruiting functions. These HR and Recruiting functions carry out the credentialing requirements necessary to ensure compliance with state regulations. Unlike faculty at traditional institutions, Strayer faculty do not receive tenure, so faculty appointment decisions do not play a critical role, the way they may at a traditional institution.<sup>22</sup>

### *Professional Activities*

The primary duty of Strayer faculty is to teach; faculty are not required to meet certain benchmarks in their professional or academic development. Strayer University has a professional development fund that permits faculty to attend academic conferences and assist in their professional development.

### *Student Population*

<sup>20</sup> COMAR 13B.02.01.16E(3)(b)

<sup>21</sup> The Carnegie Classification of Institutions of Higher Education. Retrieved from [https://carnegieclassifications.iu.edu/lookup/view\\_institution.php?unit\\_id=430184&start\\_page=lookup.php&clq=%7B%22ipug2005\\_ids%22%3A%22%22%2C%22ipgrad2005\\_ids%22%3A%22%22%2C%22enrprofile2005\\_ids%22%3A%22%22%2C%22ugprfile2005\\_ids%22%3A%22%22%2C%22sizeset2005\\_ids%22%3A%22%22%2C%22basic2005\\_ids%22%3A%22%22%2C%22eng2005\\_ids%22%3A%22%22%2C%22search\\_string%22%3A%22strayer+university%22%2C%22level%22%3A%22%22%2C%22control%22%3A%22%22%2C%22accred%22%3A%22%22%2C%22state%22%3A%22%22%2C%22region%22%3A%22%22%2C%22urbanicity%22%3A%22%22%2C%22womens%22%3A%22%22%2C%22hbcu%22%3A%22%22%2C%22hsi%22%3A%22%22%2C%22tribal%22%3A%22%22%2C%22msi%22%3A%22%22%2C%22landgrant%22%3A%22%22%2C%22coplac%22%3A%22%22%2C%22urban%22%3A%22%22%2C%22community%22%3A%22%22%7D](https://carnegieclassifications.iu.edu/lookup/view_institution.php?unit_id=430184&start_page=lookup.php&clq=%7B%22ipug2005_ids%22%3A%22%22%2C%22ipgrad2005_ids%22%3A%22%22%2C%22enrprofile2005_ids%22%3A%22%22%2C%22ugprfile2005_ids%22%3A%22%22%2C%22sizeset2005_ids%22%3A%22%22%2C%22basic2005_ids%22%3A%22%22%2C%22eng2005_ids%22%3A%22%22%2C%22search_string%22%3A%22strayer+university%22%2C%22level%22%3A%22%22%2C%22control%22%3A%22%22%2C%22accred%22%3A%22%22%2C%22state%22%3A%22%22%2C%22region%22%3A%22%22%2C%22urbanicity%22%3A%22%22%2C%22womens%22%3A%22%22%2C%22hbcu%22%3A%22%22%2C%22hsi%22%3A%22%22%2C%22tribal%22%3A%22%22%2C%22msi%22%3A%22%22%2C%22landgrant%22%3A%22%22%2C%22coplac%22%3A%22%22%2C%22urban%22%3A%22%22%2C%22community%22%3A%22%22%7D)

<sup>22</sup> Strayer University Request for Faculty Waiver, (8/4/2020), page 5

Based on enrollment data provided with the renewal application to operate in Maryland, Strayer enrolls over 5,500 Maryland students, as depicted in Table 3 below.

Table 3

Data retrieved from Student Enrollment Data Report, September 1, 2018 - August 31, 2019									
Campus	Full Time Undergrad	Part-Time Undergrad	% part-time Undergrad enrollment	Full Time Grad	Part-Time Grad	% part-time Grad enrollment	Total PT enrollment	Total Enrollment	% total P/T enrollment
Owings Mills	46	691	94.0%	28	102	78.0%	793	867	91.5%
Anne Arundel	114	588	83.8%	49	127	72.2%	715	878	81.4%
Prince George's	200	1,596	88.9%	130	293	69.3%	1,889	2,219	85.1%
White Marsh	72	802	91.8%	5	126	96.2%	928	1,005	92.3%
Rockville	70	366	83.9%	49	77	61.1%	443	562	78.8%
Maryland campuses - Total part-time enrollment							4,768	5,531	86.2%

Strayer indicated that it serves a mature student population with an overwhelming majority of students attending part-time. Strayer postulated that the more mature status of its students and their needs means that they do not require the same services that are required at a traditional university and that its students chose Strayer not to publish research papers in academic journals; students are coming to Strayer for practical knowledge about how to run a business. According to Strayer, the faculty requirements set forth in COMAR are “more appropriate for traditional institutions where younger students have the time to do those kinds of things. As such, requiring our faculty to support those kinds of endeavors and to comport with such requirements would be incongruous with the demands of our student body.”<sup>23</sup>

In Strayer’s March 31, 2021 correspondence, they indicate serving a similar student population to UMGC. A summary of the statistics are provided below in Table 4. The percentages provided here are slightly different than what was provided in the March 31, 2021 letter, as it is only specific to undergraduate enrollment. Table 4 also includes statistics of other institutions in Maryland based on similar locations and programs offered.

