

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

Appendix

This volume is a supplement to the 2012 *Report on Best Practices and Annual Progress Toward the 55% Completion Goal*. That report, mandated by the General Assembly in the 2012 Joint Chairman's Report, is the first of an annual series of reports describing best practices for improving degree completion and reporting progress toward the State's goal of having 55% of adults aged 25 to 64 holding at least an associate's degree by 2025. For the 2012 report, public colleges and universities were asked to describe the data-validated best practices currently used on their campuses to support degree completion. This supplement contains the complete texts of reports submitted to MHEC by the sixteen community colleges and the thirteen public four-year colleges and universities.

As noted in the report narrative, fifteen common themes emerged from the best practices. The index below identifies the page numbers containing descriptions of projects addressing these common themes. Readers interested in a particular theme can use the index to identify the campuses employing relevant initiatives. This may help educators identify and adopt practices that can be transplanted to their campuses.

It is important to note that not all initiatives can be classified according to these categories. There are a number of innovative practices that do not fit into these themes. Readers are encouraged to review the complete reports to encounter the breadth of programs underway across the state.

Best Practices: Enrolling More Students

1. *Provide information to students:* 3, 15, 25, 27, 30, 34, 39, 74, 83, 111
2. *Enroll high school students:* 3, 15, 25, 30, 34, 39, 55, 62, 66, 67, 74, 83, 123
3. *Make admissions easier:* 25, 39, 68, 73, 111, 117, 139, 152
4. *Ease transitions for adult students:* 5, 12, 17, 20, 24, 34, 48, 54, 61, 73, 83, 90, 103

Best Practices: More Enrolled Students Finishing Degrees

1. *Improve college readiness:* 3, 5, 35, 49, 70, 123
2. *Improve the transition to college:* 8, 44, 45, 53, 66, 89, 94, 102, 103, 108, 112, 118, 119, 141
3. *Improve advising:* 13, 42, 52, 59, 66, 71, 94, 97, 108, 119, 139, 146, 151
4. *Reduce the hurdle of remedial/developmental coursework:* 2, 5, 13, 16, 20, 29, 38, 45, 51, 53, 58, 70, 79, 89, 92, 106, 124, 146, 156
5. *Facilitate transfer:* 29, 34, 78, 90, 104, 119, 123, 133, 136, 150, 157, 164
6. *Reduce course withdrawals and improve teaching:* 57, 80, 92, 104, 106, 125, 136, 147, 151
7. *Revise curricula and administrative procedures:* 29, 42, 46, 57, 77, 88, 89, 104, 146, 152
8. *Provide additional support:* 2, 7, 14, 16, 34, 41, 51, 59, 70, 71, 89, 97-99, 103, 112, 120, 134, 148, 156
9. *Enhance faculty response:* 6, 17, 100, 107, 148, 151
10. *Support underserved populations:* 12, 20, 23, 29, 30, 35, 47, 60, 72, 74, 82, 90, 92, 103, 112, 120
11. *Increase degree awards:* 8, 9, 34, 41, 65, 66, 89, 93, 109, 115, 133, 146, 150, 153, 157

Allegany College of Maryland

1 Federal TRIO (Student Support Services) Program

Performance Target: 75% of all program participants will persist from one academic year to the beginning of the next academic year or will graduate and/or transfer during the academic year. 90% of program participants will meet the standards for good academic standing. 33% will graduate with an Associate's degree or certificate within four years of joining the program.

Timeline: FY2011-Ongoing

Reporting Status: In Progress and currently being implemented

Resources: Sufficient resources due to grant. If the College lost grant funding, the College would not have sufficient resources to support the program.

2 Developmental Mathematics Redesign

Performance Target: Hire developmental math coordinator by fall 2011, and increase the number of students who successfully complete Math 90 (from 49% to 54%).

Timeline: FY 2012-Ongoing

Reporting Status: Future Implementation planned within this fiscal year.

Resources: Position is being funded by the College; the redesign will incorporate a new computer lab designated as a math lab which will be funded in part through the Lumina grant (\$20,000).

3 Academic Reading Center (ARC)

Performance Target: Increase the number of students who have access to tutoring services in a controlled and friendly environment. During Summer 2012, a number of room changes have been made to expand opportunities for students to utilize this service. The library has had one of its rooms re-purposed to accommodate the needs of the ARC. This room has seating capacity for about 50 students, including 15 computers. There are additional plans to expand into another computer lab which will add about 20 more computers.

Timeline: FY 2010-Ongoing

Reporting Status: In Progress and currently being implemented

Resources: Initially maintained with volunteer-faculty; expanded hours with stipends for three part-time faculty as a pilot in 2010-2011. A writing center has also been established for usage by students in the Humanities building which will have seating capacity for about 20 students including 6 computers.

4 Linked English Acceleration Project (LEAP)

Performance Target: To improve the success rates of English developmental students. By linking students who need the highest level of developmental English to a concurrent credit-bearing course, students will have a more in depth learning experience which allows them to transition more smoothly from remedial courses to credit courses. There will be 18 students in the initial cohort. The goal is for most, if not all, of these students to be retained in Spring, then Fall, and ultimately graduate or transfer to a four year school.

Timeline: Fall 2012-Ongoing

Reporting Status: First cohort will begin in Fall 2012

Resources: One English faculty member will work in conjunction with the department chair and an additional faculty member in an advisory role.

5 Student Engagement Surveys (SENSE & CCSSE)

Performance Target: These two surveys were administered within the last year with the goal of learning more about student behaviors outside of the classroom and their engagement within it. Results from these surveys compared with previous and future administrations will allow the College to measure the relative impact of other policies that are in place. Due to the qualitative nature of these surveys, they are able to observe behaviors that are otherwise invisible to data.

Timeline: Fall 2012-Ongoing (SENSE), Spring 2006-Ongoing (CCSSE)

Resources: Surveys are administered by faculty in about fifty courses representing a random sample of those offered in that semester.

6 College Recruitment Efforts

Description: The recruitment and marketing office visits high schools in Maryland, Pennsylvania, and West Virginia as well as hosting on-campus tours, college fairs, individually available campus visits, and at least four open house events. In FY2012, 83 high schools worked with ACM in this effort. An estimated 2,500 students were directly served through these programs, which are provided wholly without tuition and/or fees to students.

7 Early College/Dual Admission

Description: Credit courses are offered to high school students who are at least of Junior standing in their respective high school. These courses are designed to facilitate their transition from secondary education to college, providing them with more challenging courses that will prepare them for higher education as well as being transferable credits applicable to a degree program. In FY2012, 24 high schools in ACM's service area offered dual-enrollment participation, with 631 students enrolling in the Fall semester.

8 College Preparation Intervention Program (CPIP)

Description: CPIP is the result of a grant awarded by MHEC to ACM in partnership with Allegany County Public Schools (ACPS). This grant provides remedial math and English/reading instruction to high school students to prepare them academically for college. Further benefits include expansion of cooperation and discussion between the public schools, ACM, and Frostburg State University. The three public schools of Allegany County were all participants in FY2012. This program was funding wholly through the grant so that students were not required to pay any tuition or fees.

9 Early College Awareness Program

Description: The recruitment and marketing office of ACM engages middle school age students in early awareness activities to educate them on the availability and nature of higher education. These include, but are not limited to, campus visits and presentations regarding career paths through high school into college and beyond. During FY2012, 10 middle schools worked with this office in engaging approximately 765 middle school students free of charge.

Anne Arundel Community College

**Anne Arundel Community College
Completion Best Practices**

The following best practices describe the institutional goals, strategies, and initiatives at Anne Arundel Community College designed to advance the state completion agenda.

- 1. Redesign of Developmental Math:** Using National Center for Academic Transformation (NCAT) principles, the mathematics department is redesigning the delivery of developmental math courses. The learning format uses technology to enhance instruction, meet individual student needs and establish a positive learning culture in the classroom. Students are required to master the course objectives and are thus provided the opportunity to re-take all assessments. Students are also provided a flexible pacing schedule which allows for acceleration through the course material. In FY2012, the Redesign Developmental Math Program has resulted in increased student persistence, reduced failure and withdrawal rates, and more students succeeding in credit math courses.
- 2. Development of Accelerated Intermediate Algebra:** Using an accelerated learning model, the mathematics department has developed an intermediate algebra course for better-prepared matriculating students. The accelerated intermediate algebra course is designed with a hybrid learning format using technology outside of the classroom for drill and practice and hands-on experiential learning during class time. Beginning in fall 2012, students with above average high school algebra 2 grades whose placement scores indicate a need for some remediation are eligible to enroll in accelerated intermediate algebra course followed by college algebra in a single semester. The courses are designed to support student learning success and save students time and money.
- 3. Partnerships with Anne Arundel County Public Schools:** During FY 2012, Anne Arundel Community College participated in the League for Innovation in the Community College Significant Discussions: Auditing Major Projects to Aide Secondary and Postsecondary Curriculum Alignment in Math and Promote Student Readiness, Retention and Completion project in collaboration with Anne Arundel County Public Schools. To address the issues of math remediation, pilot projects will be instituted during the 2012-2013 academic year using the emporium model at two area high schools in conjunction with the Foundations of College Algebra course. In addition, AACC Transition Advisors will offer Accuplacer Café's on-site at three county high schools. In the long run, it is anticipated that the percentage of students with developmental math requirements matriculating at Anne Arundel Community College directly from Anne Arundel County Public Schools will decrease.
- 4. Prior Learning Assessment (Adult Learners, Military/Veterans):** The Prior Learning Assessment (PLA) function is a critical need for adult learners and supports the completion agenda. AACC has created a website and related resources to promote the use of PLA (<http://www.aacc.edu/priorlearning/>). In addition to

conducting on-campus information sessions, AACC has created an online presentation to provide an overview of PLA opportunities (<https://ola2.aacc.edu/vc/PriorLearningAssessment/>).

Adults can use their work experience and prior education to earn college credit that is applicable to their program of study. College advisers help students develop individual education plans and use various PLA tools to translate their learning into credit. AACC recognizes that adult students have acquired learning outside traditional college classrooms and has policies, practices and programs in place for adults to attain credit for previous learning experiences. AACC reviews credit for previous learning from traditional college coursework and from nontraditional sources such as military experience and standardized examinations.

Students utilizing Service members Opportunity College agreements with AACC may earn up to 75 percent of degree credits through transfer work. A maximum of 30 credits may be earned through a combination of credit by departmental exam and portfolio assessment. Students wishing to earn credit for their military experience must submit official transcripts. Students who are active duty military may present an original DD 295, an official Army/American Council on Education Registry Transcript Service (AARTS) transcript, an official Community College of the Air Force (CCAF) transcript, an official Sailor/Marine American Council on Education Registry (SMART) transcript, or an official Coast Guard Institute (CGI) transcript.

AACC uses the concept of road maps extensively in the development of articulation and transfer guidance agreements for students exiting the college. These include pathways for the traditional transfer programs as well as career programs that are not considered traditional transfer programs. To date, AACC maintains articulation agreements for AACC graduates with 11 Maryland educational institutions that include 76 program pathways, and 14 agreements with out-of-state institutions representing 65 program pathways.

In FY2011, 481 students received credits through prior learning assessment (e.g., CLEP, credit by exam, DANTES, PLA, Army, Navy/Marine, Coast Guard, ACE); 3,667 credits were awarded (average 7.6 credits/student). In FY2012, 548 students received credits through prior learning assessment (e.g., CLEP, credit by exam, DANTES, PLA, Army, Navy/Marine, Coast Guard, ACE); 4,526 credits were awarded (average 8.3 credits/student).

- 5. Faculty Referral System:** Anne Arundel Community College's Counseling Advising and Retention Services (CARS), partners with faculty to provide timely feedback if concerns exist about student performance, attendance, or participation in both traditional and online classes. The Faculty Referral System (FRS) can be used as early as the first day after the conclusion of the drop/add period and can continue to be used throughout any given term. To access the system, faculty log on to the user-friendly program and select Student Referral from a menu of online services and then select the course section from which to send student referrals. The class roster appears

adjacent to check boxes under column headers offering a selection of Reasons for Concern. The Reasons for Concern correspond with the traditional or online course format. The system identifies the format by the section number. With a click of the mouse, faculty teaching in a traditional classroom setting can refer students who have never attended, are frequently absent, frequently late, missing work, or have poor grades. Faculty teaching online sections can refer a student who has never logged on, is currently inactive in the course, missing work, has poor grades, or has missed a mandatory meeting.

Faculty can choose between two general recommendations: Could Successfully Complete or Should Withdraw. Each recommendation is associated with a list of student actions. The electronic system takes information provided by the faculty member and creates an e-mail sent in real time to the student's college e-mail account and to CARS. The e-mail identifies the course and faculty member, the reasons for concern, and provides a relevant list of student actions including: live links to online student services; tutoring; study skills workshops; advisor e-mail addresses and phone numbers; college information services; important dates and deadlines; technical assistance; etc. Just in case students are not checking their student e-mail accounts, advisors send each student a copy of the e-mail through regular mail along with information contained in the links associated with each recommendation. Additionally, the student management system records each referral date, reasons for concern and recommendations in each student's electronic file, and those students with referrals are then targeted for follow-up.

The number of faculty referrals issued in the fall 2011 term was 6,148. This number represents a 42.5% increase over fall 2010. The number of faculty referrals for spring 2012 was also higher than the prior year: 5,359 referrals were issued by faculty in the spring 12 term, a 17.4% increase over spring 11. The total number of faculty referrals in FY12 was 11,507; a 29.6% increase over FY 11.

- 6. Assisting Students Meet Satisfactory Academic Progress (SAP):** With the goal of assisting students in reaching their educational goals, CARS (Counseling, Advising and Retention Services) and the Financial Aid office designed a system by which students who significantly fail to make satisfactory academic progress, as defined by federal financial aid rules, are required to meet with an academic advisor to complete an Academic Success Plan (ASP). The first part of the plan provides an opportunity for the advisor and student to confirm the degree on record and any prior degrees or certificates, set a graduation date, determine how many credits are needed to complete the current degree/certificate including developmental courses, acknowledge interest in special admission programs and confirm an awareness of special admission requirements, and identify instructional formats which have proved difficult in the past. The second part of the plan requires that the advisor and student map out specific courses applying to program completion which must be taken in the subsequent three terms. The advisor may also recommend that the student access relevant support services, such as tutorial labs. The third part is used to record the advisor's comments. Once completed, the ASP is submitted to the financial aid office

as part of the student's appeal and imaged into the student's record for future reference.

Financial Aid has requested 4,278 academic success plans from students and out of this number 3,566 students met with advisors to create the plans. Additionally, the percentage of students who failed to meet SAP in spring 2012 was 20% less than in the spring 2011.

- 7. Assisting Students Who Have Earned 60+ Credits:** Planning, Research and Institutional Assessment (PRIA) identified 1,825 degree/certificate-seeking students with 60+ credits, a GPA of 2.0 or higher and 15 credits earned in-house at the end of the spring 2012 term. PRIA provided Counseling, Advising and Retention Services (CARS) with the list of the students, along with their most recently declared program of study.

CARS staff ran program evaluations on each student with the exception of students seeking competitive admission programs. The rationale for excluding this group was that pre-admission students would not be finishing and students admitted into these programs typically apply for graduation because they need it for licensure. Each of the 1,825 printed evaluations was categorized as either in-progress, anticipated complete or complete, and catalog year and residency requirements were confirmed. Evaluation printouts for students who had completed their programs or would complete programs with the successful conclusion of their spring 2012 classes were given to the Records office for final review. Once reviewed, letters and copies of the evaluation printout were sent to potential graduates with gift certificates (provided by the Foundation) to cover the graduation fee. Prior to mailing letters, the Records office checked each student against the list of students who had already applied for graduation.

CARS and Records identified a total of 255 potential graduates. Ninety (90) of the students identified as completed or anticipated complete at the end of spring 2012 had already applied for graduation. Of the 165 who had not applied:

- 7 Certificates already completed
- 7 Certificates anticipated complete at end of spring 2012
- 36 Degrees already completed
- 115 Degrees anticipated complete at end of spring 2012

Our joint efforts resulted in 77 of the 165 students applying for May 2012 graduation.

- 8. ACCUPLACER Prep Online Module:** Anne Arundel Community College's Testing Department is redesigning our preparatory program for students planning to take the ACCUPLACER exam. The current components are being evaluated and redesigned to meet the needs of our ever changing student body. New components will address the attitudinal, motivational and content needs of students. The revised edition is intended to introduce students to computer adaptive testing, since this is typically their first experience with this form of assessment. The goal of providing students with this information is to reduce stress, therefore increasing the success of

students while taking the exam. Student learning styles are being taken into consideration and design will include multiple formats of delivering information to students. Currently the project includes a video component which will visually and orally walk students through the process. This information will be accessible on the website for prospective and newly entering students.

9. Automated bookstore voucher program: Most students eligible for bookstore vouchers may get their vouchers online. Students can print their voucher from the college web site and take it directly to the bookstore. The automated bookstore voucher process eliminates the need for students to wait in line at the financial aid office to receive their book vouchers, it also allows students to have their book bill added to their payment plan, and reduces administrative burdens in the financial aid office, the business office, and the bookstore. The automated program has helped to reduce lines in financial aid and reduce the administrative burden of manually issuing, posting, and reconciling book vouchers while enhancing the timing of funds available to students. In addition the program has a target not to exceed the overall bad debt losses of 1% of total vouchers issued.

10. Continuing Education Certificates: Anne Arundel Community College provides continuing education certificates to students who successfully complete selected noncredit programs. The certificate provides a student with the means to demonstrate to an employer they have received specific job training or completed a series of courses that result in improved skills or technical knowledge. Certificates are offered in key high demand areas of Allied Health, Education, Green/Environmental, Hospitality, Job Preparatory, Language, Occupational Skilled Professionals and Technology. Student completion by courses as well as certification is captured on an official college noncredit Student Record. The student's achievement is stored permanently and the certificate can be reissued if necessary at any later date.

The College offers 115 continuing education certificates that provide more in-depth and concentrated training in workforce skills. The courses are delivered in the traditional classroom format and online to serve the needs of students. A transition coordinator plans outreach activities and helps students identify their training needs and remove barriers to ensure student success.

11. Maryland Integrated Basic Education and Skills Training (MI-BEST): Anne Arundel Community College was one of five Maryland community colleges selected to participate in a pilot program aimed at helping low income, low educated Maryland citizens move forward in the workforce. The college developed and offered three cohorts of MI-BEST training based on the Washington State I-BEST model of contextualized learning. The continuing education certificate programs developed for MI-BEST were Baking and Pastry which consists of six noncredit courses, Hotel Front Desk, four noncredit courses and Accounting Technician Skills, four noncredit courses. By combining adult basic skills with occupational training students are put on an accelerated career pathway in high-growth, high-demand industries. They seamlessly acquire both the education and skills needed to successfully participate

and advance in the workforce or move forward with additional post-secondary education. The certificate programs offered a range of professional certifications and in some cases the opportunity to earn college credit. Life and personal job readiness skills along with the opportunity to interview with local employers were also included.

Baltimore City Community College

Best Practices for MHEC's JCR Report

1. **Established "Promise Academy" by combining ABE and Developmental Education (DE) for lower performing students with a high school diploma.**
Performance Target: Increase fall to fall retention by 3% annually; increase successful completion in DE by 3% annually
FY 2011 Outcome: There were 36 students registered in the Promise Academy for Summer 2011; 16 of those students are enrolled for Fall 2012. This is 44% of the Summer 2011 PA students. Of the 44%, seventy-five percent are currently taking developmental courses. There were 42 students registered in the Promise Academy for Fall 2011; 6 of those students are enrolled for Fall 2012. This is 16% of the Fall 2011 PA students. Of the 16%, fifty percent are currently taking developmental courses.
2. **4A program for Black males to earn a two-year degree in one, two, or three years.**
Performance Target: 75% retention
FY 2011 Outcome: The 4A grant program just completed year one. In year one the 4A program was required to enroll 40 men; the program currently has 84 men.
3. **First Year Experience (FYE) program in which FYE faculty serve as advisors for the students in their courses.**
Performance Target: 3% increase in retention and graduation rate
FY 2011 Outcome: 3% increase in Fall to Fall retention for new full-time students; 3.5% increase in Fall to Fall retention for new part-time students; 11% increase in number of graduates. (26% increase over 2 years)
4. **Reduced the number of developmental education credit hours from 32 to 16 credit hours.**
Performance Target: 3% increase in retention and graduation rate annually
FY 2011 Outcome: 3% increase in the number of students who completed all their developmental courses within 2 years.
5. **Professional and faculty advisors will contact students 2x a semester via individual or group contacts; email; phone; face to face; etc.**
Performance Target: 3% increase in retention annually
FY 2011 Outcome: 3% increase in Fall to Fall retention for new full-time students; 3.5% increase in Fall to Fall retention for new part-time students.
6. **Students who achieve 15, 30 and 45 credit hours must see their advisor to determine progress towards degree or certificate. They cannot re-register until they do.**
Performance Target: 3% increase in retention annually and to reduce the number of students with excessive credit hours.
FY 2011 Outcome: 3% increase in Fall to Fall retention for new full-time students; 3.5% increase in Fall to Fall retention for new part-time students.

7. **Conduct a minimum of 100 degree audits annually for students with excessive number of credits.**
Performance Target: Increase the number of students graduating
FY 2011 Outcome: 11% increase in number of graduates (26% increase over 2 years); 8% increase in number of degrees and certificates awarded.
8. **Continue the Completion Campaign with at least 9 mentor/mentee activities per year to engage students and their mentors.**
Performance Target: Increase the number of students graduating by 3% annually
Timeline.
Outcome: Baltimore City Community College expanded its Mentor to Completion Initiative during the fall 2012. There are 55 mentor/mentee pairings to date. The program projects a 3 percent increase for spring 2013.
9. **Enhance academic support services via prescriptive tutoring – data will be collected and analyzed to determine impact on student success.**
Performance Target: Increase the number of students successfully completing developmental education in 2 years.
FY 2011 Outcome: 3% increase in developmental education completions.
10. **Increase students in the MI-BEST program who obtain industry certifications and job placement.**
Performance Target: Increase the number of students graduating and being placed in jobs by 3% annually (New)
Outcome: Of 16 students enrolled in FY11, 12 students completed the training and achieved CNA certification. Of the 6 students in the cohort without a high school diploma, 3 obtained a GED within 3 months of completion. Of the 15 completers, 9 were employed within 3 months of completion.

The enrollment in MI-BEST grew by over 100% from 15 in FY11 to 35 in FY12.
The completion/certification rate increased from 75 % in FY11 to 88% in FY12.
11. **High School Early Enrollment in which high school students are permitted to start college courses early.**
Performance Target: Expand dual enrollment students from 118 to 124
Outcome: To date, the College is working with 22 high schools from Baltimore City, Baltimore County and Private schools; 118 students have been served.

11/20/12

Carroll College

Carroll Community College

Completion Agenda Best Practices Prepared for MHEC

Carroll Community College Mission: Carroll Community College is a public, open admissions, associate-degree-granting college that serves Carroll County, Maryland. The college offers baccalaureate preparation programs, career education, workforce and business development, and personal and cultural enrichment opportunities.

This report describes the goals, strategies and initiatives Carroll Community College has developed to help achieve the 2025 college completion goal. The report also contains descriptions of data-validated efforts that are being used to advance the state completion agenda.

Carroll Community College Strategic Priorities

The college strategic goals and broad initiatives are outlined on our *Compass 2015* publication. Evidence of the college's commitment to the completion agenda is centralized within this document, which was last revised in FY2012. During the same year the college also revised our mission statement and our institutional effectiveness assessment measures which include 67 measures of performance relating to a broad range of student achievement indicators as well as achievement of program and general education learning goals.

Compass 2015 outlines five priorities and accompanying initiatives. Clearly our strategic priorities relate directly to the completion agenda. They are: 1) *Student Achievement*: continuously enhance instructional program quality and effectiveness to increase student achievement, retention, and program completion; 2) *Enrollment Development*: respond to community and student needs through innovation and resourcefulness in instruction, programs, and services; 3) *Partnerships*: collaborate through partnerships with local businesses, nonprofit organizations, Carroll County schools, other institutions of higher education, and internally to advance the college's mission; 4) *Continuous Improvement*: invest in the college's employees, technology, and decision support systems in continuous improvement efforts to further the college's excellence; and 5) *Resource Management*: develop resource management strategies to respond to anticipated levels of governmental and student revenues.

Strategic priorities, supported by performance data, guide a college-wide planning and evaluation activity. To enhance performance review the college has invested heavily in improving data systems and implementing intervention systems. The 2012 Institutional Effectiveness Report will be available on the College Website after compilation in December, 2012. <http://www.carrollcc.edu/about/planning/default.asp>.