<sup>23</sup> Strayer University, Supplemental Response (9/23/2020); page 3

**Table 4**

	<b>Over the Age of 25</b>	<b>Black or African American</b>	<b>Women</b>	<b>Part-time</b>	<b>Undergrad. enrollment</b>
Strayer (MD operations only) <sup>24</sup>	91%	75%	77%	90%	83%
UMGC <sup>25</sup>	73%	26%	45%	79%	79%
Anne Arundel Community College <sup>26</sup>	33%	17%	60%	72%	100%
Baltimore City Community College <sup>27</sup>	52%	76%	69%	68%	100%
Community College of Baltimore County <sup>28</sup>	40%	38%	62%	72%	100%
Montgomery College <sup>29</sup>	30%	26%	54%	66%	100%
Prince George's Community College <sup>30</sup>	35%	69%	63%	70%	100%
University of Baltimore <sup>31</sup>	52%	47%	58%	43%	47%

In its February 10, 2021 response, Strayer provided the following data to support its claim about student preference for online classes:

<sup>24</sup> IPED College Navigator, Strayer University:

<https://nces.ed.gov/collegenavigator/?q=Strayer+University&s=MD&id=430184#enrolmt>; retrieved April 20, 2021

<sup>25</sup> IPEDS College Navigator, UMGC:

<https://nces.ed.gov/collegenavigator/?q=University+of+Maryland+Global+Campus&s=MD&id=163204#enrolmt>; retrieved April 20, 2021

<sup>26</sup> IPED College Navigator, Anne Arundel Community College:

<https://nces.ed.gov/collegenavigator/?q=Anne+Arundel+Community+College&s=MD&id=161767#enrolmt>;

Retrieved April 20, 2021

<sup>27</sup> IPED College Navigator: Baltimore City Community College:

<https://nces.ed.gov/collegenavigator/?q=Baltimore+City+Community+College&s=MD&id=161864#enrolmt>;

Retrieved April 20, 2021

<sup>28</sup> IPED College Navigator, Community College of Baltimore County:

<https://nces.ed.gov/collegenavigator/?q=Community+College+of+Baltimore+County&s=MD&id=434672#enrolmt>;

Retrieved April 20, 2021

<sup>29</sup> IPEDS College Navigator, Montgomery College:

<https://nces.ed.gov/collegenavigator/?q=Montgomery+College&s=MD&id=163426#enrolmt>; Retrieved April 20, 2021

<sup>30</sup> IPED College Navigator: Prince George's Community College:

<https://nces.ed.gov/collegenavigator/?q=Prince+George%27s+Community+College&s=MD&id=163657#enrolmt>;

retrieved April 20, 2021

<sup>31</sup> IPED College Navigator, University of Baltimore:

<https://nces.ed.gov/collegenavigator/?q=University+of+Baltimore&s=MD&id=161873#enrolmt>; Retrieved April 20, 2021

As shown in the chart below, during the spring 2019, summer 2019, fall 2019, and winter 2020 quarters 24,434\* Maryland students assigned to a Maryland campus were registered for courses, of which 21,211 or eighty-six percent (86%) took online courses. However, as a point of clarification, our references to online enrollment at 93% are referring to the university as a whole.

Table 5

Campus	Students taking on-ground modality	Students taking online modality	Percent online
Anne Arundel	365	3496	91
Owings Mills	233	3665	94
Prince George's	1738	7958	82
Rockville	267	2042	88
White Marsh	620	4050	87
Maryland ALL	3223	21211	86.8

\*Note this is the aggregate number over the four referenced quarters, which includes that some students were enrolled in each quarter.

#### *Middle States Accreditation Standards*

Strayer's operational strategy is permissible as determined by its continued accreditation by Middle States. In compliance with Middle States standards,<sup>32</sup> Strayer employs departments to conduct many of the services and functions described in COMAR 13B.02.01.16. Middle States requires that the institution "commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success (Middle States Commission on Higher Education, Standard IV – Support of the Student Learning Experience).<sup>33</sup>

Middle States specifically allows for "student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals" (Middle States Commission on Higher Education, Standard III - Design and Delivery of the Student Learning Experience).

#### *Faculty Requirements from the D.C. Higher Education Licensure Commission*

Per the Washington D.C. Higher Education Licensure Commission's regulations 8004.8 Faculty, there is no established ratio for the full-time faculty complement, nor do the regulations require

<sup>32</sup> Middle States Commission on Higher Education. *Standards for Accreditation and Requirements of Affiliation*. [https://www.msche.org/standards/#standard\\_7](https://www.msche.org/standards/#standard_7)

<sup>33</sup> Middle States Commission on Higher Education. *Standards for Accreditation and Requirements of Affiliation*. [https://www.msche.org/standards/#standard\\_7](https://www.msche.org/standards/#standard_7)

that faculty engage in activities outside of teaching and professional development:

8004.8 Faculty. In order to qualify for a license, a postsecondary degree granting educational institution shall demonstrate that:

- (a) The faculty possess academic, scholarly, and teaching qualifications generally recognized as appropriate to their respective positions;
- (b) There are a sufficient number of full time or part time academic faculty appointments to ensure continuity and stability of the educational program at each location where each program is offered, as well as to provide adequate educational association between students and faculty;
- (c) Full-time faculty devotes a majority of their professional time as employees of the postsecondary degree granting educational institution as assigned;
- (d) The teaching assignments of faculty members permit adequate opportunity for classroom preparation, professional growth, and other appropriate functions;
- (e) Fair, clear, and adequate procedures for the appointment, promotion, evaluation, award of tenure, if applicable, disciplining, and dismissal of faculty members are in place;
- (f) Adequate policies and procedures to protect academic freedom are in place; and
- (g) An opportunity exists for the faculty to participate in the planning of and evaluation of the curriculum.

#### *Assessment of Online Learning*<sup>34</sup>

Students enrolled in online courses at Strayer are offered both summative and formative assessment opportunities, at the same number and rigor as on-ground courses (i.e., in-person courses). Not all Strayer courses are offered on-ground; however, courses that are available in both modalities offer the same curriculum, including learning outcomes. Strayer summative assessments are designed to measure student mastery of the course learning objectives, while formative assessments are intended to support student learning as they progress through the course to help them succeed on their summative assessments. Like Strayer on-ground courses, the majority of the summative online assessments are performance-based and include rubrics. Examples include portfolios, presentations, case studies, client reports, executive summaries, academic research papers, and essays. Formative assessments may include quizzes, labs, journals and discussions. Moreover, when on-ground classes were held prior to the commencement of the COVID-19 pandemic, students in on-ground courses were required to submit their summative assessments online and also complete their formative assessments online. In assessing student coursework, faculty evaluate student work using the associated assessment rubric. Due to the importance of faculty feedback, faculty provide rich feedback in written and/or video format

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<sup>34</sup> Summary from Strayer University, Supplemental Response (2/10/2021)

through the Learning Management System (LMS). Faculty review each rubric criteria, assigning appropriate points based on student mastery level of the criteria. For objective assessments, predetermined correct responses, as identified by the faculty/subject matter expert and curriculum team, are entered into the assessment tool prior to the beginning of a term. Upon student completion of an objective assessment, scoring is automatically completed and the score reflected in the LMS gradebook.



Larry Hogan  
Governor

Boyd K. Rutherford  
Lt. Governor

Andrew R. Smarick  
Chair

James D. Fielder, Jr., Ph. D.  
Secretary

## MEMORANDUM

DATE: April 28, 2021  
TO: Maryland Higher Education Commission  
FROM: Trish Gordon McCown, Director, Academic Affairs  
SUBJECT: Collegium Sanctorum Angelorum: Approval of Stage One Application

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In accordance with the Code of Maryland Regulations (COMAR) 13B.02.02., the Maryland Higher Education Commission has reviewed a Stage One initial application for a Certificate of Approval as an in- state degree granting institution submitted by Collegium Sanctorum Angelorum (“The Collegium”), located at 36 S. Potomac Street, Suite 203, Hagerstown, MD 21740 (main office). The application includes a proposal to offer the following three programs:

1. Bachelor of Arts (B.A.) in Liberal Arts
2. Upper Division Certificate (U.D.C.) in Theology and Philosophy
3. Lower Division Certificate (L.D.C.) Studies in English and Latin

Dr. Edward Schaefer, President, was informed on April 2, 2021, that The Collegium is approved to proceed to Stage Two of the application process. This decision was based on an analysis of the application in conjunction with the Maryland Higher Education Commission’s Minimum Requirements for In-state Degree Granting Institutions (COMAR 13B.02.02), the Maryland State Plan for Postsecondary Education, and a 30-day review by the Maryland higher education community. No comments or objections were received during the 30-day circulation period.