Key Initiatives and Promising Practices

The initiatives and promising practices outlined below correspond to Carroll's strategic initiatives intended to address the completion agenda. They demonstrate Carroll Community College's commitment to ensuring that students have the necessary supports and resources to successfully attain degrees.

The following initiatives support the College's Student Achievement strategic priority. (*Continuously enhance instructional program quality and effectiveness to increase student achievement, retention and program completion*).

Transitional Studies Program Redesign: Through our program review process, faculty are able to evaluate performance data and make improvements. One example is the transitional Studies program. Using data from a retention study, they concluded “Sixty-six percent of students needing one or two developmental courses were more likely to persist to completion, as compared to 45.9 percent of those students needing three or more developmental courses.” As a result and in response to our continuous improvement strategies, the faculty members are currently piloting course redesign initiatives using a new diagnostic testing tool and accompanying modularized curriculum. The goal is for students to “progress faster, taking only what they need in preparation for college level courses. *Preliminary results in the first semester of the pilot indicate all students have been successful in completing their modules ahead of schedule, giving them additional time to spend on other coursework. Prior improvement initiatives in transitional reading have also been very successful. In spring 2012, the College met our benchmark of 70% success/completion rate for the first time ever.*

Improvements have also been made in the testing center, with prospective students receiving additional information regarding test preparation. Further a summer “bridge” program was piloted in summer 2012 to help students refresh skills prior to taking placement tests.

Preliminary data suggests these are helping reduce the number of students needing to take one or more transitional courses.

Tutorial Programs: Carroll Community College has expanded tutoring services in several ways. Online tutorial services now include Chemistry, Mathematics and Writing. The online tutoring communities, supported by peer and semi-professional tutors, are available 24/7 to monitor the online site. An online writing consultant is a professional tutor. The Tutoring Center also expanded drop-in services for Mathematics and Writing. In addition, Supplemental Instruction initiatives have been included in Biology and Reading courses. A note of interest here is that Carroll’s Student Government Organization annually contributes \$45,000 from student activity funds to help support of the tutoring program. *As a result, Carroll Community College increased tutoring contacts by 37 percent over last year. Success data (tracked manually) is currently being collected.*

Retention Alert System: Carroll Community College implemented a computer based Academic and Behavioral Early Intervention and Retention System beginning with the 2010 fall semester. The purpose is early identification, intervention, and improved student retention and success. All faculty members now provide early alert feedback to their students who are not making satisfactory academic progress. Students are directed (and often required) to see instructors, academic advisors, or tutors for intervention. Behavioral alerts enable faculty and staff to submit reports concerning behavioral issues with students. *Among the subset of students who comprised behavioral alerts, fall to spring retention in 2010 and in 2011 increased 10 percent.*

Commit to Completion Fair—Students became involved in the completion initiative by conducting a “Commit to Complete Fair.” Phi Theta Kappa students conduct an annual drive to ask fellow students to sign a completion pledge. *In its second year, approximately 250 students have signed the pledge and are currently being tracked towards completion.*

Service-Learning: Students are encouraged to participate in service-learning activities which enhance classroom learning and engage them to persist in their studies. In 2011 and 2012, students spent a total of 4,850.3 hours, in both curricular and co-curricular service-learning. Indicators are that our courses that include service learning have higher success rates than the college wide average. *Each year since 2009, student participation in service-learning has increased by at least 500 hours each academic year.*

Teacher Education Achievement and Matriculation (TEAM) for Success: The Education department instituted this approach to improve retention and completion in their program. Highlights include:

- Collaborating with Student Affairs to identify interested students from their First Advising Visit and involve them in program exploration activities conducted by Education department faculty;
- Embedding program learning outcomes and advising workshops that require students to complete the “Teaching Roadmap” planning document that has been developed;
- Engaging students in the Education Academic Community and the Early Childhood Education Club, along with other co-curricular programs that provide professional development activities both inside and outside the classroom to increase interaction with peers and program faculty;
- Involving students in Early Childhood Education Field Placements (ECE 270 and EDUC 131) as a requirement of these courses, and offering service-learning activities to encourage students to function as professionals and begin to evaluate their career choices.

Nursing Program: While Nursing students can take advantage of tutoring and some family support systems, they indicate they need guidance addressing program-specific curriculum and work environment, or classroom learning combined with clinical experiences. The Nursing faculty created a peer mentoring program which matches volunteer second year students with first year students. The purpose is to provide support and individual interaction.

Secondly, to address the lack of critical thinking skills as students work in their practicum experiences, the Nursing department created a “neighborhood” where instructors input information about the types of situations students will encounter in their practicals. This gives the students an opportunity to think through approaches to Nursing care before the actual experience.

The following Best Practices Support the Partnerships Strategic Priority (Collaborate through partnerships with local businesses, non-profit organizations, Carroll County schools, other institutions of higher education, and internally to advance the college’s mission).

Internal collaborations and linkages between credit and non-credit programs create more direct pathways to the college degree.

The College hired a part-time retention counselor to assist Continuing Education students and faculty in the career and certification training programs with the goal of encouraging continuing education students to consider continuing on into credit areas of instruction.

Continuing Education and Training realigned staff duties to provide a “Transition Navigator” in the Adult Education program to assist students transitioning to post-secondary occupation training or academic coursework, including credit areas of study.

Expanded career development and job search workshops offered to Continuing Education students to assist with post-completion plans.

The following Best Practices Support the Continuous Improvement Strategic Priority. (Invest in the college’s employees, technology and decision support systems in continuous improvement efforts to further the college’s excellence).

Course Success Reports: A new “Course Success” data analytics system was implemented to provide faculty with query tools to develop customized reports regarding success rates. Data are

now available over a five-year period for individual courses and courses within a program, department, or discipline. This data enables faculty to improve program review strategies, make course changes or work with individual faculty members whose data suggest further analysis for improvement. A second report focusing on retention and completion data is under development, which will permit programs/departments/disciplines to examine individual student progress data for a deeper trend analysis.

Overall Results of Carroll Community College's Retention/Completion Initiatives

Carroll's Institutional Effectiveness indicator data, as well as data from other measurement sources indicate that the accumulated effort of these and many other initiatives currently in place may be having a strong impact on retention and completion goals. We provide examples of relevant data below.

Carroll's Fall-to-fall retention rates for first-time entering cohorts have been at record levels the last two years. First-time students beginning their college careers full-time in 2011 were retained at a rate of 73.1 percent to fall 2012, fully four percentage points higher than the previous high for full-time students. Retention of students beginning college as part-time students was 44.2 percent for a combined fall-to-fall retention rate of 63.1 percent.

Overall Developmental Program completion rates as reported to MHEC over the last five years have well exceeded the state averages. Carroll Developmental completion rates were 57.7 percent compared to 38.3 percent statewide average for community colleges.

Carroll students have consistently achieved graduation-transfer rates above the average for all Maryland community college students, but have not yet reached the 60 percent benchmark established by the college. For the Fall 2007 cohort, the most recent data for which the rates can be calculated, the graduation-transfer rate was 58.8 percent, compared to the 51.4 percent statewide average. With the recent record-setting first-year retention rates discussed above, the college anticipates cohorts achieving our 60 percent graduation-transfer rate benchmark in the near future.

Carroll's Associate's Degree Completion Rate after four years also exceeds the statewide average at 31.2 percent, compared to the 19.6 percent statewide average. And our IPEDS report 2012 regarding the "Number of "sub baccalaureate degrees and certificates" awarded, by level (data derived from 2010-11), indicates Carroll Community College's award level was 534 compared to a peer comparison group measure of 391.

Carroll graduates report satisfaction with their community college experience; in three of the last four alumni surveys, 99 percent of respondents reported satisfaction with their educational goal achievement at the college. Graduates of Carroll's nursing and physical therapist assistant programs consistently pass their licensure exams at rates above those of graduates of baccalaureate programs; pass rates for the last two classes of LPN and PTA classes were 100 percent, and Carroll's RN graduates pass the NCLEX-RN at rates ten percentage points higher than the state average for BSN graduates. Carroll's inaugural graduating class of our Emergency Medical Systems program achieved also achieved 100 percent pass rate on state boards.

Regarding students who leave the college without graduating, two-thirds of respondents to the most-recent Non-returning Student Survey reported that they either achieved or partly achieved their goal while attending Carroll Community College. Of those that indicated that they did not achieve their goal prior to leaving the institution, the primary reasons for leaving were transfer to another institution, personal reasons, and financial reasons. When asked if the college could have helped in any way to influence their return to campus, over three-fourths said no. Of those

indicating the college could have influenced them to continue, the most frequent suggestion was for more financial aid. Less than half of the Carroll respondents to the 2012 administration of the Community College Survey of Student Engagement (CCSSE) indicated that they received the financial support they needed to afford to continue their education. Forty-six percent of community college students statewide said in the CCSSE survey that a lack of finances was likely or very likely to cause them to withdraw from their Maryland community college. To that end Carroll is aggressively expanding financial aid services and will institute a loan program for the first time in the college's history.

November 19, 2012

Cecil College

Cecil College

FY2012 Submission to Maryland Association of Community Colleges

SECTION I: COMPLETION BEST PRACTICES

Following the general guidelines, please review and update list as appropriate.

- 1 Revised Developmental English course content and sequence. Performance Target:** Improve success rates by 20 - 30% **Timeline:** 2009-Ongoing **Reporting Status:** Pass rates for the lowest level of developmental English (EGL 082) did not improve. In fact, rates declined from 57% to 50% between fall '09 to fall '11. The middle level (EGL 092) increased from a 40% pass rate to a 60% pass rate. The highest level (EGL 093) remained stable at a 70% pass rate during this same period. The College has instated a Summer Bridge pilot (see below) to further address this challenge. **Resources:** Funded through operational dollars.
- 2 Accelerated Degree programs offered in Leadership & Management and Social Work. Program targets adult learners. The design allows working adults to enroll full-time and complete a degree in 17 months. Performance Target:** 75% degree completion and 75% transfer rate of the degree completers. **Timeline** 2005-Ongoing **Reporting Status:**
 - The average rate of graduation (150% of degree) for the Leadership and Management program is 47%, as compared to the college-wide average of 13%. 40% of this cohort transferred to the out-of-state partner institution. This data includes all students enrolled starting in 2005 through May 2011.
 - The average rate of graduation (150% of degree) for the Social Work program is 24%, as compared to the college-wide average of 13%. 20% of this cohort transferred to Salisbury University, the program partner institution. This data includes all students enrolled starting in 2006 through May 2011. Additional resources are being committed to increase graduation and transfer rates for the social work program. **Resources:** Funded through operational dollars.

Additional Programs

- 3 Launching a Summer Bridge Program for low income, underrepresented, developmental first time, full-time freshman students at Cecil College.** To accomplish the objective, a three prong approach will be deployed. First, the College will develop and conduct a two week Summer Bridge experience for the student cohort. Second, a student persistence program geared toward providing the cohort continued academic support throughout the academic year will be provided. Third, a program to provide student life skills and general life skills will be implemented. The program begins in August 2012 and will be completed in May 2013. **Performance Target:** A control group will be tracked to determine retention and course completion rates in the developmental math and English sequence. The target performance rate is 30% higher than the control group and a 2.0 GPA at the end of year 1 of enrollment. **Reporting Status:** The Summer Bridge Program launched and was executed as planned. Eighteen students were placed in the math cohort as a result of their assessments. At the completion of Summer Bridge two of the eighteen students moved up two courses to college level math. Five students moved up one course within the developmental math sequence. One student moved up two modules with the developmental math sequence. Two students moved up one module within the developmental math

sequence. Sixteen of the eighteen students demonstrated some level of improvement in the developmental math sequence. Additionally, ten students were placed in the English cohort and seven of the ten students moved into Freshman Composition (EGL 101), a college English course. All students demonstrated improvement in writing and three students improved in reading. Seven students did not improve in reading. In summary, 80% of the participants improved their standing in the developmental course sequence. Ongoing activities for the fall 2012 semester include bimonthly mentoring/coaching/tutoring, and embedded tutors in the subsequent math or English course. Students in the math and English cohorts have mandatory sessions in Life Skills Support, Financial Planning, and Academic Services. **Resources:** Grant funded.

- 4 **Launching STEM Summer Enrichment Program in Engineering and Physical Sciences the summer 2012.** The program is designed to promote the different STEM disciplines. Participants will be assisted to build the academic skills needed by college freshmen to be successful prior to beginning coursework in engineering or physical science. Math skills and time management will also be addressed. In each session, students will learn about a different discipline and conduct related, hands-on projects. Topics include Bridge Design, Electricity, Robotics, Alternative Energy, Hot Air Balloons, and Cecil College Engineering and Physical Science options. **Reporting Status:** Six students participated in the four week STEM Summer Enrichment Program. The program focused on engineering and physical sciences with each week dedicated to a topic with associated hands on learning experiences. Week one focused on rotational inertia where they constructed a bridge and then worked on a critical load activities. Week two continued with the bridge design and then students learned how bar codes work including the math and validation of bar codes. Also, in week two students were introduced to air traffic control and ran a simulation online, constructed simple circuits and designed a pipeline. The week three activities focused on graphing motion and robotics. Week four activities included building a water tower and a case study in engineering ethics. Currently three of the six students are enrolled in at least one STEM course. **Performance Target:** 75% of students persist in their coursework year 1 in a STEM discipline. Data related to outcomes will be available in fall 2013. **Resources:** Funded through operational dollars.

SECTION II: INITIATIVES TO CLOSE THE MINORITY ACHIEVEMENT GAP

Please list separately and describe the initiatives that focus to close the minority achievement gap during the fiscal year reporting period.

The college will continue with best practices that have resulted in higher than statewide averages in minority achievement.

Additional Program

1. **Title of Program:** *Minority Student Retention Program:* The College has launched a minority student retention initiative that is threaded with multiple strategies to engage and retain minority students. These activities include the following:
 - Academic/Multicultural Student Union Advisor host academic success seminars to share study tips, test-taking techniques, goal setting and time management skills. In addition to seminars these themes are embedded as an agenda item at Multicultural Student Union meetings.
 - A multicultural student ambassador program was formalized. Students of color who possess a 2.5 GPA or above are paired with entering freshmen and act as a peer resource throughout academic year.
 - A multicultural mentoring program was launched whereby minority staff advises minority students and assist students with challenges they are facing that are compromising their ability to stay enrolled. Mentors are made aware of the status of their students if they are listed in the academic monitoring system for substandard performance of attendance issues. (Monitoring reports are produced 3x/semester)

Performance Target: Increase fall-to-fall retention rates of minority students to parallel college rate of 46%. **Reporting Status:** To date there have been slight increases in the retention levels of minority students from 39% to 42% from '09-'11. Greater work needed to increase retention and parallel college rate of 46%. (NOTE: An interim indicator of progress-to-goal has been achieved in that the *fall '11 to spring '12* retention rate of minority students was 72.4% and exceeded the college average for all students at 69.8%.) **Resources:** Funded through operational dollars.

SECTION III: ADULT LEARNING ENGAGEMENT

For each Adult Learning program, please report the title, description and answer the enrollment questions. Please do not combine programs.

1. Title of Program: Adult Education **Description of Program:** The College hosts adult education programs in regional high schools and centers throughout the county.
For FY2012, how many courses (not course sections) does your institution offer for adult education students? For FY2012, how many adult education students did your program serve?

The College offered 21 adult education courses during FY '12 and served 705 students. The vast majority (61.8%) of students were served through the Basic Education program. The details related to students served are as follows:

- Adult Basic Education 436 students
- ESOL & EL/Civics 72 students
- GED 171 students
- Healthy Marriage 22 students
- Literacy 4 students

Adult Education and GED students are also provided with resources and information related to credit enrollment in the later part of their program. Financial aid and advising workshops are hosted for the students to encourage their ongoing enrollment in both credit and non-credit programs that lead to immediate employment.

SECTION IV: HIGH SCHOOL ENGAGEMENT

For each High School program or activity, please report the title, description and answer the enrollment questions for the fiscal year reporting period. Please do not combine programs.

- 1. Title of Program:** STEM Academy **Description of Program:** Approximately 85 STEM Academy students are eligible to complete college level science and math in their senior year at a 66% reduction in tuition. Students can apply the coursework to high school graduation requirements.

For FY2012, how many high schools are working with your institution? For FY2012, how many high school students did your program serve? Did this program require students to pay tuition and fees? If applicable, please note the program cost to the student:

UPDATE: Students from all high schools participated in the STEM Academy Scholarship program. 24 students completed courses in math and science. Students enrolled in anatomy, biology, chemistry, physics, statistics, and/or calculus courses. All but 3 students received a "C" or better in each of their courses, an 87.5% success rate. Students paid 33% of their tuition and course fees. On average, this equated to approximately \$155/**four**-credit course.

- 2. Title of Program:** College Bound **Description of Program:** Approximately 150 high school juniors and seniors complete college courses at a 50% tuition reduction each year.

For FY2012, how many high schools are working with your institution? For FY2012, how many high school students did your program serve? Did this program require students to pay tuition and fees? If applicable, please note the program cost to the student:

UPDATE: Students from each of the area high schools participated in the College Bound Scholarship program. The participation rate increased to approximately 237 students. 186 students completed college courses that were offered on-site at four of the area high schools. An additional 82 students, representing all 5 high schools, received a senior waiver and came to the campus to complete coursework. These students paid 50% of their tuition and course fees. On average, this equated to approximately \$150/**three**-credit course.

Additional Program

- 3. Title of Program:** Digital Arts Dual Enrollment Partnership **Description of Program:** Approximately 50 Digital Arts students are eligible to complete college level visual communications or photography coursework in their senior year at a 66% reduction in tuition. Students can apply the coursework to high school graduation requirements.

For FY2012, how many high schools are working with your institution? For FY2012, how many high school students did your program serve? Did this program require students to pay tuition and fees? If applicable, please note the program cost to the student:

UPDATE: Students from 3 of the 5 area high schools participated in the Digital Arts Dual Enrollment Partnership program. 13 students completed courses in digital imaging, photography, and/or video production. All students received a "C" or better in each of their courses. These students paid 33% of their tuition and course fees. On average, this equated to approximately \$125/**three**-credit course.

NOTE: The College offers 36 different programs for high schools students to assist with the transition to college.

	# of Programs	# of Students
High School Info Sessions	11	159
On-Site Registration/Info	13	196
Freshman Seminar	5	176
Campus Tours	3	233
Special Program Requests	4	83

SECTION V: MIDDLE SCHOOL ENGAGEMENT

For each Middle School program or activity, please report the title, description and answer the enrollment questions for the fiscal year reporting period. Please do not combine programs.

1. Title of Program: Career Blast **Description of Program:** Launching a county-wide program focusing on career awareness and exploration in all county middle schools. The program includes in-school workshops for students, parent's orientation and a career fair hosted on the college campus.

For FY2012, how many middle schools are working with your institution? For FY2012, how many middle school students did your program serve? Did this program require students to pay tuition and fees? If applicable, please note the program cost to the student:

UPDATE: Students from all 6 area public middle schools participated in phase I of the Career Blast program. The 8th grade students participated in the "College Value Workshop". The 560 students were surveyed and overwhelmingly rated the program as positive and valuable. Parent participation is by invitation and these rates will be available in May 2013. Corporate sponsorship has been secured during FY '12. There will be no cost to students or the public schools.

Additional Program

2. Title of Program: STEM and Beyond Night **Description of Program:** STEM and Beyond Night was held at counties schools to excite and engage students in grades from 4-7. Thirty interactive workshops were offered to create awareness and excitement about STEM careers. Additionally, an exhibit hall was available to broaden family awareness about year-round school and community resources, programs, and activities.

For FY2012, how many high schools are working with your institution? For FY2012, how many students did your program serve? Did this program require students to pay tuition and fees? If applicable, please note the program cost to the student:

UPDATE: The program was held at 2 different middle schools and 6 different elementary schools were invited to participate as well. 390 students and over 500 family members from 8 different schools participated in the program. Dates have been confirmed to offer the programs for students from 8 different elementary and/or middle schools in FY '13.

Preliminary outcomes of the programs are: Each of the 8 schools is introducing an after-school STEM Club and enrollment in Summer STEM camps have increased at the College, Boys and Girls Club, and the Youth STEM camps offered at Aberdeen Proving Ground. There was no cost to the students or the public schools for this program.

Chesapeake College

Chesapeake College

The following report describes the institutional strategies and initiatives designed to help Maryland achieve the 2025 completion goal.

1. Restructure degree programs to include ladder letters of recognition and basic and advanced certificates to increase number of degree and certificate completers.

Performance Target: Increase number of degree and certificate completers by 10% by FY2014.

Trend data: Number of degree/certificate completers has increased from 227 in FY08 to 316 in FY12, an increase of 39.2%, with increases in three of the last four fiscal years.

Timeline: 2009-2012

Reporting Status: Complete

2. Academic record review of African-American students to determine students who may be close to certificates or degrees, and counseling them regarding completion of those programs.

Performance Target: 8 percent increase in number of May 2012 African-American graduates compared to May 2010.

Trend data: African-American graduates increased from 24 in May 2010 (8.7% of graduates) to 32 in May 2011 (11% of graduates) to 41 in May 2012 (13% of graduates), an increase of 70.8%.

Timeline: FY 2011-2012

Reporting Status: Complete

3. Restructuring developmental studies courses to improve completion and advancement to credit-level curricula in English and mathematics.

Performance Target: Increase number of developmental completers by 20 percent by FY2014.

Timeline: FY 2012 - FY 2014

Reporting Status: Restructuring implemented in Fall 2012 and will receive initial assessment after Fall 2012 and Spring 2013 data (completion rate, successful completion [A through C] rate, successful completion rate in first credit course, etc.) becomes available

4. Streamlining of Transfer Certificate to facilitate program completion.

Performance Target: Increase number of basic and advanced transfer certificate completers by 20% by FY2014.

Timeline: First review of performance will take place with May 2013 graduates.

5. Continued implementation of Success and Interactive Learning (SAIL), an award-winning program for first-time students (3/4 time or above) with front-loaded retention activities and tuition stipends for successful completers. (Approximately 1/3 of the participants are traditionally minority students.)

Performance Targets: 1.) Minority participants will comprise at least as large a percentage of program participants as the overall percentage of minority students. 2.) Percentage of minority students successfully completing the SAIL program will equal the majority student successful completion rate.

Trend Data:

Minority participation in SAIL – 30.7% of cohort (compared to 26% of student body)

Majority successful program completion rate – 53.4% (FY12)

Minority successful program completion rate – 28.2% (FY12)

6. Full implementation (after successful pilot) of First-Generation Opportunities for Career and Ultimate Success (FOCUS), an offshoot of SAIL, to be directed specifically at minority males (which comprised 93 percent of the FY12 participants).

Performance Targets: 1.) Aggregate 2.0 or better GPA for first-time, full-time minority male cohort members in first fall semester; 2.) aggregate 2.0 or better GPA for same cohort in first spring semester; 3.) fall-to-spring retention rate of 75% for same cohort.

Trend Data:

Aggregate Fall 2011 GPA of participants – 2.30

Aggregate Spring 2012 GPA of participants – 2.53

Fall-to-spring retention rate of participants – 100%

7. Partner with high schools in five-county region to offer access to the Dual Enrollment Program, including on-site placement testing and advising at the high schools and 25 percent reduction in tuition, as studies indicate students participating in Dual Enrollment are more likely to successfully complete a college degree.

Performance Target: 200 participants in fall and spring semesters

Number of Fall 2011 participants – 179

Number of Spring 2012 participants – 185

College of Southern Maryland

Summary

The College of Southern Maryland (CSM) has experienced growth over the past five years. The unduplicated headcount of total and credit students increased by 23% and continuing education increased 25% over the past five years. The College implemented online programs; renewed continuing education with a Career Starters Program; and expanded its program services to keep pace with program growth. CSM will continue its branding efforts to fully inform Southern Maryland residents of the full cadre of new and expanded programs and services which distinguish CSM as the primary access institution for Calvert, Charles, and St. Mary's counties. The Maryland 2025 Completion Goal planning process afforded CSM the opportunity to reflect on its growth, perform a concerted analysis of the data, and develop strategies for sustaining continued growth that will position the College to meet the growth demands of the Southern Maryland region.

The College promotes the 2025 Completion Goal through its comprehensive Strategic Plan. The Strategic Plan contains goals, strategies and initiatives designed to assist Maryland in meeting its Completion Goal, 55% of adult Marylanders will hold an associate or bachelor degree by 2025. CSM has two goals in the 2010 – 2015 Strategic Plan that align to the 2025 Completion Goal: (1) CSM effectively meets the life-long and diverse educational, workforce development, cultural, and community needs of a changing Southern Maryland and (2) CSM promotes student success by providing outstanding education and related support services that help students achieve their goals. The goals target eight objectives:

- I. *Increase the percentage of high school students and recent high school graduates from the tri-county area enrolled at CSM or another post-secondary institution.*
- II. *Develop strategies to increase the diversity of the student body.*
- III. *Increase the number of adult learners – those 25 years of age and older – who choose CSM to facilitate career changing, associate degree completion, and skill enhancement.*
- IV. *Increase the opportunities for students to complete bachelor's degree programs in Southern Maryland.*
- V. *Increase persistence, graduation, transfer and goal completion rates.*
- VI. *Increase the percentage of African-American students who graduate and/or transfer.*
- VII. *Increase the percentage of students who are college-ready within two semesters.*
- VIII. *Increase the number of courses, programs and services offered in nontraditional and flexible formats.*

In addition to the comprehensive Strategic Plan, the College has created an additional plan for increasing graduation, retention, and transfer rates. The plan encompasses collaboration with Academic Affairs, Student Affairs, Admissions, Financial Aid, and the Registrar offices.

Part I: Data Validation

Aggregated Enrollment Data – At CSM, the FY2012 unduplicated headcount, from FY2008 to FY2012, increased by 23% to 27,113. Unduplicated credit and continuing education increased by 23% and 25%, respectively. The total unduplicated enrollment is attributed to more intrusive marketing, recruitment efforts, student scholarships, and contract training. The College will

continue to expand its partnerships with secondary educational institutions and workforce entities.

Disaggregated Enrollment Data – Over the past four years, the full-time population has declined by 5%, and the part-time population has increased by 11%. An increased number of male students have elected part-time status as compared to their female counterparts over the last four years. The full-time male population has declined by four percent while the part-time male population has increased by 17%. The full-time female population has decreased by six percent while the part-time female population has increased 8%. Almost three-fourths, 73%, of full-time students are 21 years of age or younger. Twenty seven percent of students are over 21 years of age.

Degree Production – The College has made a 48% increase in degree and certificate production from FY2008 to FY2012, and the total number of graduates in FY2012 is 30% higher than in FY2008. From 2008 – 2012, CSM’s degree production rate has outpaced its enrollment growth rate by 25%. This key finding demonstrates that CSM has the capacity to increase enrollment and concurrently increase the number of graduates, a central component of Maryland Completion Goal. This data further demonstrate that CSM has the capability to effectively expand its outreach and access mission and sustain graduation growth rate.

Graduation Rates – Graduation rates are a challenge of the College, and a top priority for the CSM Maryland Completion Goal plan. Graduation and graduation-transfer rates have been at or slight below the Peer Maryland averages. The current three-year graduation rate of first-time degree/certificate seeking undergraduate students is 13% compared to the Peer Maryland and All Maryland Community Colleges, 15% and 13%, respectively. The graduation-transfer rate after four years is 52% compared to the Peer Maryland mean of 58%.

Retention Rates – Students are returning to CSM for their second year. Almost two-thirds of first-time full-time degree/certificate seeking undergraduate students, 60%, returned to CSM compared to 66% of the Peer Maryland Community College students. When disaggregating data by all students who were first-time in the fall (e.g., developmental and college-ready) and making comparisons to Peer Maryland Community College’s average for the fall 2010 cohort, (1) CSM’s developmental retention rate, 45%, is below the Peer Maryland mean of 57%, and (2) CSM’s college-ready retention rate, 57%, is one percentage point less than the Peer Maryland mean of 58%.

Part II: Objectives, Strategies, and Initiatives

Objective 1: *Increase the percentage of high school students and recent high school graduates from the tri-county area enrolled at CSM or another post-secondary institution.*

CSM continues to retain the majority of market share in Southern Maryland. Trend data illustrate that the market share of first-time, full-time freshmen, 56.4%, is increasing after a three year decline. The four year market share of recent, College-bound high school graduates average is 73.5%. CSM engages high school students and recent high school graduates through multiple outreach programs in the tri-county area. Some of these efforts include presentations to high school seniors, administering placement testing in the tri-county high schools, open houses at all four locations, and participation in College fairs.

In an effort to maintain or exceed the percentage of high school students and recent high school graduates, the College has revised and implemented a new recruitment plan. The recruitment plan addresses how to attract, enroll, and market new students. The College also works with the tri-county school system to expand course offerings that current high school students can take during the traditional school day. CSM is researching the feasibility of a Middle College program designed for high school students who are interested in simultaneously completing their high school diploma and associate's degree. The College continues to work with high school and middle school personnel, students, and parents to determine roadblocks to enrollment at CSM following high school graduation.

Objective II: *Develop strategies to increase the diversity of the student body.*

CSM endeavors to meet the needs of the diverse citizenry of Southern Maryland. The College continues to attract a student ethnic/racial breakdown more diverse than the tri-county area due to the increase in African American and Hispanic segments. The fall 2011 minority enrollment at CSM was 37.1%. The non-white population of 20 years or older in Southern Maryland, as reported from the 2011 U.S. Census, was 32.4%. The College will enhance minority recruitment by developing strategies specific to each county by demographics, minority recruitment goals, and minority recruitment monitoring process.

Objective III: *Increase the number of adult learners – those 25 years of age and older – who choose CSM to facilitate career changing, associate degree completion, and skill enhancement.*

In an effort to attract, retain, and graduate adult students the marketing department has expanded marketing approaches to attract adult learners (e.g., women over thirty, minorities, discharged or returning military, retirees, etc.) to credit and continuing education programs. The College will continue to participate in events such as, College Fairs, Career Starter open houses, adult basic education, chamber events, and events targeting returning veterans. The College will also provide courses off-campus throughout communities in Southern Maryland, in collaboration with education partners.

Objective IV: *Increase the opportunities for students to complete bachelor's degree programs in Southern Maryland.*

The College has reviewed and assessed the 2+2 partnership programs to determine gaps in offerings and student success in attaining degrees in these programs, identifying and addressing various roadblocks to success. In the past year, the College has entered into seven new partnership agreements in twelve different academic programs and two general transfer partner agreements. In addition, the College is implementing an articulation assessment plan, to ensure continued monitoring of transfer programs and student success of transfer students. Marketing efforts are also scheduled for improvement in AY2012-2013, with the creation of a new Internet landing page for transfer students to explore transfer opportunities.

Objective V: *Increase persistence, graduation, transfer and goal completion rates.*

The College has developed a comprehensive student success and goal completion plan that includes a variety of initiatives generally aligned with the Completion by Design initiative. Under this plan, the College has already implemented improvements to (1) the academic alert system, through which faculty can easily notify students when classroom performance issues are discovered and students are offered assistance; (2) provide reverse transfer options for students transferring to specific partner institutions; (3) identify the core competencies (Core Learning Areas) that define CSM graduates and create the CSM difference and imbed them into the General Education curriculum; (4) identify those students eligible to receive LORs and certificates and assist them in obtaining these awards; and (5) assisting students in attaining

degrees and certificates by reducing graduation fees. During AY2012-2013, additional initiatives from the Student Success and Goal Completion Plan will continue, including efforts to create a culture of completion at the College and the development of a comprehensive Student Success Assessment Dashboard.

Objective VI: Increase the percentage of African-American students who graduate and/or transfer.

The four-year graduation-transfer rate for African Americans is 41.4%. The College has many initiatives in place to increase the graduation and transfer rates such as examining issues, implementing progress programs, hosting dialogues, and mentoring programs. The College is examining how academic and social integration impacts the success of African American students. CSM has implemented programs that assist African Americans in matriculating by helping students identify their goals. In spring 2012 the College conducted focus groups to determine the current roadblocks to graduation and/or transfers. Emergent themes from the results were examined. As a result, an African American Male mentoring program will be implemented in 2013.

Objective VII: Increase the percentage of students who are College-ready within two semesters.

The College has assessed placement testing options and has implemented plans to change to Accuplacer testing in place of Compass. As part of this project, additional placement test preparation materials have also been provided and marketed to incoming students. Academic programming changes have also occurred, most notably in preparing students for college level mathematics courses. A pilot program to re-design developmental mathematics courses was implemented in the fall 2012 semester, with full scale implementation at all campuses planned for fall 2013. Assessment of program impact will occur in summer 2013.

Objective VIII: Increase the number of courses, programs and services offered in nontraditional and flexible formats.

Non-traditional format by total credit hours increased by 28% over the last four years, and represents 22% of the credit hours at CSM. The College has developed a comprehensive distance education plan to guide the growth and direction of the non-traditional formats. The College is currently developing a marketing plan to promote, encourage enrollment, and expand courses in non-traditional and flexible formats.

Community College of Baltimore County

The Community College of Baltimore County
Best Practices Report
Submitted to MHEC, December 2012

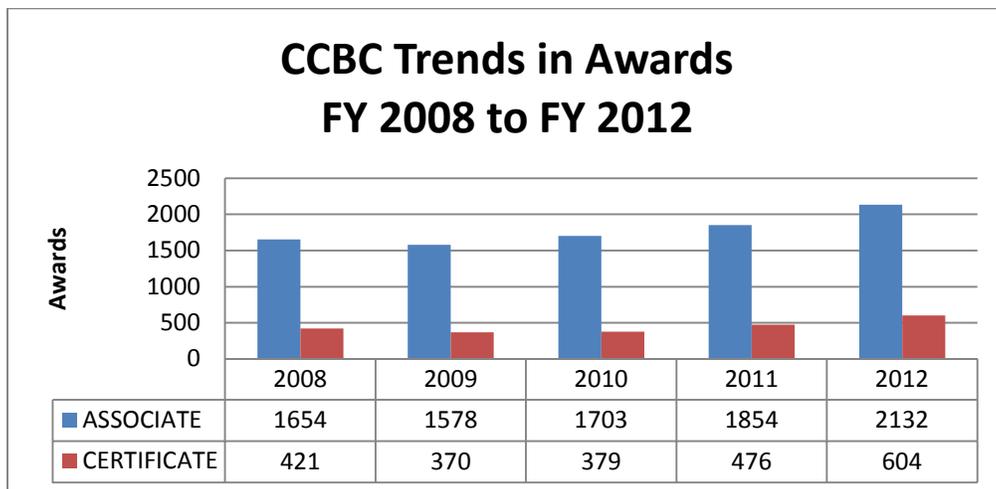
To satisfy a JCR Report required by the Maryland General Assembly, this report describes the Community College of Baltimore County goals, strategies, and initiatives designed to help Maryland achieve the 2025 completion goal.

The Community College of Baltimore County (CCBC) is fully committed and responsive to the Maryland and national efforts to significantly increase the number of degree, certificate, and credential completers. CCBC has developed a comprehensive Completion Agenda grounded in its goals of significantly increasing the number of students who earn a degree or certificate, obtain transfer credits, or develop essential workplace skills and credentials. The CCBC Mission Statement and current college strategic plan is available at <http://www.ccbcmd.edu/mission.html>

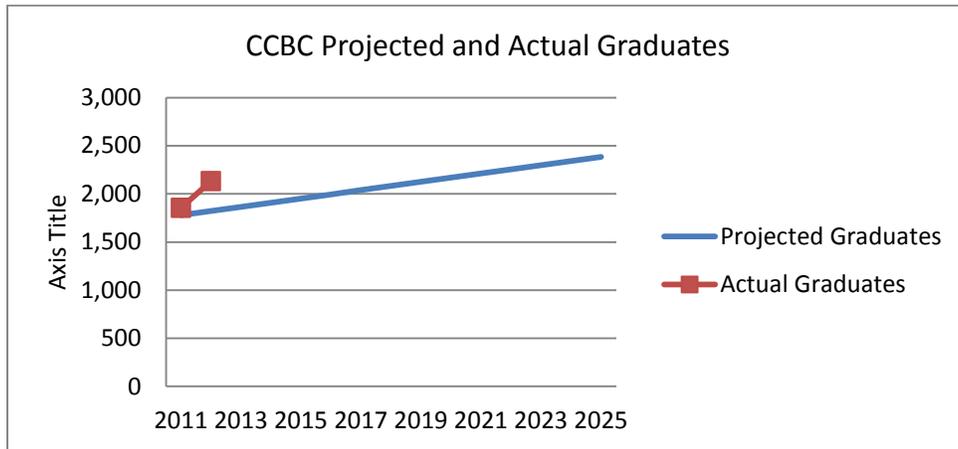
CCBC has established a web site (<http://www.ccbcmd.edu/commitment/index.html>) that prominently highlights important information for students. It includes real stories of students “who would not be stopped” as well as links to scholarship opportunities, facts to encourage completion, articles and news about the importance of completing their studies, and links to important college services.

CCBC was recently recognized as a leader in the national student completion movement by *Achieving the Dream*, a national nonprofit leading the nation’s most comprehensive non-governmental reform network for community college student success and completion. CCBC, one of 14 institutions designated as a 2012 Leader College, was recognized for demonstrating sustained improvement and accomplishments on key student achievement indicators, including student persistence and completion.

Recent trends in the number of credit associate degrees and certificates awarded by the Community College of Baltimore County show significant increases. Since FY 2008 the number of degrees awarded has increased to 2,132, a 29% increase compared to FY 2008.



CCBC has remained focused on achieving and surpassing the goal to award more degrees to ensure that 55% of the adult population holds a degree by 2025. Annually, progress is recorded and as shown in the table below, the actual number of degrees awarded for FY 11 and FY 12 has surpassed the projected number needed to reach the 2025 goal set by CCBC.



In July 2012 CCBC identified twenty best practices for a report prepared for the Maryland Association of Community Colleges. Due to the request to keep this narrative short, the most promising initiatives are highlighted below.

Best Practice Initiatives at CCBC

Accelerated Developmental Education

In English, Math and Reading, CCBC has developed acceleration strategies to more quickly move developmental students into credit classes through course compression, contextualization, and mainstreaming. In the ALP English program, 8-10 developmental writers are permitted to enroll with 12 other non-developmental students in special sections of ENGL 101 and then concurrently enroll in a student companion course which assists students in completing the credit course through discussion of writing topics, peer review, discussion of personal obstacles, and customized grammar instruction. In the latest study conducted by The Community College Research Center which uses both regression and a matched pair design, the ALP students were more likely to pass English 101 within a year by 31 percentage points, complete ENGL 102 by 19 percentage points, and persist to the next year by 11 percentage points. We believe the success of this intervention is the result of several factors including small class size which permits more interaction with the faculty member, customized instruction, attention to non-cognitive factors, and the power of a student cohort. CCBC also offers the Accelerated Math Program, which has a similar design to shorten developmental sequences and accelerates student progress to credit math courses. It too has experienced great success. When MATH 083 is combined with MATH 163, students have approximately an 18% higher success rate in the lower level course and approximately a 13% higher success rate in the higher level course, all while taking both courses within one semester. When MATH 081 is combined with 082, and 082 with

083, students have approximately a 21% higher success rate in the first seven week courses and approximately a 9% higher success rate in the second seven week courses. Adaptations of this model are now being piloted in reading. Last year, approximately 1200 developmental writing students, 800 developmental math students, and 125 developmental reading students took these courses in an accelerated format.

Performance Target: 75% of developmental learners will take their courses in an accelerated format.

Partnership with Baltimore County Public Schools

CCBC has a very comprehensive and successful “CCBC/BCPS Partnership” that includes the following programs, events and/or activities:

- *Campus Visitation Days* – A field trip opportunity for prospective high school students to visit a CCBC campus for an information session, campus tour and lunch. These field trips were funded by the CCBC Foundation. Fourteen (14) high schools and 297 students visited CCBC in FY 2012.
- *CCBC Day* – A recruitment/outreach event that showcased the CCBC’s academic and career programs, CEED, enrollment and student services and college life. The event is held at the high school and students have the opportunity to meet and talk to faculty, staff, and representatives from admissions, financial aid, placement testing, academic advisement, athletics and student activities. Five (5) high schools hosted CCBC Day and 1,462 students attended these events in FY 2012.
- *College Connection* – An outreach program that provides explorations at the high school for juniors and seniors to examine career options, choosing a major, setting educational goals, financial planning, and special decisions related to the CCBC’s admissions process. College Connection sessions were conducted in 20 high schools and 974 students attended a session in FY 2012.
- *College Fair* – CCBC and BCPS co-sponsored the annual College Fair 2012 on March 5, 2012 (CCBC Essex) and March 6, 2012 (CCBC Catonsville). These events provide a marketplace of college, university and military recruiters to meet with high school prospects and parents. One thousand seven hundred (1,700) students and parents attended College Fair 2012.
- *Instant Admissions* – A recruitment program for high school seniors interested in attending CCBC. Students are scheduled to meet with an Admissions Counselor at their high school to complete an Application for Admissions and are instantly admitted to CCBC. Students receive information about the “next enrollment steps” including meeting with an academic advisor, placement testing, financial aid, and registration for classes. Twenty-four (24) high schools scheduled Instant Admissions sessions and 1,011 high school seniors were admitted to CCBC for Fall Semester, 2012.
- *Parallel Enrollment Program (PEP)* – A recruitment program that provides high school juniors and seniors the opportunity to begin their college education while attending high school. Twenty-five (25) high schools participated and 1,058 students enrolled in PEP for FY 2012.
- *PEP Information Day* – An information session for prospective students to learn how to get a jump start on their college education. These sessions were conducted at the high school and students were provided information about the advantages of PEP, the academic support services, college life, and the enrollment process. PEP Information

Days were conducted in 22 high schools and 1,023 high school juniors attended a session in FY 2012.

- *PEP Testing Day* – A field trip opportunity for prospective PEP students to visit a CCBC campus to take the Accuplacer placement test, to meet with an Academic Advisor to discuss placement test results and the next steps to register for classes. Twenty-two (22) high schools and 557 students participated in a PEP Testing Day in FY 2012.
- *College Gateway Partnership* – A collaborative program that provides a full day of college awareness activities on a CCBC campus for 8th grade students attending a Title I middle school. The college awareness activities include an admissions presentation (welcome and ‘Why Choose College’), a BCPS lesson (sample Accuplacer questions, sample course schedule and syllabus), career exploration, faculty presentation, campus tour and lunch. Eight (8) middle schools and 1,433 8th graders participated in the College Gateway Partnership in FY 2012.
- *College Pathway Program* – A field trip and outreach program that provides meaningful college awareness activities to engage 10th graders to examine the advantages of choosing college as a pathway to their future. Students participated in “college awareness” activities - college perceptions, personal finance and financial literacy, the college classroom experience and expectations, and career exploration. Twenty – four high schools and 488 10th graders participated in the College Pathway Program in FY 2012.
- *CCBC/BCPS Partnership Breakfast* – Annual breakfast meeting co-hosted by CCBC and BCPS for high school counselors, Admissions team, CCBC and BCPS administrators to meet and discuss mutual goals and accomplishments.
- *Diploma to Degree Program (D2D)* – A program designed for high school students to simultaneously earn their high school diploma from BCPS and an Associates of Arts degree in General Studies from CCBC. Twenty (20) 10th grade students from 8 high schools were selected to participate in the program in FY 2012.

Performance Target: All of the above programs are ongoing. The performance targets are to maintain or increase CCBC’s current high school draw rates.

Scholarships and Grant Initiative

Several years ago, aware of the impact of an economically challenging environment upon our students, CCBC launched a program of institutional financial aid. The Opportunity Grant Program assists new and returning students who demonstrate financial need for either credit or non-credit programs but do not qualify or only qualify for minimal federal financial aid. By offering institutional funds, CCBC can assure that financially needy students are able to begin or continue their education. In FY2012 a Completion Scholarship program was created to provide assistance to those students who had completed two-thirds of coursework toward completion of a degree or certificate. (Students are only eligible to receive two of three awards: Pell, Opportunity Grant and Completion Scholarship.) In FY 2012, 368 students were awarded a completion scholarship that amounted to \$99,063.50. Opportunity Grants were awarded in the amount of \$557,663.93 to approximately 1200 students.

The Community College of Baltimore County Foundation, Inc. maintains endowments and scholarships established through generous contributions from businesses, foundations, civic organizations, and individuals. The CCBC community is committed to making high quality

education accessible and affordable. Beginning with the Fall 2012 semester, CCBC has implemented a new web-based online scholarship application referred to as STARS (Scholarship Tracking and Review System). Moving to an online application makes it easier for students to find the financial resources they need to fund their education and future at CCBC.

Performance Target: The above scholarships and grant programs are ongoing with a performance target of making approximately 2000 awards.

Student Enrollment and Learning Labs (SELL)

Academic Advising implemented the use of Student Enrollment and Learning Labs (SELL) to meet with continuing students in small groups in an effort to help students become self-directed while also helping them take primary responsibility for their educational journey. Academic Advising, with strong institutional support, redesigned existing spaces that were adjacent to Advising Centers. These newly renovated labs allow advisors to employ progressive efforts to serve students who are continuing their studies at the college. Unique features of the model are the presence of an academic advisor and peer schedule builder at all times in the labs and open hours so that students are rotating in and out as seats turn over. With guided support in this computer lab, students are able to access their academic records, complete a degree audit, examine their billing and finance accounts, and register for classes. While assisting continuing students in small groups to be independent and self-directed, academic advisors are able to spend more meaningful time with new students helping them acclimate to the college environment, new expectations, and awaiting experiences.

During non-registration periods, the SELLS are used for student workshops and faculty and staff development activities related to academic advising.

Performance Target: Continuing Students. Not all continuing students need or want assistance. The desired outcomes are to provide timely advising support to every continuing student who seeks it, to familiarize students with the college's online resources, and to move students to independence.

As of June 2012, more than 28,000 student contacts are attributed to the labs.

With approximately 20 students to one advisor, the SELLS have proven to be a cost effective and efficient mechanism to provide advising support.

Completers of Continuing Education

CCBC is tracking the completers of individual courses in many noncredit courses. In addition, the Division of Continuing Education is engaged in a project to count completers of "continuing education (non-credit) certificate programs." The college is enhancing its processes related to the informal credential known as "continuing education certificates." These awards are for students who successfully complete a noncredit course or series of courses that represent a distinct body of knowledge and competencies that lead to employment opportunities, career advancement, or an industry credential. College recruitment, advisement, and data systems are being revised to better support this.

Performance Target: 2,500 per year.

Reorganization of Enrollment and Student Services

CCBC Enrollment and Student Services Division moved from an organizational model in which each of its three campuses maintained a separate Enrollment and Students Services operation, to a college-wide Enrollment and Student Services structure. In other key moves, the college moved its Public Relations (PR) department within this new division. Finally, CCBC created an Office of Outreach Communications to manage the prospective and current student communication plan, and act as a liaison with PR and other college units. CCBC also created a centralized Call Center, centralized enrollment processing center, the Shared Services Center, One Stop Shops to replace silo operations, and leveraged its technology to enhance self-service options for students.

In FY 2012, the Registrar's office was redesigned to focus on improved efficiencies and service to faculty, staff and students through its centralized approach and expertise in the many processes and procedures that are the heart of college operations. The office is responsible for ensuring compliance with state and college regulations, enrollment policy and procedures, maintaining academic transcript integrity, transcript evaluations, grade information, degree audit graduation services, schedule management, and FERPA regulations and reverse transfer initiatives to support student success through the completion agenda.

Performance Target: To produce a sustainable organizational model that positions CCBC and its students for success. The new model facilitates the following:

- **Delivery of accurate, timely information to students as well as faculty and staff.**
- Consistency of information and management of information across all campuses and centers.
- **Consistency of policies and procedures across all campuses and centers.**
- Efficiency of processes resulting in a reduction in the duplication of effort, faster responsiveness to student needs, and the leveraging of technology and human resources.
- Student marketing orientation that permeates all operations.
- Student-centered approach to service delivery.
- College-wide focus on student success.
- A more intuitive organizational structure to students and others served.

Training Program for Faculty advising students in select career programs

Data reveal that students near the end goal of attaining a degree often fall short of that goal. CCBC sought to turn around that pattern by requiring students with 40 or more credits within select career programs to meet with a faculty advisor within the discipline. This collaboration between Enrollment and Student Services and Instruction is designed to connect students to program faculty, identify barriers to degree completion, and map out a plan to address them. Keeping students focused on the completion goal, having clearly defined pathways for reaching the goal, articulating goal changes early, and revamping plans to accommodate those changes with the least negative impact are important to student success, retention, persistence and graduation. The 40+ advising program is designed to achieve these objectives

Performance Target: Five career programs were selected for the pilot year, 2011; an additional five programs were identified in FY2012. An analysis of the program impact will be available in spring 2013.