A Stage Two application was received on April 15, 2021 and is currently under review by MHEC staff. If the documentation submitted by The Collegium satisfies the requirements of the Stage Two application, an evaluation team will be appointed to conduct an on-site visit to the institution to ensure that the institution complies with the regulations.

If, based on the evaluation team report and other available information, the Secretary is satisfied that the prospective in-State institution is in compliance with COMAR 13B.02.02 and the minimum requirements are met, the Secretary shall grant approval to operate. If the Secretary is not satisfied that a prospective in-state institution is in compliance with this chapter, the Secretary shall issue a notice of deficiencies and deny approval to the institution. If approved, an evaluation team will conduct an on-site visit to the in-state institution at the end of an institution's first instructional year to ensure that the institution is in compliance with COMAR 13B.02.02 and any other condition upon which the Commission based the institution's approval to operate.

RECOMMENDATION: This item is for informational purposes only.



**Larry Hogan**  
Governor

**Boyd K. Rutherford**  
Lt. Governor

**Andrew Smarick**  
Chair

**James D. Fielder, Jr., Ph. D.**  
Secretary

DATE: April 28, 2021

TO: Maryland Higher Education Commission

FROM: Barbara A. Schmertz, Ph.D.

SUBJECT: Maryland Higher Education Commission Maryland Public Colleges and Universities Enrollment Projections 2021 to 2030

Each year the Maryland Higher Education Commission (MHEC) prepares 10-year enrollment projections for public institutions. These projections provide perspective to higher education policy discussions at the state level, including facilities planning, tuition and fees issues, articulation, funding priorities, and retention and graduation rates. The Department of Budget and Management and the General Assembly use the Commission's forecasts as the State's official enrollment projections for public higher education.

The materials include headcount projections for each institution, with separate analyses for full- and part-time undergraduates and, as applicable, full- and part-time graduate/professional students. Full-time equivalent (FTE) and full-time day equivalent (FTDE) projections are calculated by applying a mathematical formula to the headcount figures. Projections are also developed for state-funding-eligible FTE noncredit continuing education enrollments at the community colleges. The projections model involves the application of a linear regression analysis to demographic and economic factors.

After careful consideration<sup>1</sup> and a review of the projections model and its data sources, MHEC has decided that the projections reporting for the 2020 report (projecting annual changes to enrollment from 2020 to 2029) will serve as the basis for the 2021 to 2030 Enrollment Projections. These are the key drivers of this decision:

- Fall 2020 undergraduate and graduate student data, which serves as the baseline for the projections model, reflects unprecedented upheaval in Maryland's colleges and universities enrollment due to the Covid-19 pandemic;
- A number of the variables integral to the linear regression model – including Maryland high school graduate projections, per capita income, and population projections – rely on data that has not been updated for the past two to four years. It is felt that these are specious data to use in the model and likely will cause the projections to be an unreliable predictor of future enrollment; and
- The model relies on FTE and FTDE data collected each Fall by MHEC that requires

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<sup>1</sup> MHEC consulted with key staff from the Department of Budget and Management and the Department of Legislative Services in making this decision.

institutions to distinguish distance education students from students taking courses on the campus; this year MHEC issued temporary guidance to institutions to ameliorate colleges' concerns that their data for Fall 2020 under-represented their student enrollments and their subsequent space needs (again, due to various pedagogical accommodations to maintain safe learning environments during the Covid-19 pandemic). Despite this guidance, institutions faced challenges in estimating their in-person versus distance education courses for the near future; using these data in our model would have unintended, and possibly, negative effects on projections.

For reference, a table with additional information regarding specific variables is attached to this memo.

As such, the 2021-2030 report reflects these changes, and the only modification made is to ensure the same data values from the 2029 year have been projected to 2030, as well. This means that each section of the report – community college and public four-year institution FTE and headcount enrollment - has been updated so the values hold constant for fiscal year 2030 and fiscal year 2031. Values for earlier years, fiscal year 2020 through fiscal year 2029, have been maintained, as well.

In the coming year, MHEC will monitor the data collected by the agency and data used for the model in an effort to plan for the 2022 reporting cycle. We will keep you abreast of any relevant findings.