Frederick College

**Frederick Community College
Submission to Maryland Higher Education Commission**

SECTION I: COMPLETION BEST PRACTICES

1. Foundations to Completion: A Collaborative, Systematic Approach to Learning

Description: (Although the primary purpose of this steering committee is to plan a first year student program, this committee has become the focal point for the college-wide conversation and planning related to the Completion Agenda. This cross-functional committee has a working relationship with the Retention Committee.) The committee used the U.S. Department of Education report called *The Tool Box Revisited: Paths to Degree Completion from High School through College* by Clifford Adelman. Adelman's research on first year student was used to plan initiatives. The following questions were used to guide the discussion: a. What should students know at the 20th credit benchmark (in order to complete a goal)? b. What should students be able to do at the 20th credit benchmark (in order to complete a goal)? The following goals were drafted on 12/6/10 by the steering committee: At the 20th credit benchmark: All students will have completed all developmental requirements and will have taken the appropriate first general education mathematics and English courses. All students will know how to write a college-level research paper. All students will demonstrate critical reading and writing skills. All students will demonstrate college-level quantitative reasoning and skills. All students will identify, describe and evaluate college resources available to promote learning and goal achievement. All students will be technically competent and demonstrate effective use of college systems and college-level information literacy. All students will demonstrate critical thinking and problem-solving skills. All students will articulate an individualized and realistic career (or focus area) goal. All students will demonstrate progress toward completion of a goal. In FY 13, the 20-credit benchmark was integrated into FCC's strategic planning process and is considered in academic program review. To clarify and focus on all full-time and part-time, credit and non-credit students, an institutional shift has been made to inclusively redefine "first year" to foundations to better consider completion of multiple goals that are not defined by the concept of a year. This college best practice to completion has been renamed, Foundations to Completion: A Collaborative, Systematic Approach to Learning

Performance Target: The 20-credit benchmark was selected based on Adelman's research on first year student retention, academic success and predictability of completion of degree. A series of initiatives, changes to current procedures, and enhancements to advising and teaching are being planned. All initiatives will result in establishing targets for improvement toward goal completion assessed at the 20-credit benchmark. The impact on graduation and goal completion will be tracked.

Timeline: FY 2011 – Ongoing

Reporting Status: In progress and currently being implemented

Resources: Funds for operational (technology, research, outcomes assessment and staff time-human resources) professional development and innovation are needed.

2. Redesigned Developmental English Learning Communities

Description: The English department provides first year students opportunities and choices to join well-designed learning communities at developmental, regular credit and honors levels. The learning communities link English courses (reading, writing and literature) to first year seminar courses, general educational courses, and developmental to credit courses and between developmental courses. Through the *Foundation to Completion* efforts, the developmental reading and writing have been identified as Gateway Courses; plans for new placement, advising and counselors liaisons are components of an FY 2012 pilot study. During the summer of 2012, a developmental task force added three specific redesign strategies: assessments for exiting developmental writing were rewritten and the number of credit English composition with support increased anticipating more students exiting the developmental level; goal setting and motivation workshops were integrated during developmental reading labs; and a new course designed for students who fail developmental reading based on not passing a standardized reading test.

Performance Target: Academic success (exiting developmental while achieving passing grade in credit course, grades and retention in credit courses after exiting development English courses, retention and student learning outcomes).

Timeline: Ongoing

Reporting Status: In progress and currently being implemented

Resources: Funding is needed for faculty development and innovation, technological support, research support, and academic support and advising of students.

3. Developmental Mathematics

Description: Implemented a redesigned pilot in FY 97 that resulted in moving from three levels, of 3-credit courses, to two levels of 4-credit courses. This redesign included moving to an active, non-lecture learning environment and integrating learning technologies into instructional methods. Academic success and retention of students have improved and elements of this model are now being used to revise and plan changes to credit-level courses recently identified and labeled as Gateway courses. Success indicators are higher in developmental mathematics than in some credit courses. Beyond changing teaching approaches, as part of the *Foundations to Completion* goals, the Gateway initiatives include plans to strengthen procedures/policies that will result in enrolling students in credit-level courses directly after developmental mathematics completion, and strengthening systems to facilitate a match between student goals, majors and interests and their enrollment in the most efficiently related credit mathematics courses.

Performance Target: Improved rates of student enrollments in appropriate mathematics courses. Specific performance targets for Gateway Credit courses will be established in FY 12. A Gateway STEM mathematics course has been selected with two targets: 1) improvement in appropriate enrollments in STEM mathematics courses; and 2) improvement in academic success and retention in STEM mathematics courses.

Timeline: Ongoing

Reporting Status: In progress and currently being implemented

Resources: Funding is needed for faculty development and innovation, technological support, research support, and academic support and advising of students.

4. Modifying Graduation Protocols to Remove Potential Barriers to Graduation

Description: Destination Graduation is a very proactive, visible campaign to promote degree completion and graduation that involved modifying the graduation application deadline and process so that students are evaluated for graduation eligibility in time to alter their upcoming semester schedule if needed to ensure graduation requirements have been met. Moreover, students identified as eligible for graduation also received career and transfer counseling, and academic advising during the campaign. The graduation application process was also modified to no longer require graduation applicants to re-apply for graduation in a subsequent semester if they did not successfully complete graduation requirements after their initial graduation application. Additionally, the registration office has implemented an outreach initiative targeting students who have not graduated, but have submitted a request to have an official transcript forwarded to another institution, to advise them of the potential to reverse transfer credits from baccalaureate program toward AA degree. Further, in 2012, the College implemented an Academic Clemency procedure which allows students readmitting to the College to petition for academic forgiveness of poor grades earned during a prior enrollment. The purpose of this initiative is to provide encouragement for students with poor academic history to persist toward degree completion. Efforts have resulted in an increase in unduplicated graduates of 4.5% and an increase in the number of awards of 10% from FY 2011 to FY 2012.

Performance Target: Increase the number of graduation applicants who are found eligible for graduation by 10% from the prior year.

Timeline: FY 2012 - Ongoing

Reporting Status: Active and performance under review

Resources: It is anticipated that sufficient resources exist to implement these initiatives.

SECTION II: INITIATIVES TO CLOSE THE MINORITY ACHIEVEMENT GAP

Title: PASS Program

Description: In FY 2012, the College was awarded a College Access Challenge Grant by MHEC to implement the Partnership to Achieving Student Success (PASS) program. The program is designed to increase the retention and graduation rates of at-risk students, including minority students. The year-long program begins with a summer bridge program, focusing on enhancing students' skills in reading, writing and mathematics. During the fall and spring semesters, students receive intensive case management from PASS counselors, attend workshops on success strategies such as time management and study skills, and are monitored in terms of academic performance in courses. The grant was renewed for FY 2013.

Timeline: FY 2012 – continuation contingent on grant funding

Reporting Status: Active and performance under review

Resources: Initiative is fully funded by the College Access Challenge Grant. In-kind support, including space, research support and staff oversight, is provided by the College.

SECTION III: ADULT LEARNING ENGAGEMENT

Title of Program: Consolidated Adult Education and Family Services Grant

Description of Program: The FCC Adult Education Program provides Adult Basic Education, Pre-GED, GED Prep, and English as Second Language classes to Frederick County residents. Classes are held throughout the Frederick County community and are available to Maryland residents, at least 16 years of age and officially withdrawn from school. In addition to skills instruction and diploma preparation, the FCC Adult Education Program assists students with employment and post-secondary education goals. Students interested in participating in the program must complete an orientation process in order to determine eligibility and receive class placement. Enrolled students are eligible for transition services, including assistance with obtaining or advancing employment, career searches, assistance with exploring and enrolling in post-secondary training, including both career and training, as well as credit programs.

For FY2012, how many courses (not course sections) does your institution offer for adult education students? 36 courses

For FY2012, how many adult education students did your program serve? 1,462 students

Title of Program: Adult Services

Description of Program: Designed to ease the transition into the classroom for those who are returning to begin or complete a degree, acquire marketable skills or retrain for a new career, the Office of Adult Services offers information and referrals to college and community resources, workshops on topics of interest for adult students, and special services for single parents, displaced homemakers, and residents of Frederick City Public Housing. Services provided include intake interview and needs assessment, career counseling and academic advisement, workshops, academic case management, and financial assistance with tuition, books, child care and transportation for eligible students.

For FY2012, how many courses (not course sections) does your institution offer for adult education students? Not applicable

For FY2012, how many adult education students did your program serve? 646 students served

Title of Program: Allied Health Academy

Description of Program: The Allied Health Academy provides training and educational support for low-income students who want to become certified nursing assistants (CNA) or geriatric nursing assistants (GNA). Students complete the six-course program as a group and receive specific supportive services such as tutoring, goal setting, academic monitoring, and some financial assistance based on financial need.

For FY 2012, how many courses (not course sections) does your institution offer for adult education students? Not applicable

For FY2012, how many adult education students did your program serve? 31 students served

SECTION IV: HIGH SCHOOL ENGAGEMENT

Title of Program: College and Career Readiness Task Force Report

Description of Program: In FY 2012, Learning Division administrators met with all the high schools and middle school principals to address goals in the College and Career Readiness Task Force Report. Plans were initiated to create a program for courses for FY 2013.

For FY2012, how many high schools are working with your institution? One pilot high school has been selected to begin a systematic approach to dual enrollment. The Board of Frederick County Public Schools has approved the program to be part of a new high school's approach to increasing college reading during the senior year. A pilot project has been developed and recommendations will be made to increase both the number of courses and high schools for FY 14.

For FY2012, how many high school students did your program serve? For spring of 2013, approximately two sections (40 students) will enroll in the first two sections of English composition.

Did this program require students to pay tuition and fees? Students will pay a modified tuition to reflect the actual cost of instruction at the College. FCPS will fund teacher salaries and facilities.

If applicable, please note the program cost to the student: Currently being planned.

SECTION V: MIDDLE SCHOOL ENGAGEMENT

No submission under this heading.

Garrett College

Garrett College
FY2012 Submission to Maryland Association of Community Colleges

SECTION I: COMPLETION BEST PRACTICES

1. Redesign of the developmental studies program to achieve greater student success and facilitate more rapid completion.

Description: Garrett College initiated a complete redesign of its developmental math and English programs in academic year 2008-2009. The resulting new developmental math curriculum was implemented in fall 2010. Introduction of the new developmental English curriculum followed a year later (in fall 2011). However, the six-credit hour format upon which these courses were based proved to be problematic for several reasons. As a result, a further redesign of the College's developmental English and math was undertaken this past academic year (2011-2012), using a four-credit lecture/lab format. Support for the developmental math curriculum redesign was provided by a grant awarded by the Maryland Higher Education Commission. These new courses were implemented during the fall 2012 semester.

Performance Target: 90% of students who are enrolled in and complete developmental courses will do so in three semesters or less; 60% of students enrolled in developmental courses will successfully complete them.

Timeline: Fall 2012 Implementation

Reporting Status: Active

Resources: Yes

Results: This is the first semester that the new program has been offered; therefore no results are available at this time.

2. Establishment of the "CARE (Campus Assessment Response and Evaluation) Team"

Description: The role of what began as a behavior intervention team has been expanded to address any patterns of behavior that are likely to jeopardize an individual student's ability to achieve success. Such behaviors include excessive absence from class, tardiness, failure to submit assignments in a timely manner, lack of attentiveness in class, etc. These behaviors can be brought to the CARE Team's attention by faculty, staff, or administrators.

Performance Target: To better serve and/or assist those students that are struggling so that they can be successful.

Timeline: FY2010-Ongoing

Reporting Status: In Progress and currently being implemented

Resources: Yes

Results: To date, 129 students have been referred to the CARE team. This number is duplicated for students that were referred more than once. Because these students are referred for various reasons, it's hard to measure whether they were successfully assisted.

3. Creation of the Advising and Academic Success Center (AASC) to improve advising and counseling services and to promote greater academic success through program completion and/or transfer.

Description: Historically, Garrett College has relied primarily on the use of faculty advisors. However, with growing enrollment and an increasing proportion of developmental

and other at-risk students, a new approach was needed in order to provide adequate advising and academic support services. This has led to the adoption of a new advising model that relies on the use of both faculty and staff advisors. The latter will work primarily with new incoming students, students who are taking mostly developmental courses, and students who are in academic difficulty. They will be co-located with academic support functions such as the testing, math and writing skills, and peer tutoring.

Performance Target: The AASC hopes to see a 50% increase in the use, satisfaction, and importance ratings for advising related services on future CCSSE results.

Timeline: Fall 2012 Implementation and Ongoing

Reporting Status: Active and Performance Sustained

Resources: Yes

Results: This is the first semester that the AASC has been offered; therefore no results are available at this time.

4. **Develop and implement retention strategies that target student athletes.**

Description: This is a pilot program that if successful will be extended to assist any students who have been identified as being at-risk.

Performance Target: Increase the fall-to-fall retention rate for full-time students to 65%

Timeline: FY2011 - Ongoing

Reporting Status: In Progress and currently being implemented

Resources: Yes

Results: In Fall 2011 the retention rate of our first-time, full-time, degree seeking athletes was 43% and in just one year we have increased that by 14%, the retention rate for Fall 2012 was 57%. We hope to continue to see an increase in the retention rate so that it eventually reaches 65%.

5. **Emphasizing the importance of taking the placement test seriously and offering students the opportunity to take a one-day “brush-up” class in order to improve their placement score.**

Description: In spring 2012, Garrett College launched an initiative aimed at encouraging incoming students to take placement testing more seriously. Early in the admissions process students were told about the consequences of low placement scores in terms of lost time and money and were referred to a special “placement web page” where they could link to sample questions, practice tests, and other resources that could help them improve their test-taking skills. After placement, students with scores that approached but were below the cut-off were offered the opportunity to take a modestly priced one-day (5 ½ hour) “brush-up” class and then re-test. These one-day “brush-up” classes, which were offered for both math and English, were very successful.

Performance Target: 35% of incoming students taking the placement exam will report that they prepared ahead of time (future); 80% of the students taking the one-day brush-up class will advance at least one level (either to the next developmental level or to college-level)

Timeline: Spring 2012 and ongoing

Reporting Status: Active

Resources: Yes

Results: These classes were offered in English, math and reading. For English: 100% of the students taking the class improved their score and moved up at least one level of

Developmental English; 80% of these students moved up two levels of Developmental English. For math: 78% of students improved their score and 56% moved up at least one level; 22% moved up two levels. For reading: only 3 students took the class and all of them improved their scores, 2 of the students moved up one level and the other student moved up two levels.

6. **Implementation of a new model to combine New Student Advising and Registration with certain aspects of New Student Orientation with greater emphasis on characteristics of and behaviors for student success and a commitment to completion.**

Description: Garrett College has been striving to improve the experience of incoming student advising, registering and orientation, given the available resources, by increasing student engagement with staff and each other while completing necessary steps to being fully registered for classes and learning to successfully navigate the College. In the summer of 2012, a new model emphasizing this goal was implemented and evaluated, one that emphasized student success and completion. Each student who went through the program was advised, registered, and given important information about conducting business at the College and given the change to sign a Commit to Complete Pledge banner, which was later hung for all students to see. Important lessons were learned this past summer that will be built upon in improving the model and student experience next summer.

Performance Target: 100% of incoming students will sign the Commit to Complete Pledge by the start of classes.

Timeline: Summer 2012 Implementation and Ongoing

Reporting Status: Active and Performance Sustained

Resources: Yes

Results: This is the first year that this has been implemented; therefore no results are available at this time.

SECTION II: INITIATIVES TO CLOSE THE MINORITY ACHIEVEMENT GAP

NONE

SECTION III: ADULT LEARNING ENGAGEMENT

1. **Title of Program:** Consolidated Adult Education and Family Literacy

Description of Program: This is a non-credit program that prepares adult students to receive their GED. These classes are designed to meet individual goals such as:

- Improve basic reading and math skills and advance to GED education levels.
- Prepare to take the MD High School (GED) Diploma exam.
- Prepare for College entrance.

These classes are free of charge to persons 16 or older and will be on-going.

For FY2012, how many courses (not course sections) does your institution offer for adult education students? 8

For FY2012, how many adult education students did your program serve? 135

Results: 31 Students received a High School Diploma. Here are some other facts about these students:

- 47 were disabled and not in the workforce
- 44 were employed
- 77 Total not in the workforce
- 129 receiving some sort of public assistance
- 19 were taking the class while in jail
- 12 had a goal to go onto further their education
- 4 have enrolled in credit class at Garrett as of the Fall '12 semester.

SECTION IV: HIGH SCHOOL ENGAGEMENT

1. **Title of Program:** Dual-Enrolled Courses: English 101-102, Statistics, Trigonometry, Other Courses by Individual Choice

Description of Program: Dual-enrollment courses in English and mathematics are delivered to the two Garrett County high schools by interactive television. However, the instructors for these courses do visit each school several times during the semester. Some high school students also come to the campus to take face-to-face courses for college credit.

For FY2012, how many high schools are working with your institution? 2

For FY2012, how many high school students did your program serve? 40

Did this program require students to pay tuition and fees? If applicable, please note the program cost to the student: Students receive a 50% tuition reduction and the remaining amount is paid by the Garrett County Scholarship Program

Results: In the last 5 years, the average college-going rate within one year of participating in this program was 89%. These students seem to be more successful and more persisting than others.

SECTION V: MIDDLE SCHOOL ENGAGEMENT

1. **Title of Program:** Transition Age Youth (TAY)

Description of Program: The TAY program is a collaborative effort between Garrett County Board of Education and Garrett County Core Service Agency in conjunction with Adventuresports Institute of Garrett College. The purpose of the TAY program is to provide Garrett County youth with meaningful experiences in self-discovery and growth using adventure sport activities to foster cooperation, respect, trust, honesty, and compassion. Professional staff and student mentors from the Adventuresports Institute at Garrett College administer the program. For FY 2012, there will be a total of 44 program days for the TAY program in the field. The adventure sports venues include whitewater rafting, rock climbing, mountain biking, orienteering, cross country skiing, snowshoeing, and skiing and snowboarding activities at the Wisp Ski Resort.

For FY2012, how many middle schools are working with your institution? The two middle schools in Garrett County (Northern and Southern Middle).

For FY2012, how many middle school students did your program serve? 32

Did this program require students to pay tuition and fees? If applicable, please note the program cost to the student: No, the TAY program is a grant funded program from the State of Maryland through the Department of Mental Health and Hygiene.

Hagerstown Community College

Hagerstown Community College
FY2013 Submission to Maryland Association of Community Colleges

SECTION I: COMPLETION BEST PRACTICES

1. Curriculum Review and Redesigns to Improve Student Success and Completion

Description: Faculties have been actively involved in a process to reduce the number of credits required for graduation in degree programs from 64 to 60, where appropriate. Program requirements, general education courses, and electives have been studied and aligned more appropriately with programs at transfer institutions. High impact courses were restructured using the supplemental model of course redesign to more effectively meet student needs and foster success.

College Algebra increased success rates from 11% and reduced costs per student by 47% by using the supplemental model of course redesign and requiring a lab component for the course. Statistics was restructured from a four credit to a three credit class and now counts as a general education math class where appropriate. Applied Algebra was redesigned to include the applied math skills required in engineering technology, industrial technology, and alternative energy programs. A general biology course was redesigned to serve as an Anatomy and Physiology course for health professionals.

Performance Target: By Fall 2013, 95-100 percent of all programs will be reviewed. Approximately 75 percent of all academic programs have completed the process to date. Along with reducing the number of credits required for graduation, faculties have examined the number and order of pre-requisites, which have been eliminated or realigned as appropriate. Student success rates are expected to increase by 10-15 percent with the first academic year following course design.

Timeline: 2012 - 2013

Reporting Status: In process and currently being implemented

Resources: Grant funds (\$25,000 grant from the Complete College America) for the redesign of the developmental math sequence (MAT098, MAT099, and MAT100); and operational funds

2. Changes in Developmental Studies: Course “Packaging” and Standardization

Description: To address completions in developmental courses, the College implemented several strategies within the last 18 months. Courses are offered sequentially within 7.5 week sessions and held back-to-back during a semester, thereby reducing time needed to move through the sequence. For example, a student who places into English 099 can take the courses in the first 7.5 week session and, after successful completion, take English 100 during the second 7.5 week session; thereby completing the needed developmental English courses to move into college-level English a semester sooner than if following a traditional scheduling model.

All developmental levels across English, ESL, and math are now standardized. Additionally, mentors are assigned to all adjunct developmental instructors.

Performance Target: In Fall 2012, 50 percent of developmental math offerings were sequenced and 80 percent will be in Spring 2013. Increase enrollments in “packaged” ENG 099 and ENG 100 sections by 30 percent.

Timeline: 2011 - 2013

Reporting Status: Active and performance under review

Resources: Professional development funds for faculty who teach packaged courses

3. Career Academic Advisors and Career Day for Undecided Students

Description: HCC has dedicated student support resources via two academic advising positions - Career Academic Advisors - to serve students who are undecided about a major and/or their education and/or career goals. The Career Academic Advisors held a half-day Career Day in which students were given a Myers-Briggs (MBTI) assessment to determine their personality type. Students were given an option of discussing assessment results then, but were emailed their results, along with a list of careers that people with the same MBTI results enjoy. Students were encouraged to follow up at a later date with an advisor to discuss in detail their results and make plans toward meeting a career goal.

Performance Targets: Decrease the number of undecided students by 40% by FY14.

Reporting Status: Active and performance under review

Timeline: FY 13 - FY14

Resources: Career Academic Advisor positions; funds for MBTI assessments

4. Learning Support Center

Description: After extensive renovation, in January 2013 the former Science Building will re-open as the Learning Support Center (LSC). The LSC, a building dedicated to student achievement, will consolidate HCC's individual learning centers - Science, English, Math and Information Technology – into a comprehensive academic support center. Here students will have access to **instructional assistants and/or peer tutors** seven days a week for tutoring, small group study sessions, and areas where they can study. Additional resources are being dedicated to the improvement and strengthening of the teaching-learning process through faculty development.

Performance Targets: All students required to enroll in remedial/developmental coursework will successfully complete these sequences of courses and be ready to enter college-level English and mathematics courses required by their programs of choice. Also increase the success rate of students who enroll in science courses by 25%.

Reporting Status: In process and currently being implemented

Timeline: January 2013

Resources: CIP funds

SECTION II: INITIATIVES TO CLOSE THE MINORITY ACHIEVEMENT GAP

HCC's minority credit student enrollment in Fall 2011 was 20.2 percent, which exceeded the percent of nonwhites in the county (14.9 percent). For the first time in the College's completion of the Maryland Performance Accountability Report, the number of African American students (53 students) exceeded the minimum of 50 for a cohort for analysis. The only significant gap in achievement between African American students and all students was in the successful persister rate after four years. For the Fall 2007 African American cohort was 77.4 percent while the rate for all students in the same cohort was 80.8 percent. The graduation-transfer rate during that same period for those cohorts was 64.2 percent for African Americans, which exceeded 61.6 percent for all students.

The College's minority student enrollment in Fall 2011 was over 20 percent, reflecting a higher degree of ethnic and racial diversity than found in the county. Minority student enrollments grew by 124 percent from Fall 2006 (469) to Fall 2011 (1,004). African Americans students, the largest minority group on campus, comprised 11 percent of all Fall 2011 enrollment. Hispanics comprised 4 percent of enrollment. The number of minority students is expected to increase, particularly among Hispanics as the College attracts non-native speakers into its English as a Second Language (ESL) program, as well as other literacy and adult basic education programs. Moreover, HCC's adult education GED program enrolls approximately 50% minority, many of whom continue taking college courses after attaining their GED.

The College is intentional in its plan to recruit a culturally diverse student body and to enhance student success, with the recognition that some groups require more encouragement and individual attention. The Multicultural Recruiter, who is Hispanic, reaches out to public service agencies, local churches, and businesses to encourage prospective minority students to enroll in either adult education courses, credit courses, or non-credit courses.

Two case management programs provide services to a higher percentage of minority students than the percentage of minority students in general at the College and the community. Both programs work closely with at risk students to help them persist, complete their courses successfully, and graduate and they both produce very good results. The Job Training Student Resource (JTSR) program has been at HCC for ten years and works with low income adult students in career programs. In Fall 2011, 160 students (30 percent) in the JTSR program were minority. JTSR students achieved a higher graduation rate in four years than students not in the program; and 16 percent of the minority JTSR students completed their degrees or certificates in four years while 11 percent of the minority students in the College completed their academic programs in four years. The TRIO Student Support Services program works primarily with first generation and low income students and is limited to serving 175 participants. Of those, 55 students (31 percent) in the TRIO program were minority. Student achievement data is limited because the program just completed its first full year.

The ad hoc Multicultural Committee, which consists of faculty, staff and students, is charged with promoting student learning, appreciation of differences and similarities, educational and cultural programming, and professional development programs that help create an open campus environment. This committee annually plans and sponsors an on-campus diversity event in honor of Martin Luther King, Jr. on the national holiday, which examines issues related to diversity. The College has co-sponsored an annual Hispanic festival since 2008. Funding from the festival

supports scholarships for Hispanic students attending HCC.