**RECOMMENDATION: It is recommended that the Maryland Higher Education Commission accept the 2021-2030 enrollment projections and approve their distribution to the public, the campuses, and interested state agencies.**

**Yellow indicates data used in model that precedes COVID**

<b>VARIABLE IN MODEL</b>	<b>DATE/YEAR</b>	<b>SOURCE</b>	<b>NOTES</b>
Fall enrollment by age, gender	Fall 2020	MHEC Enrollment Information System	Historic disruptions in fall attendance due to pandemic
Population data	latest available	MD Dept. of Planning	
Population projections data	2017 (adjusted 2020)	MD Dept. of Planning	The Maryland Department of Planning reviews its projections annually and adjusts the numbers as needed. The next round of official projections will be published in 2021 with 2020 Census data as baseline and projections from 2025 to 2050. <a href="https://planning.maryland.gov/MSDC/Documents/popproj/Overview-Population-Projections-Methodology.pdf">https://planning.maryland.gov/MSDC/Documents/popproj/Overview-Population-Projections-Methodology.pdf</a>
Tuition and fees	2020	Institutions tuition and fee schedules	
WICHE high school projections	2019	WICHE	all projections created pre-COVID; WICHE may update data in 2021 as new data become available
Per capita income	2018	Prepared by the Maryland Department of Planning, Projections and Data Center U.S. Bureau of Economic Analysis, Regional Data, Personal Income and Employment, State Annual: Table SA1, Personal Income, Population, Per Capita Personal Income	Most current data used by Dept. of Planning is from December 2019 (reflecting 2018 data)
Non credit enrollment (FTE)	Fall 2020	MHEC S-6	MHEC issued guidance in 2020 requesting institutions to report enrollments/course delivery methods as they would be without pandemic disruptions.
Credit hours and FTE	Fall 2020	MHEC CC-4; S-6	MHEC issued guidance in 2020 requesting institutions to report enrollments/course delivery methods as they would be without pandemic disruptions.



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DATE: April 28, 2021

TO: Maryland Higher Education Commission

FROM: Barbara Schmertz, Ph.D., Director of Research and Policy Analysis

SUBJECT: 2020 Performance 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 fulfill their missions and advance the goals of the State.<sup>1</sup> This statewide report includes a summary of highlights from institutional submissions for the 2019-2020 academic year reporting cycle.

Overall, institutions met or exceeded most of their goals, objectives, and benchmarks established through their accountability processes. That said, institutions faced tremendous challenges beginning in March 2020 as a result of the COVID-19 pandemic. Colleges and universities worked tirelessly to maintain the academic quality of their programs and courses while protecting the health and safety of their campus communities. It is important to note that much of the data shared in the institutional reports that follow were collected prior to the COVID-19 pandemic. As such, the impact COVID-19 has had on metrics tied to the State Plan's goals of access, success, and innovation has not yet been fully revealed. Institutions caution that it will take several years to see the short- and long-term impacts that this virus will have on campuses.

This statewide report contains brief summaries of institutions' reports on their efforts to meet the three key goals of the State Plan for Postsecondary Education; access, success, and innovation. The full institutional reports, which fall later in this volume, provide helpful details on the successes and challenges faced in the 2019-2020 academic year; these include institutions' reflections on the initial effects of COVID-19 on their campuses.

**RECOMMENDATION: It is recommended that the Maryland Higher Education Commission approve the 2020 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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<sup>1</sup> The 2017-2021 Maryland State Plan for Postsecondary Education, *Student Success with Less Debt*, can be found here: <https://mhec.maryland.gov/About/Pages/2017StatePlanforPostsecondaryEducation.aspx>.



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## Maryland Higher Education Commission 2021 Meeting Dates

The Maryland Higher Education Commission (MHEC) is Maryland’s higher education coordinating board responsible for the management of statewide financial aid programs and the establishment of statewide policies for public and private colleges and career schools to support students’ postsecondary pursuits.

### Meeting Dates and Locations

January 27, 2021	July 28, 2021 (if needed)
February 24, 2021	August 25, 2021 (if needed)
March 24, 2021	September 22, 2021 10:00am to 4:00pm
April 28, 2021	October 27, 2021
May 26, 2021	November 17, 2021 *Please note date change.*
June 23, 2021	December 15, 2021 *Please note date change.*

**All Commission meetings will be held on the 4<sup>th</sup> Wednesday of each month from 1:00pm to 4:00pm, with certain exceptions. Meetings in 2021 will be conducted via video teleconference (GoToMeeting), unless otherwise noted.**

**Dates and times are subject to change.**

<http://www.mhec.maryland.gov/About/Pages/Meetings.aspx>