The Student Government Association (SGA) is a vehicle for involvement and was created to enhance the quality of student life and the success of students through participation in social, cultural, educational and recreational opportunities. Some clubs that are oriented toward increasing awareness of diversity, ethnicities and cultures include the Black Student Union, International Club, Veteran's Club and TRiO Club.

SECTION III: ADULT LEARNING ENGAGEMENT

1. **Title of Program:** Adult Education Program

Description of Program: The Adult Education Program resides within the Division of Developmental Education and Adult Literacy Services, an academic division that encompasses both credit remedial education, adult basic education, adult secondary education, English as a second language and family literacy. The mission of the program is to provide adult learners with basic life skills, including, reading, writing, mathematics, to enhance their participation as community members, succeed in the workplace, and to increase the opportunity to further their education beyond a high school equivalency. Classes are held at various locations including the main HCC Campus, the College's Valley Mall Center, local schools and churches, and Washington County Family Center.

For FY2012, how many courses (not course sections) does your institution offer for adult education students? 21 courses

For FY2012, how many adult education students did your program serve?
982 students (unduplicated headcount)

SECTION IV: HIGH SCHOOL ENGAGEMENT

- 1. Title of Program:** Dual Enrollment/Early College Program [Early Support for Students to Enter College Education (ESSENCE)]

Description of Program: The College provides a waiver to support the College's ESSENCE program which gives high academic achievers the opportunity to earn up to twelve college credits while still in public, private or home school. Since the ESSENCE program began in Fall 2004, average GPA for ESSENCE students was 3.07 compared to that of 2.8 for non-ESSENCE students. Student Affairs tracks the number of high school graduates who take courses through the ESSENCE program and enroll at HCC after their secondary graduation. Internal data show that those who attend as ESSENCE students are likely to continue their education.

Did this program require students to pay tuition and fees? In-county residents receive a 50% tuition discount while out-of-county and out-of-state resident receive a 25% discount.

(In-county tuition: \$103 per credit hour; out-of-county: \$161; out-of-state: \$212)

- 2. Title of Program:** Career Days

Description of Program: College Career Days are half-day career exploration activities for high school students sponsored by HCC Career days in FY 2012 focused on Teaching and Education, Health Sciences, Alternative Energy Technology, and STEM. On each of these days, approximately 150 students per day are brought to campus at the College expense from area high schools for a program prepared by HCC faculty in their given discipline. These programs involve an average of 50 faculty and student services staff cooperatively promoting the image of the College.

For FY2012, how many high schools are working with your institution? Nine high schools

For FY2012, how many high school students did your program serve? 580

Did this program require students to pay tuition and fees? Students were transported at the College's expense from area high schools. They were not charged tuition or fees.

SECTION V: MIDDLE SCHOOL ENGAGEMENT

- 1. Title of Program:** STEM career days for students and staff

Description of Program: Students from middle schools visited the College campus and were introduced to a variety of STEM programs. A follow-up activity occurred when several HCC faculty participated in the elementary school's professional development day to make all the teachers at the school aware of our program offerings in the STEM fields.

For FY2012, how many middle schools are working with your institution? Seven middle schools

For FY2012, how many middle school students did your program serve? 130

Did this program require students to pay tuition and fees? N/A
- 2. Title of Program:** College for Kids (CFK)

Description of Program: College for Kids offers summer courses that provide rich learning experiences for children ranging in age from 6 to 18 in five one-week blocks from July through early August. Several career exploration programs were offered for students in grades six through eight. The programs included “Academy STEM” (biotechnology, cybersecurity, alternative energy, and engineering); two “Vet Academy” (animals and veterinary medicine); “Nursing Academy” (explores the profession of nursing); “Teaching Academy” (education); “ER Academy” (jobs and departments within an emergency room setting); and “Biz Academy” (helps young entrepreneurs develop their creativity and business minds)

For FY2012, how many middle schools are working with your institution? 11 middle schools

For FY2012, how many middle school students did your program serve? 220 enrollments / 184 unduplicated headcount

Did this program require students to pay tuition and fees? If applicable, please note the program cost to the student: The fee for each week is \$155, and includes materials and registration, with the exception of “ER Academy,” which is \$170.

Harford Community College

HARFORD COMMUNITY COLLEGE
JCR Report on Achieving the 2025 Completion Goal
November, 2012

“Provide a 5 page (or less) report describing the institutional goals, strategies, and initiatives designed to help Maryland achieve the 2025 completion goal. Additionally, it is important that the report contains descriptions of data-validated “best practices” that are being used to advance the state completion agenda. Feel free to include internet links to documents or pages on your institution’s website that will be helpful or interesting.”

The following report outlines Harford Community College’s goals, strategies and initiatives designed to help Maryland achieve the 2025 completion goal.

STEM Scholars STEP Up Program

Goal:

Students who complete the STEM Scholars STEP Up program will place into higher levels of math than their original placement, and they will be more successful in the completion of their science and math courses.

Strategies and Initiatives:

The program is open to incoming science, technology, engineering and mathematics majors starting their first year at Harford Community College. This four-week summer program meets three days per week and offers customized, intense mathematics review; academic skill building (time management, study skills, information literacy, and Excel training); and science and engineering labs. Students who complete the program are tracked in subsequent semesters for course selection, success, and completion.

The STEM Scholars STEP Up program is an academic skills preparation program being offered in the summer over the past four years. Each summer approximately 18 to 24 students have enrolled. All enrolled students show improved performance on program exit exams and a majority test into higher levels of math. 80% of successful bridge students who placed into higher levels of math as a result of the program were successful in subsequent math classes. 92% of the students with no change in math placement as a result of the program (mainly those students who were at college level already) were successful in subsequent math classes. Outreach to recruit into the program includes mailing brochures and invitations to all declared STEM majors; information posted on the STEM division web site; Admissions Office outreach to all local high schools and especially during the newly piloted One Stop sessions at some local high schools.

Seamless certificate to degree completion – Five New Certificate Options

Goal:

The graduation rate will be increased by increasing the number of business certificate options available to students enrolled in the Business Management Associate of Applied Science program.

Strategies and Initiatives:

Five new certificates and program concentrations were created in the following career fields: Administrative Professions, Agribusiness, Human Resources Management, Marketing Management and Entrepreneurship. The new certificates consist of 24 credit hours of specific course work related to the respective career concentration. Subsequently, these 24 credit hours can be incorporated into the various Business Management A.A.S. degree programs, providing students a clear ladder to degree completion.

Targeted Intrusive Advising

Goal:

Students who have earned at least 45 credits and receive intrusive advising will complete their goal of graduating with a degree or certificate within 18 months from the initial contact from a student development specialist. At least 90% of the students who receive intrusive advising will complete their goal of graduating with a degree or certificate within 18 months from the initial contact.

Strategies and Initiatives:

An Advising, Career and Transfer Services staff member provides academic, career and transfer services to currently enrolled Harford Community College students who have earned at least 45 credits, and have not yet graduated from Harford Community College. The Student Development Specialist provides personalized academic, career and transfer advising to students through telephone, email and other online technologies with the end goal of assisting students to complete certificate and/or degree program. As a result of contact with a Student Development Specialist in Advising, Career and Transfer Services, students will be able to identify a major and appropriate courses needed in order to complete their degree.

Reverse Transfer Program

Goal:

Increase the number of Harford Community College Associates degrees awarded each year.

Strategies and Initiatives:

Harford Community College's Reverse Transfer Program partnership between Harford Community College and four-year institutions (currently Towson University and University of Maryland University College) provides Harford Community College students who have transferred to the four-year institution to transfer credits back to Harford Community College to satisfy program degree requirements and receive an Associate's degree. Efforts have yielded thirteen (13) additional graduates to date.

First Year Experience Program

Goal:

Improve student retention semester to semester to help students stay off of academic warning or restriction.

Strategies and Initiatives:

The First Year Experience is a collaborative college-wide program effort designed to improve student learning and promote a successful transition to higher education. FYE is offered to first time students who may be at risk academically. The program helps students' foster relationships, and engages them in the campus community by learning skills through mentors, classroom activities, and workshops.

Harford Community College and Harford County Public Schools Articulation Agreement

Goal:

Improve retention and reduce time to degree of Harford Community College students by allowing dually enrolled high school students to take transitional level math courses at their high school.

Strategies and Initiatives:

The Harford County Public Schools and Harford Community College have partnered to provide a tuition waiver for students in Bel Air High School and Edgewood High School which allows students to take Harford Community College remedial courses in mathematics at their respective

high schools. The participating students earn high school credit and their grades become a part of their Harford Community College records and through passing the course, are prepared to begin college ready to enroll in college-level mathematics courses. Over 1,430 students have enrolled in the transitional mathematics courses taught in the high schools since the program began in 2003.

Technology Needs Teens (TNT)

Goal:

Promote student interest and awareness of science and math occupations that support BRAC (Base Realignment and Closure) initiatives and encourage support in STEM related fields.

Strategies and Initiatives:

Technology Needs Teens is designed for eighth grade students from Harford County Public middle schools (HCPS) to encourage their interest in STEM career fields. Twenty students from each school are selected, and the selection process is done by the schools. The students come to Harford Community College's campus and they are exposed to a variety of STEM related presentations by industry leaders. Students leave campus with a better understanding of STEM-related careers and the different options available to them in science and math.

Articulation with Harford County Public Schools Homeland Security Program

Goal:

Students who complete the Homeland Security Program at their high school will earn three college credits for CJ 101: Introduction to Criminal Justice, upon completion of earning three credits in Harford Community College's Criminal Justice Program.

Strategies and Initiatives:

An articulation agreement was created so that students can earn college credit while still in high school. Students earn three college credits at no cost to the student for the credit course, CJ 101, Introduction to Criminal Justice

Dual Enrollment -- HCPS Career and Technology (CTE) Students in Cybersecurity Program

Goal:

Students who complete this program earn articulated or transcribed college credit, depending on the option that students select while attending Harford County Public Schools.

Strategies and Initiatives:

An articulation agreement was created for the Harford County Public Schools Career and Technology students enrolled in the Cybersecurity program so the students can earn college credit while attending high school.

Dual Enrollment – HCPS Career and Technology (CTE) Students in Business/Accounting Program

Goal:

Students who complete the Business/Accounting program while attending Harford County Public Schools earn transcribed college credit in Business courses.

Strategies and Initiatives:

An articulation agreement was created for the Harford County Public Schools Career and Technology students enrolled in the Business/Accounting program to provide the students with the opportunity to enroll in an online Harford Community College course, BA 101: Introduction to Business and/or BA 203: Principles of Marketing. Harford County Public Schools faculty provides academic support and bridge activities for high school students enrolled in these credit

courses. College faculty meets with Harford County Public Schools students and faculty during the semester to clarify course expectations and collaborate with Harford County Public Schools faculty.

Rites of Passage Peer Mentoring Program

Goal:

Students who participate in the Rites of Passage Mentoring Program will indicate mid to high levels of satisfaction with the program, thereby increasing retention rates.

Strategies and Initiatives:

Rites of Passage Peer Mentoring Program is designed for first-time, full-time minority students. College employees serve as mentors to assist students with attaining academic and career goals. Students and mentors participate in free educational, social and cultural events sponsored by the College. Some of the program activities draw upon the African American experience; however, this program is open to all students, regardless of ethnicity. Several of the programs sponsored by the Rites of Passage are part of the Innovative Diverse Enriching Active Leadership (IDEAL) program roster from which students fulfill Leadership Certificate requirements.

New Student Registration (One-Stop) offered on location at Harford County Public Schools

Goal:

Upon completion of the on-site One-Stop session students complete the entire enrollment process while providing minimal classroom disruption, and limited school absence due to travel to the campus. Accessibility to HCC is improved through the on-site model.

Strategies and Initiatives:

Harford Community College, in conjunction with Harford County Public Schools, conducted new student registration sessions on-site at select high schools. College personnel from admissions, academic advising, disability services and enrollment services travel to Harford County High Schools to offer the one-stop sessions. The one-stop sessions include the overview to the College, including support services and extracurricular activities; academic skills assessment; a self-directed learner presentation; academic advising; course selection; and online registration. The program allows students to move through the entire enrollment process, without having to leave their high school.

*Harford Community College
November, 2012*

Howard Community College

Howard Community College

SECTION I: COMPLETION BEST PRACTICES

1. Program Title: Step UP

Description: Step UP improves the success and retention of developmental education students by providing support and encouragement to students through one-on-one coaching. Students volunteer to receive coaching and are randomly paired with a volunteer faculty or staff "coach", with whom they meet weekly throughout the semester.

Performance Target: Results to date indicate that Step UP students consistently achieve higher GPAs and retention rates than a matched control group of non- Step UP students.

Timeline: FY2007 - Ongoing

Progress Status: In progress and currently being implemented

Resources: Annual expenditures include one full-time staff member, training/workshop materials, and incidentals.

2. Program Title: The Silas Craft Collegians Program

Description: The Silas Craft Collegians Program is a comprehensive academic program leading to an associate's degree. Students in the learning community cohort receive personalized attention, mentoring and peer reinforcement. The program is designed for recent high school graduates whose past academic performance does not reflect their true potential.

Performance Target: Retention: Two Years After Entry= 66.6% (Exceeded benchmark of 30.7%); Three Years After Entry= 52.9% (Exceeded benchmark of 15.6%); Fall to Spring= 93.5% (Exceeded benchmark of (70.3%); Graduation and Transfer Rates =33.3% (Exceeded benchmark of 30.2%)

Timeline: FY1999 - Ongoing

Progress Status: In progress and currently being implemented

Resources: Two full-time staff members, seminar expenses.

3. Program Title: College Readiness Program

Description: Through a partnership with the Howard County Public School System (HCPSS), college readiness provides interventions in high schools, resulting in decreased numbers of recent high school graduates placing into developmental courses at HCC. The partnership provides curricular alignment initiatives in English and mathematics. An English testing program provides college placement testing for all HCPSS eleventh grade students enrolled in standard English 11 classes. The mathematics initiative involves ACCUPLACER being used as a pre/post-test indicator of college readiness.

Performance Targets: (1) Increased the percentage of recent HCPSS graduates placing into college level English and mathematics. In fall 2011, 57% of recent HCPSS high school graduates were college ready for English as compared to 54% in 2009 and 2010. In fall 2011, 32% of recent HCPSS graduates were college ready for mathematics

as compared to 28% in 2008 and 29% in 2009, and **(2) Decreased percentage of recent HCPSS graduates placing into developmental reading, writing and mathematics.** In fall 2011, 28% of recent HCPSS graduates placed into developmental reading as compared to 32% in fall 2008 and 29% in 2009 and 2010. In fall 2011, 31% of recent HCPSS graduates placed into developmental writing as compared to 37% in fall 2008 and 32% in 2009 and 2010. In fall 2011, 63% of recent HCPSS graduates placed into developmental mathematics compared in 67% in fall 2008 and 65% in 2009.

Timeline: FY2008 - Ongoing

Progress Status: In progress and currently being implemented

Resources: HCC provides resources for testing and curricular alignment efforts with the school system. HCC would like additional resources to provide concurrent enrollment opportunities for testing cohort.

4. **Program Title: Early Alert System**

Description: This program provides early identification of academic concerns in designated developmental reading, writing, math, and biology courses. At weeks three, six and nine, faculty “flag” students with less than a “C” average in the class, missing/late assignments, poor attendance, or who come to class unprepared. Faculty also “flag” students who are doing a good job. Students and their designated advisors receive a notice when instructors raise a concern or send kudos for good work. In the system, advisors can view information such as notes from the faculty, academic concerns, students’ academic history and financial aid status. Advisors contact students to follow up on the concerns, clear the flags and “close the loop” with faculty via system messaging.

Performance Target: Increase developmental completers to 40% and increase developmental student persistence rates.

Timeline: FY 2011 – Ongoing

Reporting Status: In progress and currently being implemented

Resources: HCC launched a one year (FY12-FY13) pilot to determine the effectiveness of the software and resources needed to sustain the program. As the program grows, additional personnel will be required.

5. **Program Title: Student Support Services (SSS) Program**

Description: This program is federally-funded and offers comprehensive services to low income, first-generation status, and/or documented disability. To increase the retention, transfer, and graduation rates of program students, academic specialists provide individualized instruction in a variety of areas. Additionally, learning disability specialists assist students with various disabilities with advocacy, accommodations and specialized equipment. Counseling is available to all students in the program.

Performance Targets:

Good Academic Standing Rate: 68% of all participants will meet the performance level required to stay in good academic standing. **Graduation and Transfer Rates:** 12 % of new participants will graduate with an associate’s degree or certificate within four (4) years, and 23 % of new participants will transfer with an associate’s degree or

certificate within four (4) years. **Retention Rate:** 55% of all participants will persist from one academic year to the beginning of the next or graduate and/or transfer from a 2 year to a 4-year institution during the academic year.

Timeline: FY 2010-2015

Reporting Status: In progress and currently being implemented

Resources: Project is grant-funded with sufficient resources.

SECTION II: INITIATIVES TO CLOSE THE MINORITY ACHIEVEMENT GAP

1. Program Title: ENGL-121 Accelerated Learning Program (ALP)

Description: This accelerated learning program is designed to close the achievement gap for those who place into developmental programs. Students who score at the higher end of the ACCUPLACER test are enrolled into a college-level writing course that combines both developmental and college-level writing skills. This course uses a combined coaching and FYE approach to help students make connections inwardly and outwardly.

Performance Target: Results showed no significant difference between the students taking ENGL 097 and ENGL 121 and those who took ENGL 121 ALP. Students taking ENGL 121 ALP did as well in their college level course as the students taking 2 semesters of ENGL. In Fall 2011 and Spring 2012, success in accelerated sections of ENGL 121 exceeded that of standard sections.

Timeline: Spring 2010 - Present

Progress Status: In progress and currently being implemented

Resources: Staff needed to identify candidates and course scheduling.

2. Program Title: Howard PRIDE: Black Male Success Initiative

Description: The Howard PRIDE leadership program was developed in response to declining retention, success, and graduation rates of African-American males at HCC, particularly those enrolled in developmental mathematics courses. The program provides support, mentoring, academic monitoring, and tutoring to help Black male students achieve and maintain good academic standing, to complete developmental math requirements, and increase their retention, transfer and graduation rates.

Performance Target: The goals of the program are to increase: 1) The number of participants who complete the development math sequence; 2) Retention, graduation and successful transfer rates of participants; and 3) The number of participants who remain in good academic standing.

Timeline: Planning FY'12, Implementation FY'13 - ongoing

Performance Status: In progress and currently being implemented

Resources: Limited resources have been allocated for FY13, with the plan to incrementally increase funding. The college plans to add a full time staff position in FY15.

SECTION III: ADULT LEARNING ENGAGEMENT

1. Title of Program: Adult Basic Education Program

Description of Program: The program provides educational services in collaboration with partners in order to serve adults and out-of-school youth seeking to increase their basic skills, obtain a high school diploma or improve English language and literacy skills to compete in the workforce

For FY2012, how many courses (not course sections) does your institution offer for adult education students?

35 Noncredit ABE/GED Courses and 31 Noncredit ESL Courses during FY2012

For FY2012, how many adult education students did your program serve?

864 Noncredit ABE/GED and 1,088 Noncredit ESL unduplicated headcounts during FY2012

SECTION IV: HIGH SCHOOL ENGAGEMENT

1. Title of Program: STARTALK Program

Description: STARTALK is a government initiative to increase the number of Americans learning critical need languages. The STARTALK program pays tuition for high school students to learn Arabic, Mandarin Chinese, Hindi, or Persian in HCC's World Languages Program during the summer months. High school students receive scholarships to enroll in a 4-credit language course that incorporates communication skills and cultural awareness. Language growth is measured by a LINGUAFOLIO program administered from the University of Oregon as well as an assessment from the Center for Applied Linguistics. The national STARTALK effort includes a demographic pre and post survey. HCC administers an Attitude and Motivation Survey in addition to a culture survey for each language.

For FY2012, how many high schools are working with your institution?

The program included 25 high schools, from Howard, Baltimore, Carroll, Anne Arundel and Montgomery Counties and Baltimore City.

For FY2012, how many high school students did your program serve? 70

Did this program require students to pay tuition and fees? If applicable, please note the program cost to the student: All students paid the \$50.00 application fee.

2. Title of Program: Freshman Focus

Description: The Freshman Focus Program is for high school seniors who plan to attend HCC. The program helps students be admitted, advised, and registered prior to high school graduation.

For FY2012, how many high schools are working with your institution? The college worked with the 12 county high schools, and with home school organizations and private institutions.

For FY2012, how many high school students did your program serve? 1,200 students applied to the Freshman Focus Program, and approximately 600 took advantage of early registration.

Did this program require students to pay tuition and fees? If applicable, please note the program cost to the student: No additional fee is charged for the program, and the application fee is waived. Students are required to pay appropriate in county/out of county/out of state tuition and fees.

3. Title of Program: Concurrent Enrollment

Description of Program: High school students enroll in college level courses while still in high school.

For FY2012, how many high schools are working with your institution? The college worked with the 12 county high schools, and with home school organizations and private institutions. Some out of county and out of state students also participate in the program.

For FY2012, how many high school students did your program serve? The college served 177 students in the Fall 2011 semester, and 174 in the Spring 2012 semester.

Did this program require students to pay tuition and fees? If applicable, please note the program cost to the student: No additional fee is charged for the program, and the application fee is waived. Students are required to pay appropriate in county/out of county/out of state tuition and fees.

4. Title of Program: Project Access

Description of Program: The purpose of Project Access is to improve the delivery and outcomes of postsecondary education for individuals with disabilities. The program is designed to facilitate the transition of high school students with disabilities into postsecondary education, to increase their success rate and retention at HCC, and to improve career counseling and job placement services for them.

For FY2012, how many high schools are working with your institution? 14 high schools in Howard County

For FY2012, how many high school students did your program serve? 90

Did this program require students to pay tuition and fees? If applicable, please note the program cost to the student: \$ 550 for in-county tuition, \$560 for out of county tuition.

SECTION V: MIDDLE SCHOOL ENGAGEMENT

1. Title of Program: Early College Awareness

Description of Program: Middle school students visit campus for a day.

For FY2012, how many middle schools are working with your institution? The college works with the middle schools in the county. There are 19 Howard County Public Middle Schools. In June 2011; the entire 5th grade (rising 6th graders) from Deep Run Elementary School came to the College for the day.

For FY2012, how many middle school students did your program serve?

The visit from Deep Run was approximately 100 students.

Did this program require students to pay tuition and fees? If applicable, please note the program cost to the student: N/A

Montgomery College

Montgomery College
FY2012 Submission to Maryland Association of Community Colleges

SECTION I: COMPLETION BEST PRACTICES

Following the general guidelines, please review and update list as appropriate.

1. Anchoring the Institution-wide Discussion

Description: The Completion Agenda is functioning as the anchor for institution-wide discussions that will lead to College priority setting activities. The overarching goal will be to craft policies and procedures that lead to optimal instructional and student development services.

A. Faculty Council's focus on the Completion Agenda:

Montgomery College's Faculty Council, the primary governance body for faculty, is examining the Completion Agenda and what it means at Montgomery College. Recognizing that the Completion Agenda is a priority for both President Obama and President Pollard, the faculty who serve on the Faculty Council are looking at policies, practices and behaviors that position the institution to graduate more students and to help them achieve their academic and career objectives during the process. The following activities boldly illustrate the Faculty Council's commitment to exploring the central tenets of the Completion Agenda: student success and goal completion.

--The highlight of ongoing meetings and workshops was MC Library's creation of an electronic "lib guide," a repository print and electronic media which focused on the Completion Agenda at local, regional and national levels.

B. Comprehensive Review of Governance at MC (President Pollard's directive):

A cross-section of the College community reexamined the nature of shared governance practices at Montgomery College. Under the leadership of President Pollard, a Blue Ribbon Panel comprised of faculty (both full and part-time), staff (both bargaining and non-bargaining) and students created a new governance structure that is truly representative of all constituents of Montgomery College.

Update:

As a result of the deliberative effort during the 2010-12 academic years, the new governance structure has been fully implemented with representation from all constituent groups at the College. To illustrate the inclusive nature of the new structure, in the fall 2012, Montgomery College implemented a new participatory governance process that provides for student representation at all levels of the governance system. Students are now involved in conversations and are part of the process that makes recommendations to the President and other senior administrators involved in both the academic and student services areas.

C. Common Student Experience at MC

Across-section of the College community looked at practices within the student services area that needed reexamination. The "Common Student Experience" Taskforce

subsequently developed a document entitled the “Seven Truths” which enumerates seven tenets that will foster the development of uniform, consistently excellent services to students in all front-line an academic support service areas.

Performance Target: Specific goals (or benchmarks) are being set for the year 2020 and points in time along the way for: New student retention, New student course completion, and New student graduation/transfer.

Timeline: 2011 -- Ongoing

Reporting Status: In Progress and currently being implemented

Resources: Montgomery College has sufficient resources for these public discussions

2. Bolstering the Educational Pipeline

Description: As an institutional priority, Montgomery College continues to assert its pivotal role in fully supporting the evolution of the educational pipeline from Montgomery County Public Schools (MCPS) to Montgomery College and onto the University System of Maryland/the Universities at Shady Grove (USG). This will be done by:

- Participating in joint projects, activities, programs and initiatives. As an example, see the following information on ACES.
- Participating as co-leaders of the Planning and Coordination Committee (an MC and USG initiative).
- Participating in planning joint professional development opportunities for faculty, staff and administrators from all three educational levels.

ACES:

Montgomery County Public Schools, Montgomery College and the Universities at Shady Grove have teamed up for a program that works to shepherd and empower students who typically don't get into or graduate from college.

The Universities at Shady Grove is a “campus community” in Rockville where students can transfer after community college to finish undergraduate study and earn a bachelor's degree from one of nine University of Maryland System universities.

The educational partners are working together to launch the **Achieving Collegiate Excellence and Success (ACES)** program by the 2013-14 school year. The program will pair “academic coaches” from Montgomery College with juniors in eight county high schools. Designed for African American, Hispanic and low-income students — groups typically underrepresented on college campuses--ACES also targets students aiming to be first-generation college graduates.

The program will help students navigate the college enrollment process, ensuring that they are on track academically and that their families are prepared financially. Students will also get mentors, tutors and guided tours of college campuses through the program.

Students who go through the program will attend Montgomery College after high school. After earning an associate degree from the college, they then transfer to the Universities at Shady Grove to earn a bachelor's degree through the University System of Maryland.

While the program is based on a model that has produced results in such places as Northern Virginia, the focus is new for Montgomery County Public Schools, reflecting changing demographics.

Performance Target: By 2017 and 2020, compared to the year 2012, there will be an increased proportion of 10th graders will graduate from MCPS high schools; an increased proportion of MCPS graduates will enroll in postsecondary education the fall after graduation; and an increased proportion of MCPS graduates will enroll at Montgomery College the fall after graduation. A larger number of Montgomery College students will transfer to USG. Each year there will be additional joint professional development opportunities for faculty and staff from the three educational sectors due to collaboration in offering topical workshops, including virtual presentations. Moreover, there will be constant dialogue between teachers and faculty at the discipline level. Additionally, there will be a significant reduction in the number of students entering Montgomery College in need of developmental education coursework.

Timeline: Planning 2011-12; implementation fall 2013

Reporting Status: In Progress and currently being implemented

Resources: Montgomery College is continuing to work with MCPS on broad issues regarding curricular alignment and professional development for faculty. Resources are available. The three entities involved in ACES are jointly financing its implementation.

3. Course Redesign Initiatives:

Description: Montgomery College prides itself on exploring innovative practices that enable students to advance through developmental education coursework. Three exciting projects are being undertaken:

A. Comprehensive revamp of the developmental math sequence

The College has implemented a newly redesigned sequence of developmental math courses. The program is characterized as an "accelerated" approach to moving students through the math pipeline, focusing on traditional in-class instruction and self-paced lab work that concentrates on the gaps in a student's learning. This effort has necessitated direct and ongoing interface with the school system and a willingness on the part of the math faculty from throughout Montgomery College to embrace a new way of accommodating thousands of students.

Update:

The math department introduced the new self-paced mastery course, Mathematics Prep (MA 094), in fall 2011 to much success. We have record enrollments in this course and students are succeeding and passing subsequent courses at a higher rate. Our measure of success for this course is based on the number of students who

complete college-level mathematics as that is a minimum requirement for completion. We have not only seen an increase in number attempting college-level math but also an increase in the percentage of students who pass college-level math courses after completing MA 094. Of the 2,683 students who began in fall of that year, 12.6% had completed the developmental sequence compared with the 12.2% with 2009 data. Likewise, the pass rate in MA 097 (Intermediate Algebra for Liberal Arts) of students who completed MA 094 was 63% compared to 59% in 2009. Lastly, a small but important set of students 2.3% were able to complete a college-level course within this timeframe compared with 0.4% in 2009.

B. Participation in the Lumina Grant to redesign CH 101

Under the leadership of the dean of science at the Rockville campus and designated science faculty, CH 101, a "gatekeeper" course for many math and science-oriented programs, is being revised under the auspices of the Lumina Redesign Project.

Update:

In the spring of 2011, the chemistry faculty from all three campuses worked together to redesign the CH101, Principles of College Chemistry I course. The new redesigned CH101 course focuses more on the use of active learning/group activities and less on the traditional style of lecturing. It was developed in an attempt to prevent course drift and improve student success in the course. It was also designed to promote critical thinking, encourage active group/team work as well as student independence, and to assist students with improving their study skills. The 2-semester pilot phase of this course redesign project occurred during the 2011-2012 academic year and was a great success. The students were more engaged and more focused on the material and they appeared to have a deeper understanding of the basic chemical principles and their applications. The chemistry discipline is currently working to implement this new style of teaching CH101 to all sections of the course. The positive results from the CH101 redesign project led to a similar redesign of the CH203, Organic Chemistry I, course. Almost all sections of CH203 are now being taught using active learning techniques. Grades in the redesigned CH101 course sections were higher than traditional sections – 70.3% of the students had grades of A, B, or C compared with 61.0% in the traditional sections, and failures or withdrawals were lower – 18.8% vs 30.0%, respectively. Also, CH101 “redesign” students from Fall 2011 enrolled in CH102 in spring 2012 at a higher rate – 42.9% vs 32.3%.

C. Comprehensive redesign of a core English course

The English discipline is in the midst of a year-long Accelerated College English pilot, launched this past spring 2012. English faculty members from all campuses are designing a college-wide curricula for specially designated freshman English sections. In this course redesign, students who test just below college-level English, but college-ready in reading skills, are administered a writing sample to qualify them for one of these redesigned sections. The developmental students are joined by college-level students in each section, where all students receive weekly direct, in-class tutoring support. The goal of the course redesign is to accelerate developmental students' progress through the English composition sequence, increasing retention, success, and completion.

Performance Target: A higher percentage of students will successfully complete the developmental math sequence, CH 101 and/or Freshman English Composition.

Timeline 2011-- Ongoing

Reporting Status: In Progress and/or currently being implemented

Resources: Reallocation of funds supported the redesigned developmental math sequence at the College starting fall 2011; grants were obtained to help support this massive initiative. Funds are being allocated to support all of the redesign efforts for these gateway courses.

1. Identifying and Supporting Career Pathways

Description: In FY 2012 the Montgomery College Adult ESOL & Literacy – GED (AELG) Program delivered two courses using the Maryland Integrated Basic Education & Skills Training (MI-BEST) model: A 180-hour Technology for Office Professionals (TOP) course and a 100-hour Certified/Geriatric Nursing Assistant (CNA/GNA) course. In both courses a vocational and basic skills/ESL instructor collaborated to deliver content and English language/basic skills instruction simultaneously. Students in the TOP class received skills training for information technology using Windows XP, Microsoft Office applications and basic Internet. The course also provided training on business office English, customer services skills, American office workplace behaviors, and professional communications. Students in the CNA/GNA course received the skills training required to obtain licensure as a CNA as well as the support and training needed for success on the state examination for GNA licensure. Through strategically integrated instruction and intensive wrap around support services, including college and career systems navigation, the program provided students access to curricula and preparation for entry-level employment that without comprehensive support services would have been unfeasible.

The AELG Program received a competitive grant from the Community Foundation of the National Capital Area to implement the MI-BEST model beginning in FY 13 for Certified Apartment Maintenance Technician in collaboration the National Apartment Owner's Association and three other nonprofits, providing wrap-around services. The College also participated in a successful statewide grant proposal to the US Department of Labor to implement the MI-BEST model. The \$11.4 million grant, administered by the Baltimore County Workforce Investment Board and the Maryland Workforce Corporation, will be an evaluation study of the MI-BEST model and related services with funding going to the participating colleges, local workforce boards, and partner states.

Performance Target: Success in obtaining related employment will be greater than baseline rates prior to incorporation of the MI-BEST model. Identification of the successful aspects of the implementation strategy that need to be replicated; identification of the unsuccessful aspects of the implementation plan that need to be rectified before full-scale implementation.

Timeline 2011 - 2013

Reporting Status: In Progress and currently being implemented

Resources: Funds are being provided through various public and private sources.

SECTION II: INITIATIVES TO CLOSE THE MINORITY ACHIEVEMENT GAP

Please list separately and describe the initiatives that focus to close the minority achievement gap during the fiscal year reporting period.

- **ACCUPLACER Early College Assessment Pilot with MCPS:** The ACCUPLACER Diagnostic is being administered by the school system in the majority of Montgomery County Public high schools; targeted interventions are provided by the high schools for students who don't test as college ready in specific areas; Spring 2011, the core ACCUPLACER battery was given to those students who took the diagnostic during fall 2010 and received intervention. Research is being conducted to determine the efficacy of this approach. The ultimate goal of this experimental work is to prepare high school seniors to leave high school and enter college without having to take developmental/remedial coursework. Work has continued into the FY 2012-13 year; after the administration of the Diagnostic in the high schools, Pearson's My Foundations Lab is being used as an online tutorial intervention in English and math. This program allows students to identify academic shortfalls and address them before attending college.
- **GPS to College** has been successfully offered for summer 2011 and summer 2012. GPS (Guiding Success to College) is a two-week program targeted at low-income, first-generation minority students (high school seniors) who need additional preparation to begin the fall semester at Montgomery College.
- **Boys to Men** on the Rockville campus is a program geared for African American males at Montgomery College. Spearheaded by faculty within the counseling department, Boys to Men has seen promising results in enhanced grade point averages for the student participations. This has occurred because of intensive mentoring, tutoring and socialization programs that have been instituted during the last few years.

SECTION III: ADULT LEARNING ENGAGEMENT

For each Adult Learning program, please report the title, description and answer the enrollment questions. Please do not combine programs.

A survey of students studying English as a Second Language—done under the auspices of the M4CAO affinity group for the state’s community college chief academic officers. A multi-year initiative; team leader was from Montgomery College

During the 2011-12 academic year, the **ESL/ESOL Affinity group completed its Goals Survey of both credit and non credit students** from across the state with MC having 911 credit students and 1,465 non credit students completing the survey. Montgomery College’s survey findings have begun to be analyzed with the intent of formulating ways to ensure that our students truly do complete, i.e., they achieve their goals for attending our college.

SECTION IV: HIGH SCHOOL ENGAGEMENT

For each High School program or activity, please report the title, description and answer the enrollment questions for the fiscal year reporting period. Please do not combine programs.

1. Title of the program—College Institute

Description of Program: Enables students to take credit-bearing Montgomery College courses; located at three of the county's high schools and the Universities at Shady Grove.

Update:

The Office of Concurrent Enrollment has used the College Institute model to expand its offerings into 22 of the 25 high schools in Montgomery County. Students take courses on their own campuses or at Montgomery College. This is targeted at students who have exhausted their AP and Honors coursework as 11th and 12th graders.

For FY2012, how many high schools are working with your institution? 22 of the 25 high schools

For FY2012, how many high school students did your program serve?

Did this program require students to pay tuition and fees?

Students pay tuition for credit-bearing courses that they take through Montgomery College.

If applicable, please note the program cost to the student:

SECTION V: MIDDLE SCHOOL ENGAGEMENT

For each Middle School program or activity, please report the title, description and answer the enrollment questions for the fiscal year reporting period. Please do not combine programs.

Title of Program: COLLEGE PREP/SCHOLARSHIP FAIR—SPRING 2012

Description of Program: A collaborative effort among MCPS, MC and USG, the fair is targeted at middle school students and their parents. Held at the Universities at Shady Grove, the

first fair attracted 400 participants. The goal is for middle school parents to be aware of the rigors of college, existing financial aid resources and the vast of array of career options that beckon students who plan early.

For FY2012, how many middle schools are working with your institution? All 38 middle schools were invited through the MCPS central administrative channels; 10 schools with high FARM rates were targeted for inclusion. The goal is to make this an annual event.

Prince George's Community College

Prince George's Community College Achieving Maryland's 2025 Completion Goal

Introduction

This report provides the Maryland Higher Education Commission and the Maryland Association of Community Colleges with Prince George's Community College's institutional goals, strategies, and initiatives designed to assist the state of Maryland with meeting the college completion goal that at least 55% of Maryland's residents age 25-64 will hold at least one degree credential, either an associate or bachelor's degree by 2025.

Institutional Goals

During the 2009-2010 academic year, Prince George's Community College engaged in a comprehensive review of its vision, mission, and strategic goals resulting in the following:

Vision Statement

Prince George's Community College will be the community's first choice for innovative, high quality learning opportunities.

Mission Statement

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

Goals and Strategic Priority Areas

The institution initially identified six strategic priorities; however, last year the college refocused our efforts to focus on three strategic priorities:

- Create and build a culture of success
- Re-engineer/modify institutional processes, procedures, and practices to support success
- Increase completion rates in academic and workforce development and training programs

In order to accomplish these priorities, the college designed and implemented Envision Success. Envision Success is both the institutional priority and the completion agenda for Prince George's Community College. The goal of Envision Success is to ensure that students complete degrees, certificates, and preparation courses for certifications and licensures. It will address three major components—time, choice, and structure—while emphasizing quality, rigor, and relevance in an environment of broad engagement. Through a systematic process of gathering and using data, Envision Success will enhance or develop support services, academic programs, and workforce development and training programs to assist students in achieving their goals. Through the creation of a culture of success, the college community will identify promising practices, and through innovation, will create new initiatives that respond to the needs of students.



In order to fully understand Envision Success, it is important to understand each tier within the graph above. The first tier (blue) depicts the commitment of the college and its affiliation with other partners to foster broad engagement creating a shared responsibility among members of the campus and external community to engage and support students on the path to their academic goals. One of the major components, supported by research, is the first-year experience, Owl Success Track. The goal of this program is to create a seamless transition into college through an integrated approach to the challenges students face navigating the institution and the classroom, in their personal lives, and negotiating the many complexities involved in becoming members of a larger college community. The first tier provides the foundation to develop a roadmap and formulate an action plan for initiating appropriate strategies which enable students to be successful from entry and is geared toward engaging students by teaching them to be active participants in their education. The second tier (purple) shows the focus of effort to streamline the design and delivery of course scheduling, to provide more efficient pathways to decrease the time to complete a program of study, and to provide alternative options to encourage students to complete their degrees. Through innovative resource development and the use of data on student learning outcomes, the faculty and support staff will be better equipped to identify barriers to and opportunities for program improvement. The innermost tier delineates the many ways student

success can be realized through graduation and transfer, ultimately reaching the goal of completion.

Based on this model the college identified twelve interventions that would ultimately allow the college to meet the 2025 completion goal. They are listed below in order of implementation. Where appropriate, we have added narrative to include data associated with the appropriate intervention.

1. *Implement Student Learning Outcomes (SLO) Assessment – Spring 2012 Implementation*
In FY11, PGCC's Academic Council approved the adoption of a new, comprehensive, rigorous Student Learning Outcomes Assessment Plan which links course outcomes to program outcomes, and program outcomes to core or institutional outcomes. The plan, developed by and for the faculty, was initiated by assessing academic courses with the ultimate aim of assessing every course offered for credit over a four-year cycle. The plan was piloted in fall 2011 with three courses. In spring 2012 each academic department assessed one course. In spring 2012, twenty courses were assessed using TK20, a strategic planning software tool that also stores assessment data. In fall 2012 one course in every academic program will be assessed; this process will continue in subsequent semesters. Outcomes will look at the impact of course sequences on student success and completion as well as assessment of success and completion of both individual students and student cohorts.
2. *Implement assessment of Co-Curricular Activities – Spring 2012 Implementation*
During the Spring 2012 semester, the college hosted the Gateway Achievers program in order to celebrate the successes of the students completing developmental courses. The Office of College Life Services and the Health Education Center (to include both the Campus Activities Board and the Student Governance Association) are having students complete surveys for each sponsored activity and the staff are using that information to assess the activities. The survey not only evaluates the current activity, it asks for suggestions for other activities as well. In addition, through the Pathways to Student Leadership Program, there are 3 different tracks. At the end of the program, there is a portfolio assessment for each of the different tracks.
3. *Eliminate Late Registration – Fall 2012 Implementation*
A review of data demonstrated that existing registration procedures, which allow students to register for and enter classes that have already started, were creating a major obstacle for successful course completion, and therefore, student success. The new procedure requires that all students must register and pay for courses by 11:59 p.m. the day prior to the published start date of any specific course. This new procedure prohibits students from adding courses if the desired course has already begun, but does not prohibit courses being dropped under the published schedule. The immediate deregistration of non-paying students, via the new procedure, will allow faculty to have up-to-date rosters the first day of class and every day thereafter. Therefore, the goal of having the first day of every course as a teaching and learning day will be fully attainable.
4. *Develop college-wide professional development plan about entering students*
Initial implementation – Fall 2012; Full Implementation – Fall 2013
5. *Develop and widely disseminate information focusing on the importance of student completion – Fall 2012 Distribution*

The college has created a slogan “Envision Success: Take the Journey, Complete your Degree!” This slogan has been placed on posters with PGCC students who have either transferred, completed their associate’s degree or completed their certificate. These posters will be strategically placed in classrooms initially where we have a high volume of developmental courses.

6. *Initiate Developmental Math redesign* – Pilot Fall 2012; Full Implementation Spring 2013
The Developmental Mathematics Department in the Learning Foundations Division and the Mathematics Department in the STEM Division is undergoing a complete redesign of the Developmental Mathematics Sequence (DMS) of three courses. The team leading the redesign effort applied for and received a grant from the Maryland Higher Education Commission (MHEC). In fall 2012, the redesign will be piloted with 30 DMS sections on the Largo campus. Full implementation will start in spring 2013 and will include all sections of all three courses. The redesign involves implementing a modified, modular, mastery-based, Emporium model in which students will work independently in class and out of class on software-based content to support mastery, supplemented by tutoring and in-class faculty assistance. Students will only be required to complete the modules for which they do not demonstrate mastery on a diagnostic test. It is anticipated that this DMS Redesign will increase the number of students who successfully complete the DMS requirements, reduce the time that the average successful student spends in DMS courses, and improve performance in gatekeeper college-level math course(s).
7. *Redesign Developmental English/Reading* – Planning FY13 with Fall 2013 Pilot
8. *Implement required developmental sequencing* – Spring 2013 Implementation
9. *Implement required gatekeeper sequencing* – Spring 2013 Implementation.
10. *Establish a floor score for entry into developmental (MATH) courses and an alternative path* – Fall 2013
11. *Make New Student Orientation “Inescapable”* – Fall 2013 Implementation
12. *Redesign the College Catalog* – Target is 2013-14 Catalog

The college’s academic catalog is being completely revised, adopting more of a “roadmap” format enabling students to more easily see what courses, taken in what sequence, can provide an optimal pathway to success.

In addition to the above twelve interventions, there are several other programs and initiatives that have aided student success and ultimately completion.

- *Graduation Completion Initiative* - During Spring 2010, the college created an initiative that allowed it to identify students who had sixty or more credits and were eligible to obtain an associate’s degree. For Fall 2011, of the 183 students identified to be eligible, 33 students were cleared for graduation. During the Spring 2012 semester, of the 120 students identified, 42 students were cleared for graduation.
- *Collegian Centers* - The College's six Collegian Centers (CCs) provide students with an academic place to belong outside of the classroom and present students with opportunities to engage with faculty and other students in their discipline. Each of the CCs is discipline-oriented and brings together students and faculty who have common interests for discussions, mentoring, career exploration, discipline-related activities, and networking. The CCs' activities vary widely and are related to the academic disciplines that they represent. Student participants consistently rate the CC’s activities very highly. Current Collegian Centers include: Administration of Justice Collegian Center, Bernard Collegian Center, Health Sciences Collegian Center, Humanities Collegian Center, PSE (Psychology, Sociology, and

Education) Collegian Center, and STEM Collegian Center. For FY12, all Collegian Centers identified clear mission statements and goals aligned with the college's mission and goals. In FY13, these goals, as well as all activities, will have to be aligned to core learning competencies with corresponding assessment to determine the "value added" these centers bring to the student's education at PGCC.

- *The Diverse Male Student Initiatives (DMSI)* - DMSI is an experiential two-year student retention program which explores ideas and develops practical skills for effectively involving and empowering men to assume leadership roles. The purpose of DMSI is to enhance educational attainment and leadership skills by increasing participants' knowledge of social, cultural and economic drivers within Prince George's County, and to provide participants with skills that enhance their ability to take leadership roles within organizations in college and external county while also developing a network among current and future leaders.
- *The Women of Wisdom (W.O.W)* – W.O.W is a highly comprehensive and specialized program, designed to provide unique opportunities for women students to enhance their academic, personal, and professional development in a holistic environment.
- *Student Support Services-TRiO* - SSS is a comprehensive, federally-funded program that offers academic coaching to students in need of scholarly support to accomplish their educational and career goals. SSS provides assistance at every stage of undergraduate education, whether the student is deciding which courses to take in the first semester or wondering how to prepare for graduation and transfer to the university. Staff provide intensive academic, financial, and career counseling to help under-served students reach their goals.
- *Hillman Entrepreneurs Program* - This innovative educational initiative is tailored to the needs of transfer students who begin their studies at Prince George's Community College and complete their bachelor's degree at the University of Maryland, College Park. The four-year scholarship program targets students who have an interest in entrepreneurship and an enthusiasm for starting a business venture or leading a company. Students must be committed to additional programmatic and team-building activities. Students must have membership in or willingness to join one of the PGCC Collegian Centers.
- *Adult Education Program* – This program offers classes to help adults develop their basic and life skills in reading, writing, math; and English for Speakers of other Languages (ESL) classes to help adults build their speaking, understanding, reading and writing skills in English. Classes are held throughout Prince George's County; morning, evening and Saturday programs are available. The program also offers two Maryland High School Diploma options: classes to prepare for the General Educational Development (GED) Test, and the National External Diploma Program.

Conclusion

Prince George's Community College believes that facilitating student success demands a collaborative approach involving all facets of the college community. "Envision Success" is the phrase the college has adopted to describe its commitment to implementing and assessing the effectiveness of policies, programs, and processes specifically designed to improve retention, reduce the time it takes to complete developmental course work, reduce time to degree, and thus ultimately increase the number of individuals receiving degrees and certificates from the institution.

Wor-Wic Community College

Wor-Wic Community College: Strategic Initiatives for Student Success and Degree Completion

In 2010, Dr. Ray Hoy, president of Wor-Wic Community College, appointed a college wide *Task Force on Student Success and Goal Completion*. After an extensive review of institutional data and best practices on student success, a five year plan was created to meet the completion goals for Wor-Wic. The results of the task force informed the development of one of the college's new strategic priorities, which is "to improve student success and goal completion by developing innovative and relevant instructional programming and expanding academic and support services." Described within this report are programs and results of student success initiatives at Wor-Wic Community College.

Accelerated Courses and Course Redesign-ENG 101 Lumina Grant Pilot

Description: Wor-Wic received a *Lumina grant, Growing by Degrees*, for the redesign of *ENG 096-Basic English (Developmental course)* and *ENG 101-Fundamentals of English I*. In fall 2011, two Accelerated Learning Program (ALP) sections (eight ENG 096 students were mainstreamed into an ENG 101 section and received additional instruction following the class), one ENG 101-C Combination section (combined ENG 096 and ENG 101 instruction in one course), and four redesigned ENG 101 sections were offered as pilots. In the spring of 2012, there were two ALP sections and five redesigned ENG 101 sections.

Results: Quantitatively, the pass rates for the ENG ALP sections and combination courses indicated success—historically ENG 096 has a 34% chance of passing ENG 101. In the ALP sections, students passed at a 45% rate and finished both ENG 096 and ENG 101 in one semester. In the pilot ENG 101-C, students passed ENG 101 at a 72% rate. The pass rate for the redesigned ENG 101 sections was 63% (75% in the fall and 52% in the spring) while the pass rates for non-redesigned ENG 101 was 52%. A multi-rater graded final essay indicated that the redesigned ENG 101, ALP and ENG 101-C sections outperformed the traditional ENG 101 sections on the final essay results. In fall 2012, all ENG 101 course sections offered were based on the redesigned model.

I AM-STEM (Science, Technology, Engineering, and Math) Mentoring Program for African-American Students

Description: Wor-Wic received a *College Access Grant from the Maryland Higher Education Commission* to provide mentoring and tutoring to African-American students in the areas of science, technology, engineering, and mathematics (STEM). 40 African-American students were recruited to participate in the program entitled "I AM STEM" in spring, 2012. Students completed an academic needs assessment; attended workshops on financial aid, career development, and African-American professionals in STEM careers; and, they participated in tutoring to increase their academic success.

Results: Over 75% of student participants had a grade point average higher than a 2.0 for spring, 2012 and they successfully persisted to fall, 2012. The average semester grade point average for all participants in spring, 2012 was 2.77 as compared to the college grade point average of 2.40 for African-American students. Additional data will be gathered at the completion of fall, 2012 to examine the full impact of the program.

Persistence and Student Success (PASS) program for First-Generation Students and Students with Disabilities

Description: Wor-Wic received a *College Access Grant from the Maryland Higher Education Commission* to help 70 first-generation college students and students with disabilities to persist through intrusive advising, peer tutoring, and mentoring for 2011-2012.

Results: Of the participants, 82% of students completed the program requirements for intrusive advising, tutoring, and mentoring contacts. Of the participants, 82% persisted from fall, 2011 to spring, 2012, which is significantly higher than the of the control groups at 73%. Additionally, 57% persisted from fall, 2011 to fall, 2012 which is 9% higher than the overall college retention rate of 48%. The pilot served as a basis for creation of a peer tutoring center for all students, supported by the college as a strategic initiative. Results of peer tutoring and the impact on college retention will be evaluated in subsequent years.

Reverse Transfer

Description: A Memo of Understanding (MOU), between Wor-Wic and Salisbury University, was signed in June, 2012 to facilitate the reverse transfer of credits for students who were near completers of an associate degree. The provisions of the agreement are that students must have a minimum of 45 total credits (15 of which must be completed at Wor-Wic) and a minimum of a 2.0 GPA at both institutions. Wor-Wic will accept all passing letter grades and course requirements, when applicable. Furthermore, Salisbury University students have the choice to opt-out of the reverse transfer option through informed consent.

Results: To date, Wor-Wic has received approximately 167 transcripts from Salisbury University, and 60 degrees will be awarded as a result of the reverse transfer agreement in fall, 2012.

Retention Initiatives with Limited Admissions Programs

Nursing Tutoring and NCLEX Exam Preparation

Description: During recent years, the Department of Nursing has implemented programs to address attrition rates in the Certificate of Proficiency in Nursing (CPN) and Associate Degree in Nursing (ADN) programs at Wor-Wic. These initiatives have included expanded faculty tutoring hours and ATI Nursing Education learning modules to prepare for the *NCLEX-PN* and *NCLEX-RN* exams.

Results: The increase in tutoring and the impact on retention and success in the nursing program have yet to be determined, however, retention rates for the fall, 2012 are promising. In the class of 2012-2013, 74 students (92.5%) are enrolled of the 80 that started the CPN program and 57 students (90.4%) of the 63 are enrolled in the ADN program. In regard to the NCLEX exam preparation modules through the ATI Nursing series, nursing students in both programs have learning modules and assessments to boost pass rates and exam scores. For many years the NCLEX-PN pass rates have remained at 100%. The NCLEX-RN pass rates for FY 2012 was 85.9%, which was up significantly from past NCLEX-RN pass rates.

Nurse Advising, Retention, and Success Program

Description: The Nurse Support II-Phase 7 Grant from the *Maryland Higher Education Commission* awarded the Department of Nursing \$187,920 for the *Nursing Advising, Retention, and Success Program*, beginning July 1, 2012. This three year grant includes the recruitment and hiring of a Nursing Retention and Success Specialist, and the search for the specialist will begin in the near future. The grant also includes a *Pre-nursing Success and Preparation (PNSP) course* designed to increase the retention of nursing students, specifically the beginning CPN students. The PNSP course began this fall as an online course with tutorials to prepare students to calculate drug dosages and basic math, stress management techniques, therapeutic communication skills, organization and time management skills, teamwork, medical terminology and the nursing process, as well as, academic resources available to students.

Results: Fifty-eight of the 63 CPN students who began fall, 2012 completed the PNSP course. It seems the basic math and drug calculation tutorials may have been effective. Students must

pass both the pre-assessments and post-assessments in all courses with a 90% score or greater in order to pass each course. Results indicated that all NUR 101-Nursing Fundamentals students successfully completed the pre-assessment drug calculation tests.

Radiologic Technology Revised Admissions Process and Tutoring Initiatives

Description: The Radiologic Technology Department (RDT) revised the admission process to expose students to the hospital environment before the initiation of the clinical practicum. The revised admissions process requires a mandatory shadowing experience in the hospital and mandatory attendance at a prospective student/policies and procedures meeting. The main objective of the revised admission process is to increase retention rates and program completion. In FY 2011 and FY 2013, the RDT program has received monies from the *Perkins Career Technology Reserve Grants* to introduce additional tutoring services with emphasis upon first-year student retention in performance-based courses.

Results: Initial analyses of the performance-based courses indicate that retention rates for the fall, 2012 cohort are significantly above cohorts over the past three years. While these results are preliminary at mid-term, overall success of this initiative will not be able to be determined until the completion of the academic year.

Freshman Year Experience: Student Orientation, Advising, and Registration (SOAR) and Student Success Course (SDV 100-Fundamentals of College Study)

Description: In examining the *2006 Community College Survey of Student Engagement* (CCSSE) results, Wor-Wic identified that student's ratings of *support for learners* had decreased from previous administrations of the survey. Out of concern for this trend in CCSSE results, the college made a data-driven decision to require new student to participate in a mandatory student success course. All first-time college are required to enroll in SDV100-Fundamentals of College Study. Each year, 1200-1500 students have enrolled in the course. SDV 100 is a ten week course, which meets once per week for 1.5 hours per class session. The objectives of the course are for students to be able to identify college resources that enhance student success, develop an educational plan and get it approved by a faculty advisor, learn study strategies, improve time management, manage stress, and work effectively with students across diverse cultures. In 2011, to enhance the engagement of students in the freshman year experience, all new students were required to participate in a mandatory orientation session prior to enrollment in SDV 100. Student orientation, advising, and registration (SOAR) sessions focused on navigating college resources, understanding the college catalog, reviewing academic major/program checklists, and registering on the student portal.

Results: On average, from 2007-2012, SDV 100 students were retained at a rate of 54% fall to fall; whereas, the five-year average college retention rate was 49% for the same time period. Students at the end of the course were able to show significant pre/post-test gains in a self-assessment of study skills, knowledge of campus resources, and setting career goals. With the addition of the mandatory SOAR program, retention was impacted for the 2011-2012 cohort of new students. The fall 2011 to fall 2012 retention rate of students who participated in SOAR and completed SDV 100 was 57%, which was 7 percent higher than the five-year college average retention rate of 49%. In the 2012 CCSSE survey, 38.6% of Wor-Wic students indicated they participated in a student success course, which is significantly higher than small colleges (21.3%) or other promising practice participants in the survey (16.3%). Results from the 2012 CCSSE survey indicate that Wor-Wic's "support that the student needed to help students succeed at college" is now above the mean for comparison groups of small colleges and the entire cohort.

Bowie State University

Coppin State University

Institutional Summary

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

Selected University Strategic Plan Goals

- *Enhance Student Success Through Graduation;*
- *Enhance the Academic Core of the University;*
- *Enhance Academic Excellence in Undergraduate and Graduate Programs;*
- *Strengthen Institutional Infrastructures;*
- *Enhance Student Support Services to Ensure Academic Success Through Retention and Matriculation and Graduation;*
- *Continue to develop a supportive and student-friendly environment; and*
- *Monitor and Close Achievement Gaps Among Respective Populations of Students Identified in the Annual Closing the Achievement Gap Report.*

In the following table, a description of each initiative is provided along with implementation dates, program purpose, and the population to be impacted.

COPPIN STATE UNIVERSITY			
Summary of Initiatives Designed to help Maryland Achieve the 55% Completion Goal			
Initiative	Implementation Date / Stage of Development	Description and Purpose	Impacted Population
THEME: Easing the Transition and Early Intervention			
Enrollment Management Task Force	fall 2012	The Task Force on Enrollment and Student Success is an effort to bring together and further develop a university-wide initiative to address associated with enrollment and student success. There are four subgroups: Cohort Services, Campus Operations, Research & Assessment, and Planning & Evaluation. The Task Force will recommend to the President, policies, procedures, practices, and actions that will contribute to student success at Coppin. The ultimate goal is to shape and align enrollment and success initiatives with the mission and vision of the University.	All Students

<p>Student Academic Success Academy (SASA)</p>	<p>Pilot Summer 2010; Full Implementation summer 2011</p>	<p>An intensive, six-week comprehensive intervention services program that prepares incoming students for the rigor of post-secondary education. It is a campus-based, residential program that eases the transitioning of students from high school to college by helping them develop confidence in their ability to learn. Students enrolled in this program are taught college-level survival skills, both academic and social. SASA students are exposed to concepts in financial literacy, career planning, personal growth, and to campus resources and support services.</p> <p>http://www.coppin.edu/info/200262/summer_programs</p>	<p>During the Pilot stage (fall 2010): Incoming freshmen who tested into a developmental course (about 180 students). Full Implementation (fall 2011): ALL new direct from high school students (about 250 students annually)</p>
<p>Coppin Achievers Regaining Enthusiasm (CARE)</p>	<p>Pilot fall 2010 and expanded the program spring 2011; first year of full Implementation will begin fall 2011</p>	<p>C.A.R.E. is a program designed to help underachieving first year students prepare for and succeed in college. Students in the program commit themselves to improvement academically and civically. C.A.R.E. offers a rigorous program of instruction in academic “survival skills.” The C.A.R.E. program teaches the students how to study, read for content, take notes, and manage time. Students participate in study groups or tutorials led by tutors who use skillful questioning to bring students to a higher level of understanding. The program is designed to help students develop patterns of success that will last throughout their college careers and beyond. First-year students with a semester GPA below a 2.0 residing in the Residence Halls are required to participate in C.A.R.E.</p>	<p>Freshmen and Sophomore students residing in the residence halls with GPAs below 2.0 at midterm or at the end of the semester.</p>
<p>Freshman Male Initiative</p>	<p>Began fall 2009</p>	<p>In this program, first-time, first-year males from the class of 2013 are paired with junior or senior men. These upperclassmen serve as mentors and meet with their mentees 12-15 hours a week through study sessions, and social networking. The group meets often for team and relationship-building workshops and participate in community outreach.</p> <p>http://www.coppin.edu/info/200427/black_male_initiative</p>	<p>First-year male students</p>

Student Success Center (SSC)	Opened spring 2011	This center provides the first point of contact for student services in a one-stop-shop environment. The Offices supported by the SSC are financial aid, records and registration, advising, student accounts, and auxiliary services. The SSC seeks to provide cordial student as client service and to resolve student issues under 10 minutes. If a student needs more service than then Center can provide the student is directed to the appropriate office. The Center serves as an information resource and liaison to functionally associated offices for all students.	all students
THEME: Providing Continuous Academic Support			
First Year Experience/ University College	fall 2011	Expansion of SASA program to the First-Year Experience. The SASA program will lead directly into a fully functional first-year experience model. The FYE structure housed within the University College will serve as the academic home for first-year and sophomores, a place where these students will receive supplementary instruction as well as guidance through the completion of the first 30 credits of General Education. The FYE will also provide strategic support services to assist students in their matriculation to upper division courses and acceptance into program majors. http://www.coppin.edu/info/200364/university_college	All first-year and sophomore students
Center for Adult Learning	fall 2010	The Center for Adult Learning (CAL) addresses the needs of our non-traditional undergraduate population. The Center provides assistance with tutorial services, transition services, and other supports needed for this population.	Non-traditional undergraduate students
Living and Learning Communities	fall 2011	The Living and Learning Community is designed to enhance the retention and graduation rates of nursing students by implementing a basic learning community model for nursing students residing in the residence halls.	Nursing students
Teacher Education Advisement & Retention Center (TEAR - C)	fall 2011	TEAR-C is designed to enhance CSU's School of Education's Teacher Preparation programs by improving student success rates in passing examinations for teacher certification; increasing the enrollment, retention, and graduation rates of students in the teacher education program. http://www.coppin.edu/info/200623/student_resources	Pre-Service Teachers
THEME: Changing the Academic Paradigm			

General Education Reform and focus on student learning outcomes	Initiated during the 2010 - 2011 Academic Year and will continue over several academic years.	Development of policies and procedures related to General Education Requirements (GERs) and a review of GERs to ensure alignment with measurable student learning outcomes. http://www.coppin.edu/GeneralEducationProgram/	All students
Developing/Enhancing Articulation Agreements with Community Colleges	Initiating formal discussions with various community colleges	Developing and enhancing articulation agreements with community colleges.	Transfer students
Center for Undergraduate Research	Development stage as of spring 2011	This Center will allow students to work collaboratively with faculty on first level research activities. Although CUR has an overall emphasis on undergraduate research in a range of disciplines, special attention will be paid to the Science, Technology, Engineering, and Mathematics (STEM) disciplines. This Center will provide opportunities for students to garner significant research experiences, allowing, them to enter leading research institutions as masters and doctoral students.	All students
THEME: Creating a Welcoming and Attractive Environment			
Changing Residential Housing Policies	Effective fall 2012	The University has determined that for most undergraduate students, living on campus has numerous educational and social benefits. In recognition of the value of the living-learning experience associated with on-campus living, effective the fall 2012, Coppin State University will require first-year students to live on campus in residence halls.	All First-Year students
Enhanced facilities	Health and Human Services Bldg. (2008); Physical Education Complex (2010); Science and Technology Center (2014)	The unveiling of two new state-of-the art facilities within the last three years on the CSU campus has enhanced our campus environment; these buildings becoming symbols of excellence for the University. The planned Science and Technology Center (STC) will also have several positive effects for the University, including enhanced educational experiences for our students that will be comparable to those provided at many other colleges and universities in Maryland.	All students, entire West Baltimore Community
Transformation of Quad Area	spring 2011	A transformative environmental initiative that changed the campus courtyard known as the 'central quad' into an attractive, sustainable space. The large-scale transformation of this area not only reduces the University's carbon footprint but also became a living	All students, entire West Baltimore Community

		laboratory which integrates sustainability into the academic curriculum. Classes are conducted within the quad as well as student and public speaking events.	
Course Redesign Initiatives (Academic Transformation)	fall 2011	The University solicits the input of faculty for the purposes of redesigning “bottleneck” courses. The infusion of technology into curriculum is used to make course delivery more efficient and beneficial to students.	

Frostburg State University

**Best Practices and Annual Progress Toward Achieving the 55% Completion Goal
Implementation Update
Frostburg State University
November 19, 2012**

This report discusses Frostburg State University's (FSU) contributions to the achievement of the fifty-five percent completion goal, as established by the University System of Maryland (USM). In an effort to meet this goal, FSU continues to commit resources to the new and ongoing persistence initiatives presented in its Strategic Plan, Closing the Achievement Gap report, and other planning documents.

As part of its Closing the Achievement Gap Plan, FSU has hired an Assistant Provost for Student Success and Retention to provide leadership and coordination for university-wide programs and efforts that promote a higher level of student success and retention. Specifically, the Assistant Provost: (1) leads the University's Achievement Gap Task Force; (2) serves on the President's Enrollment Management Committee; (3) works with faculty and staff to develop and implement a comprehensive retention and advising plan; (4) coordinates assessment and evaluation of retention efforts; and (5) prepares an annual report on outcomes of these efforts, which is presented to the campus community.

Frostburg's *Closing the Achievement Gap* Task Force identified three strategies to increase retention and graduation rates at the University:

1. *Implement Course Redesign* –The following is a summary of implementation and assessment of course redesign in the departments of Psychology, Mathematics, Communication Studies, and English, as part of the University System of Maryland Course Redesign Initiative in conjunction with the National Center for Academic Transformation (NCAT):
 - Psychology: The University successfully piloted and fully implemented its course redesign of General Psychology (PSYC 150) in 2008. The original goals for the redesign were to clarify course objectives, reduce the number of sections taught, and improve course success rates. Results of the redesign have shown that students who participated in the redesigned course scored significantly higher on core test questions than those in traditional sections.
 - Developmental Mathematics: A developmental mathematics course redesign of Intermediate Algebra (DVMT 100) was piloted in the spring of 2011 and fully implemented in the fall of 2011. The following three goals identified to guide the redesign process were achieved: (1) the course pass rate improved significantly, from 59% in AY 2010-2011 to 80% in AY 2011-2012; (2) the gender gap was eliminated, also with no significant differences based on race or income; and (3) for students in the fall 2011 cohort, subsequent mathematics course performance improved significantly.

- Communication Studies: The Department of Communications Studies applied the NCAT model to its Introduction to Human Communication (CMST 102) course beginning in the fall of 2011. Full implementation took place during the spring of 2012. The following benchmark goals identified by the department were achieved during the pilot semester: (1) course instruction was standardized; (2) course section enrollment was increased to eliminate “bottleneck” course registration issues; (3) use of instructional technology was expanded to improve student learning outcomes; and (4) achievement gaps were eliminated, with no significant differences in gender, race, or income levels.
 - English: A redesign of the English Composition (ENGL 101) was piloted in the fall of 2012, with full implementation planned for the spring of 2013. Through the course redesign model, the Department of English seeks to: (1) allow students more opportunity to practice language skills, which if absent most frequently results in student failure; (2) increase individualized instruction; (3) create a new course (Practicum in the Teaching of Writing) for training and supervising student learning mentors; (4) develop a new Emphasis in the Teaching of Writing program; and (5) establish an online repository of instructional resources and further utilize instructional technology to achieve greater levels of consistency in instruction.
2. *Utilize the Beacon Retention Initiative* – The University has recently adopted Beacon, an early warning system that allows faculty, staff, and coaches to record contacts and issue alerts about students who may be experiencing difficulty in adjusting to the academic and social life of college. The program helps students address issues early, before academic and social problems become serious. The expectation is that appropriate interventions will improve the retention rate of the freshman cohort. The program was implemented in the fall of 2012, with first-time, full-time freshmen participating and faculty, staff, and coaches using Beacon to communicate and interact with these students, share notes with other faculty/staff concerning students, and create alerts that involve specific personnel and offices in helping students resolve problems and connect with campus resources.
 3. *Increase Need-Based Financial Aid* – An important goal for the University is to increase institutional need-based financial aid for students. In order to identify additional aid resources, Frostburg has reviewed its processes for defining and distributing institutional need-based aid. In February 2012, FSU was awarded a Maryland College Access Challenge Grant to improve the persistence rate of Pell-awarded, academically at-risk freshman and sophomore male students. The main components of the *Championship Forum* program are intrusive advising with academic coaches; mandatory workshops covering financial literacy, learning strategies, and personal growth topics; and weekly study hall sessions. Participants who fulfill program requirements are eligible for stipends of \$250 each semester.

Additional Completion Strategies

As part of the FSU's continuing campus dialogue on degree completion, its Advisory Council on Retention is exploring the need for internal marketing and an examination of the sophomore year. The council believes that improving student persistence at Frostburg requires the University to better communicate its success stories to the entire campus community. In addition, FSU must improve programming for second-year students if persistence at the University is to be improved.

This campus dialogue also connects the University's colleges by supporting plans to increase student persistence in their programs through improved student advising. Faculty advisors in the College of Business (COB) are supported by a central advising office, where students are informed of degree requirements and assisted with course selection, allowing business faculty to focus student advising time on career counseling and mentoring. The College of Education (COE) and the College of Liberal Arts and Sciences (CLAS) continue to use a faculty-only advising model; however, both are examining alternative options. The dean's office in the COE is currently working on establishing an advising center that will, similar to the COB, provide supplementary advising services for students and support resources for faculty. In the CLAS, a college-level committee has recently been established to develop a plan for improving advising and to conduct a feasibility study regarding the establishment of a CLAS advising office.

The retention of Science, Technology, Engineering, and Mathematics (STEM) students continues to be an important priority of the University. In the fall of 2008, FSU exclusively reserved its Sowers residence hall for STEM majors. This program provides a unique opportunity for students to develop relationships with peers, mentors, and faculty in these disciplines. The number of STEM-related majors in residence at Sowers Hall continues to increase, representing a community of 75 students in fall 2011. **Beginning in AY 2012-2013**, undergraduate research opportunities for Sowers residents will be integrated more deliberately into the program. A cohort of STEM majors, whose selection will be based on demonstrated interest and motivation, will be paired with faculty research mentors from one of the STEM departments in the fall of 2012, with student projects to be completed during spring 2013. Participating freshmen will present their efforts at the College of Liberal Arts and Sciences' Undergraduate Research Symposium in May 2013, as well as through other discipline-appropriate methods. These opportunities will augment the already established living community to more broadly emulate the experiences students should expect as upperclassmen STEM majors.

A committee of faculty and staff reviewed the University's Introduction to Higher Education (IHE) course in the spring of 2012, with the goal of determining IHE's role as part of first-year academic programming. The group recommended that coursework focus on ensuring students are well-versed in the skills required for academic success, such as learning strategies, time management, campus resources, and academic requirements and policies. These and other components important to student retention and success (financial literacy, diversity education, sexual assault awareness, and career exploration) were incorporated into the revised course requirements and shared with faculty as part of three training sessions conducted in the summer of 2012. The University expects these changes will result in greater consistency among IHE

course activities and instruction, with the ultimate result of a more uniform first-year experience for all freshmen.

In the fall of 2012, FSU submitted a grant application to participate in the “One Step Away: Complete College Maryland State Grant Program” funded by the Maryland Higher Education Commission. The application is another way in which FSU demonstrates its strong commitment to implementing strategies to improve student retention and graduation rates. This commitment is consistent with Governor Martin O’Malley’s goal to increase the number of Maryland adults with either an associate or bachelor’s degree from 44% to 55% by 2025. The One Step Away (OSA) State Grant program represents an important means to improve college completion by helping students who have left Maryland universities to efficiently receive their bachelor’s degrees.

Frostburg plans to establish an OSA program to reengage 51 students who have stopped-out. These students’ profiles will be analyzed in order to devise customized strategies to ensure their reenrollment and graduation. Available student support systems will include academic, financial, and/or social advising that facilitate smooth re-entry into the educational environment and degree completion. As 64% of these students have earned over 120 credits, many may be degree-eligible under FSU’s flexible, interdisciplinary major in Liberal Studies. If additional coursework is required, students will have the options of dedicated online offerings, course selections at community colleges, or credit for workforce-related experience.

Assessment must occur at each step of the program to not only ensure that the initiative is progressing on schedule, but so that students are assured of the services necessary for success. After the period of this grant, Frostburg will continue to offer OSA strategies (e.g., sustainable campus-based financial aid options, creative credit accumulation, and customized curricular plans) to all students who have attended Frostburg and stopped-out since 2000.

Salisbury University

**SALISBURY UNIVERSITY
BEST PRACTICES AND ANNUAL PROGRESS UPDATE**

SU identified the following strategies in 2011 as initiatives which could assist the USM in meeting the State’s 55 percent degree attainment goal.

Strategies:

- *Increase enrollment to 1,000 new students by fall 2015.*
- *Increase minority new student enrollment by 5% each year.*

Enrollment Fall 2010 to Fall 2012

Fall Semesters	2010	2011	2012	3-yr change
Total Headcount	8,397	8,606	8,657	260
% Annual Growth		2.5%	0.6%	26.4%
Total New Minority Headcount*				
First-Time	546	588	592	46
Transfer	344	361	368	24
% Annual Growth		202	227	224
		7.7%	.7%	8.4%

**New minority enrollment includes first-time undergraduate and graduate students and new transfer students. The following minority groups are included: African-American, Hispanic, American Indian/Alaskan Native, Asian, Native Hawaiian/Pacific Islander, two or more races, and non-resident aliens.*

Initiatives

Beginning with the fall 2011 cohort, the University allowed undergraduates to apply for admission using the Common Application. As a result, applications and admissions offers have increased substantially. SU has expanded its scholarship program to attract additional students from the Delmarva Peninsula (both freshmen and transfers).

The University is always seeking ways to enroll a more diverse group of students. The Office of Admissions makes a concentrated effort to target geo-markets with large diverse populations with the purpose of recruiting and retaining academically qualified diverse students; specifically African-American, Asian and Hispanic students. As a part of their Diversity Plan, the office of Admissions has identified several goals and action steps.

Goals:

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

Plan of Action:

- Counselors will identify College Access organizations in their assigned territories to establish relationships and build diversity recruitment pipelines.
- Organize bus trips to SU for diverse students and their guidance counselors.

- Conduct on-site admissions program at feeder high schools with large diverse populations. (Pilot program)
- Attend diversity recruitment college fairs sponsored by college access organizations, such as: College Bound, National Hispanic College Fair, College Summit, etc.
- Purchase names of minority students in Maryland and the surrounding states, who have taken the SAT, with the intent to target those students for direct mailing; providing information regarding campus visits, the application process, and academic opportunities.
- Collaborate with Multicultural Students Services to conduct the minority visitation weekend program for prospective freshmen students.
- Partner with the Office of the Vice Chancellor for Communications for University System of Maryland to conduct a community outreach program for underrepresented populations on Salisbury's campus through the *Way to Go Maryland* program.

Strategies:

- *Continue to implement the Strategic Enrollment Plan to increase second-year retention rates to 85% by 2015 and to increase six-year graduation rates to 73% by 2015.*
- *Continue to retain students and address their needs by creating systems that reduce the achievement gap by half by 2015. Initiatives include increasing Living Learning Communities, supplemental instruction and freshmen seminar sections.*
- *Use the Center for Student Achievement to maximize the success of all students. This includes developing supplemental instruction sessions and other student retention initiatives through the Achieve Student Support Services program (TRIO).*

Initiatives

Strategies continue for closing the achievement gap including targeted recruitment and marketing in ethnically diverse high schools, recruitment of students into the federal TRiO program, targeted campus visitation programs, and expansion of the Powerful Connections freshman mentor program, the Center for Student Achievement (CSA), mid-semester grade reporting and intervention, and math placement for retention. The award of SU's first federal TRiO student support services grant in 2010 provides an additional \$1.2 million in support to help low-income and first-generation college students, and individuals with disabilities. The achievement of this inaugural award positions SU to receive future TRiO grant awards.

Overall, the impact of four specific initiatives implemented to close the achievement gap and increase graduation and retention rates have been assessed since fall 2009. The results have been positive.

Mid-Semester Reporting:

All first-time, first-year students with a "D" or "F" at mid-semester are contacted by the CSA in an attempt to offer some form of academic support, advising and/or tutorial assistance. Students that seek out assistance from the CSA following their poor mid-semester performance are tracked to determine if their semester performance (i.e., grades) and retention are similar to those with failing mid-semester grades that did not seek out remediation from the CSA.

Freshmen Seminars:

Following two years of minimal increases in grades and retention rates for freshmen seminar participants, funds for this initiative will be reallocated to pay for increased sections of supplemental instruction and additional living-learning communities.

Supplemental Instruction (SI):

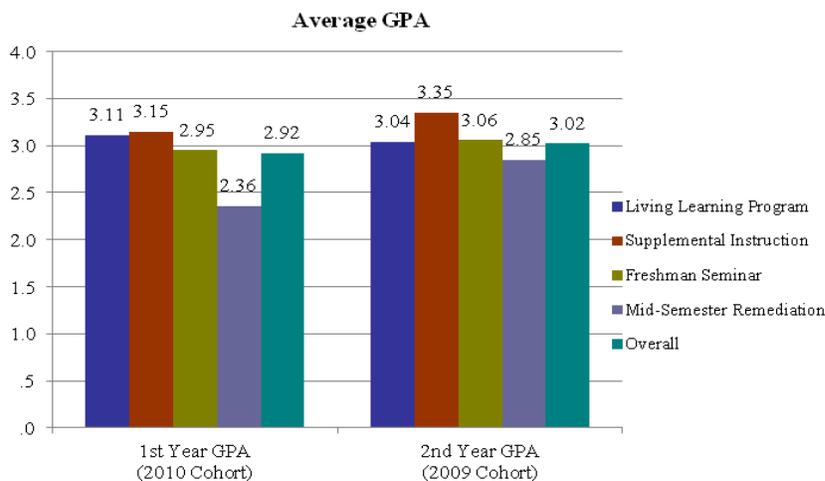
SI is targeted toward freshman courses with a high D, F, and W rates. Based on positive results for AY 10, SI was expanded from 16 to 35 sections in AY 11. Positive results for AY 11 led to an even greater expansion of the program. The University offered 69 sections of SI during AY 12. Since its implementation in 2009, the program has grown to include more than three times the number of SI sections and to include courses across each of the four endowed schools. The Center for Student Achievement (CSA) anticipates that approximately 50 Supplemental Instruction sections will be offered for fall 2012.

Living Learning Communities:

With two additional residence hall renovations completed for fall 2011, we created the physical infrastructure for additional living learning communities (LLCs). Two years of increased retention rates and academic performance for students engaged in LLCs led SU to establish three additional LLCs for AY 12. In fall 2011, there were 12 LLCs, three per building, including three STEM-related LLCs. In fact, the growing interest in STEM disciplines has resulted in a dedicated residence hall just for STEM majors. A new community known as *Achieve* will include first generation students.

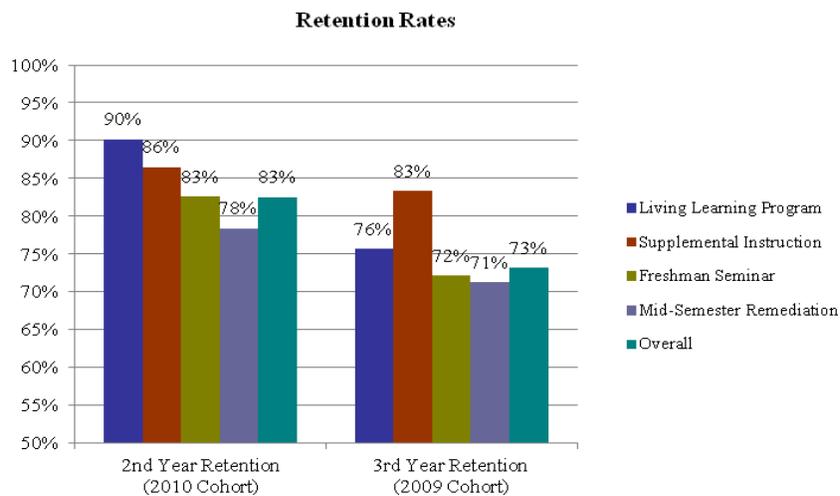
To determine the long-term impact of these four initiatives, first- and second-year grade data was collected. It appears that these initiatives are having positive effects on student success well into students' second year at SU. With the exception of mid-semester remediation, students that participated in at least one of the identified initiatives during their first year at SU had higher second-year grades. Given that students that participated in mid-semester remediation efforts were identified based on poor mid-term performance, it is not surprising that their grades are slightly lower than the average second-year student.

Average GPA for Participants in Initiatives



Retention rate data for students participating in these initiatives also revealed higher second-year retention rates for students that participated in LLCs and SI. The data revealed that students that participated in LLCs and SI during their freshman year at SU were also retained into their third year at higher than average rates.

Retention Rates for Participants in the Initiatives



Strategy:

Continue to assess the SAT Optional program in the areas of retention, GPA and course completion. After the first test-optional cohort graduates in 2012, assess graduation rates and, if positive, request permanent approval.

In 2011, the USM Board of Regents approved SU’s continuation of its test-optional policy for high-achieving students. The decision follows a five-year pilot study completed by the campus. Prospective students with grade point averages of 3.5 or higher will continue to have the choice of submitting SAT/ACT scores when applying to SU. The program also has contributed to greater economic diversity among incoming students. The pilot study showed that test-optional students outperform those who submitted test scores in such areas as course completion. Based on the 2007 and 2008 classes, the test-optional students also graduate at a higher percentage than the others. Retention rates and grade point averages for test-optional students and their classmates are similar.

Strategy:

Continue to seek increases in State appropriations and tuition revenue to provide more adequate support to meet the needs of the student body, academic programs and overall operations.

For the second consecutive year, SU began this semester with a 3% structural tuition adjustment, over and above the 3% increase allowed for all USM institutions. These additional dollars are helping us increase financial aid and close the achievement gap while assisting in making SU’s tuition rates competitive with those of our peer institutions.

We also continue to advocate for our fair share of State general fund appropriations. Last year, the Maryland General Assembly, at the close of the annual legislative session, charged the Maryland Higher Education Commission (MHEC) with exploring performance funding initiatives to address the benefit of implementing such a program in Maryland's higher education budget. As the only four-year college President to serve on the task force for this project, President Janet Dudley-Eshbach has been engaged in these discussions all summer and fall to seek an equitable way to provide additional resources to institutions based on performance without harming funding for those which already have strong outcomes.

Strategy:

Create additional distance learning programs in appropriate areas of study to serve new markets of students.

SU has sought additional opportunities to expand our academic programs to meet the workforce demands of the state. As a result of these collaborations, SU was awarded nearly \$800,000 to expand existing programs to Maryland's regional centers. In fall 2013, an Interdisciplinary Studies degree will be offered at Eastern Shore Higher Education Center (ESHEC). This is a collaborative effort between Chesapeake College, SU, and the ESHEC. The collaboration received two years of funding through a USM grant. The program is designed to accommodate students with a general interest in liberal arts, but who may not have picked one individual discipline to major in.

Beginning in fall 2013, SU's highly successful undergraduate and graduate programs in Social Work will also be offered at the Southern Maryland Higher Education Center. These programs will be offered in collaboration with the College of Southern Maryland to articulate their students into the BASW.

Strategy:

Develop reverse transfer agreements with community colleges to provide opportunities for transfer students to earn credits that will simultaneously apply towards a baccalaureate degree and completion of an associate's degree.

Reverse Transfer agreements have been signed with Wor-Wic Community College and Chesapeake College. Additionally, an agreement has been developed in partnership with College of Southern Maryland and is awaiting final signatures. Following the completion of the summer II session, SU forwarded its first set of transcripts to Wor-Wic Community College. We are awaiting a final determination of associate's degrees that will be granted. The first set of transcripts will be sent from SU to the Chesapeake College and the College of Southern Maryland at the end of the fall 2012 term. SU will be working on collaboration with Montgomery and Prince George's Community Colleges next.

Towson University

Towson University Response to Joint Chairmen’s Report Request on Best Practices and Annual Progress Toward the State Completion Goal (Institutional Goals, Strategies & Initiatives Designed to Help Achieve the Goal)

Towson University, the state’s largest comprehensive institution with almost 22,000 students, is pleased to report on its progress and initiatives supporting the state’s 55% completion goal.

Progress Toward the Goal.

Ten Years of TU’s Fall Term Enrollment Headcounts

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Total Headcount	17,188	17,667	18,011	18,921	19,758	21,111	21,177	21,840	21,464	21,960

Towson University (TU) has responded to the state’s charge to increase enrollment by increasing total headcount by 28% in 10 years. Additionally Towson University has responded to the state’s 55% completion goal by increasing its number of bachelor’s degrees awarded by over 51% in 10 years, from 2,717 in 2001-2002 to 4,101 in 2011-2012. Towson University will continue to grow in enrollment and degrees awarded in the future as a function of its financial, personnel, and physical space bounds.

Towson University is committed to helping transfer students earn college degrees, and TU’s growing undergraduate enrollment is increasingly comprised by a higher percentage of transfer students.

Five Years of TU’s Fall Term Enrollment Headcounts of Incoming Undergraduates

	2008	2009	2010	2011	2012
New First-time Full-time Freshmen	2,826	2,398	2,428	2,542	2,463
New Transfer Students	1,942	1,539	1,971	1,841	2,105

In addition to increasing number of transfer students enrolled at TU and degrees awarded at TU, Towson University has also signed MOUs with three community colleges to assist them in helping students attain AA degrees. For example, in the spring of 2012, the TU-CCBC reverse transfer program helped CCBC award 120 associate’s degrees to students after they had transferred to Towson University. TU currently has reverse transfer MOUs with the following community colleges: Anne Arundel, Community Colleges of Baltimore County, Harford, and Howard.

TU continues to demonstrate a high fall to subsequent fall retention rate for the university’s incoming freshman. Strong first-year retention is a major success factor in producing higher graduation rates, and ultimately awarding more degrees. Specifically, Towson University had retained 82% of the university’s fall 2006 freshman class. This first-year retention rate has remained strong and improving over the past several years. In fall 2012, Towson University retained 85 percent of the university’s fall 2011 freshman class.

TU Enrollment at USM Regional Higher Education Centers

The number of TU students taking classes at USM Regional Centers in Shady Grove and Hagerstown has increased by 85% over the last five years from 155 students in fall 2007 to 287 students in fall 2012. During this period TU’s Shady Grove enrollments practically doubled

from 99 in fall 2007 to 197 in fall 2012, and TU's Hagerstown enrollments grew by 61% over a five-year period from 56 in fall 2007 to 90 in fall 2012. The two TU programs at Hagerstown are both in Nursing (undergraduate and graduate), a critical Maryland workforce area of concern. TU in Harford County. The concept of an off-campus TU site located on Harford Community College's west campus took shape in 2004 when the presidents of Harford Community College and Towson University initiated discussions on ways to meet the demands for higher education in Harford and Cecil Counties. Final approval was granted by the Maryland Board of Public Works on 1 August 2012. Construction will begin in November with a targeted completion in the late spring 2014. TU will offer its first classes in the new building with the fall 2014 semester.

Implementation of Programs Related to Goal.

Towson University has initiated several programs aimed, in part, at improving retention and graduation rates and hence number of degrees awarded.

Closing the Achievement Gap

Towson University has worked tirelessly since the inception of the Achievement Gap Initiatives to launch programs to supporting this initiative, as well as pursuing grant funding to support these efforts. Underlying the efficacy of Closing-the-Achievement-Gap initiatives is a culture of cooperation and collaboration between Student Affairs and Academic Affairs with the superordinate goals of attracting, retaining and graduating proud Towson students. In addition to the Achievement Gap Steering Committee, we have created the Students-In-Transition Committee co-chaired by a senior Academic Affairs and Student Affairs staff member and comprised of key individuals across divisions. The committee is charged with identifying issues that result in challenges during a student's transition to college and to recommend and develop appropriate policies, programs, and services to address the issues.

TU's efforts have proven fruitful as TU is one of the few institutions in the country where six-year graduation rates of low income undergraduates, first-generation undergraduates, and African-American undergraduates, as well as other ethnic minority students, approaches or exceeds that of non-ethnic minority undergraduates.

Freshmen Orientation and Advising

Welcome to Towson is Towson University's orientation program, which takes place the weekend before fall classes begin. Unlike many other schools, TU does not have a summer program for new freshmen. Providing orientation during the four days before classes allows students to spend the maximum amount of time getting to know other new students, faculty and staff and building strong initial relationships and community connections which is a key factor in student retention. *Welcome to Towson* also allows students to learn how to navigate campus, know where key services and departments are located, and to receive tips for becoming a successful Towson student just prior to the start of classes.

During orientation, students are assigned Orientation Leaders who are upper-classmen students who can facilitate freshmen adjustment to college life. Orientation Leaders establish a point of contact for each freshman and facilitate discussions, share their experiences, and lead students through the **Welcome to Towson** program. During orientation, freshmen have the opportunity to meet their First Year Experience (FYE) Advisor to discuss fall class schedules, another key factor in improving student retention and success.

Transfer Orientation and Advising

The Transferring Student Program at TU includes two complementary components. *Transfer Program Part I* emphasizes connections of students to their academic departments and to peers within each student's primary major through an academic orientation, advising, and course registration. The academic portion of orientation (Part I) aims to increase student affiliation with their major department and college by participating in a program of academic advising largely planned and implemented by the academic department, to orient students to the expectations, resources, and systems of their academic department, and to enable students to learn how to register for courses appropriate to their academic program.

Transfer Program Part II focuses on assisting students with developing skills and abilities to manage their personal commitments and responsibilities, facilitating student transition from previous college experiences, and enabling students to become familiar with campus resources. The First Year Experience (FYE) Advising Program is administered and coordinated by the Academic Advising Center and provides academic support and guidance to assist first-time freshmen in making a successful transition to TU. All first-time freshmen participate in the FYE Program. The rationale is that students who make a successful transition to college are more likely to earn higher GPA's and progress more successfully toward graduation. The FYE Advising Program specifically assists identified first-generation and low income students with academic need, as indicated by placement into one or more developmental courses. Students identified as FGLI have increased availability to professional advisers to assist with problem solving at key times during the semester. These advisers also serve as student advocates, as needed, to resolve key issues. Their approach is more proactive and intrusive than the typical freshman advisor. FYE advisers provide assistance to the student in transitioning to an academic major either just prior to or during their second year in college. For S3 students, the FYE advisor is the same professional advisor from their S3 seminar. This arrangement provides a continuity of the strong advising relationship throughout the entire first-year. The Freshman Transition Program (FTP) is a partnership between Towson University and the Community College of Baltimore County. Freshman applicants who fall just short of admission to Towson may be selected by TU's University Admissions to participate in the program. Freshman Transition Program students take CCBC courses taught by CCBC faculty on the TU campus, live on-campus in TU's residence halls, and receive the same support services as TU students. After successful completion of the program, Freshman Transition Program students may enroll at Towson University and transfer their CCBC credits to TU. Enrollment in this program has grown dramatically from 39 students in fall 2008 to 284 students this fall 2012. The Students Achieve Goals through Education (SAGE) program aims to increase retention of first-year students from diverse backgrounds by pairing participants with peer mentors who encourage academic achievement, personal development, and campus-wide involvement. Participants are also involved in various educational and networking activities designed to increase general life skills and knowledge of diverse cultural communities. During the past four academic years 82% to 88% of SAGE program participants earned cumulative grade point averages of 2.00 or higher during their first year of matriculation.

Further assessment of the CEEP and SAGE programs is actively in progress. Beginning with the fall 2010 cohort of entering students, participation in SAGE and CEEP is captured during the census process in Institutional Research. Including these measures in the freshmen cohort files will enable more consistent, quantitative analysis of the programs' impact on retention and

graduation. Additionally, the SAGE and CEEP programs will be more prominent in our communication with admitted students in order to better attract target students to the programs even before the start of their first term.

The Strategies for Student Success (S3) program is the primary intervention employed with first generation low income (FGLI) students is the Strategies for Student Success course. The S3 program incorporates proven first year college success strategies that emphasize community engagement, cooperation, participation, and opportunity. Students participating in the program are enrolled in a first-year non-credit seminar designed to introduce them to the resources for success on campus and to reinforce their study, organizational, and time management skills. S3 students also participate in the Students Achieve Goals Through Education (SAGE) peer mentor program and Academic Achievement Center (AAC) workshops and tutoring. In 2009-2010 the S3 program was aligned, strategically, to address Towson's achievement gap initiative with selection criteria specifically targeting our FGLI students which allowed a smaller cohort and a more focused delivery of content. TU's fall 2009 S3 program included 75 FGLI students with 96% of those students returning to TU in the spring 2010 term compared to the overall TU freshmen fall to spring retention rate of 93% for the same year.

New and Future Programs

Identifying At-Risk Undergraduates

Through careful analysis TU has successfully identified "at-risk" undergraduates using criteria that include high school GPA, SAT/ACT scores, high school, region, socio-economic status, placement test scores and parental educational attainment. TU is poised to launch the following programs if and when resources become available.

a) Establishment of an Early Warning System. Research indicates that comprehensive and "highly intrusive" systems are the most effective. Additionally, more sophisticated systems exist to broaden our reach to include academic as well as social indicators, student characteristics and student self-assessment.

b) Institutionalize the "Support for Student Success" initiative. This program will include the expansion of the current 8-week course that helps integrate at-risk students into the campus community, programming opportunities, and a mentorship program.

UTeach. In the fall 2012 semester TU began its first cohort of students in a new model of teacher preparation in Math and Sciences called UTeach. Characteristics of UTeach include collaboration among the colleges of Science and Education, active recruitment of STEM majors to take two introductory UTeach courses free of charge, early and intensive field experiences that continue throughout the program, compact degree plans that allow students to graduate with both a math or science degree and teacher certification in four years, a focus on developing a deep understanding of STEM content material, intensive coaching by master teachers—experienced, successful secondary teachers who join the university as clinical faculty, program faculty who are actively engaged in STEM research and in the teaching and learning of STEM content, integrated, research-based professional development courses focused on teaching both math and science, comprehensive induction support for graduates.

University of Baltimore

University of Maryland, Baltimore

Introduction

The University of Maryland, Baltimore (UMB) is the state's public health, law, and human services university devoted to excellence in professional and graduate education, research, patient care, and public service. The University is distinctive as an institution of higher education in the state of Maryland in that it enrolls no first-time freshmen and 89% of its currently enrolled 6,368 students are pursuing either a professional or graduate degree, or both. Only 728 (11%) of UMB's students are undergraduates. Among this cohort, 84% graduate within 3 years of enrollment.

The University's enrollment demographics places it somewhat outside the scope of the State's completion agenda since the overwhelming majority of the students enrolled at UMB already hold at least an associates or bachelor's degree. Notwithstanding its status as a predominantly graduate and professional institution of higher education, UMB supports and embraces the State's 55% completion agenda because success in meeting the stated goal ensures that there will always be a steady and reliable flow of qualified students in the pipeline to graduate and professional education.

Academic Program Completion: Data-Driven Best Practices

The University of Maryland, Baltimore is committed to ensuring that students who make it through the P-20 pipeline and enroll in a graduate and professional program persist to complete their program of study. To that end, each School at the University has adopted a number of best practices to ensure that graduations rates remain high, and that students receive a quality education that prepares them to meet the workforce needs of the State. The following is a summary, by School, of these best practices—all of which are learning outcome oriented.

Dentistry

The School of Dentistry faculty carefully monitors the performance of pre-doctoral dental and dental hygiene students in the didactic, laboratory, and clinical components of the educational program. Internal and external measures of outcomes are used to determine the degree to which stated teaching goals and related competencies are being met.

Statements of expected competence as mandated by its accrediting body have been developed by the dental school faculty. Taken together, the competencies reflect the desired synthesis of educational outcomes of the biomedical, behavioral, and clinical curricula. Prior to graduation, pre-doctoral dental students must demonstrate that they have attained the required knowledge, skills, and values by passing each of 48 standardized competency exams. These exams may be case-based reports, demonstrations, oral or written exams, or presentations, and are formal didactic and practical examinations that are administered as part of the curriculum. Performance on the Maryland Competency Exams is carefully tracked to monitor student readiness and to evaluate the effectiveness of the curriculum in preparing students for independent practice.

Each pre-doctoral student must also pass the National Board Dental Examinations Parts I and II as a condition of graduation. Student success rates on the National Board Examinations and in regional licensure examinations are monitored over time and are critically examined in relation to the demands of the curriculum and the clinical experiences available to every student.

Law

The School of Law offers a rich program of legal education that advances several curricular priorities. The program includes a rigorous core curriculum with an emphasis on small classes and a significant commitment of resources to the teaching of legal analysis, writing, and research; extensive practice-based learning opportunities with special emphasis on the lawyer's responsibility to serve the poor and other under-represented groups; specialty programs in key

areas of emphasis, providing in-depth opportunities for teaching and learning; extensive seminars and advanced courses and course sequences; and interdisciplinary offerings on the cutting edge of legal and policy issues.

This program of legal education is designed to ensure that students acquire the four basic characteristics of the well-educated lawyer: knowledge; professionalism; a broad perspective on the social implications of legal issues; and the ability to communicate effectively. Fundamental to each of these characteristics is the development of certain habits of mind crucial to thinking like a lawyer: clarity, precision, and analytical skill.

Student performance is evaluated by a variety of methods including written examinations, writing assignments, and regular supervisory sessions with clinic students. The Cardin Requirement places students in professional roles and requires that they undertake their responsibilities through the supervised provision of legal services to the underrepresented. In the course of this supervised representation, faculty members are able to assess the analytic, writing, and problem-solving skills that students develop elsewhere in the academic program. The advanced writing requirement is met by successful completion of a substantial paper defined, in part, to be a grade of “B” or better. Students must earn 85 credits to be eligible for graduation.

School of Medicine

Within the School of Medicine, each course within the MD program has learning objectives modeled after national norms. For medical students the AAMC format of the Medical Student Objectives Project [MSOP] is the structure used. All programs use examinations directed to those identified learning objectives, largely those of knowledge acquisition, as well as clinical evaluation in both faculty-supervised clinical settings and standardized patient sessions with Objective Structured Clinical Examinations [OSCE].

Student performance on internally produced examinations is compared to performance on national licensing tests at the level of course or individual examination. These results are provided to course-masters and discussed with curricular committees. Since many different faculty members teach each course, course-masters and clinical departmental clerkship directors give feedback to faculty for revision and improvement. The overall results and breakdown by subject of national examinations are presented and discussed at the level of the Executive Committee of the School of Medicine. All required clinical clerkships in the third year of medical school use an end-of-clerkship national exam with performance closely tracked by clerkship directors and the Office of Medical Education.

School of Nursing

In the School of Nursing standardized, comprehensive achievement tests are administered to entry-level nursing students, both traditional BSN and Clinical Nurse Leader (CNL), in all clinical courses. This Total Testing Package is conducted through a contractual relationship with Elsevier, Inc. Students receive individual reports of their results, which are again normed against national results. Results are also reviewed by the appropriate course director for reference in examining student performance in the context of course content. Students falling below the passing score receive specific direction regarding required remediation.

Prior to graduation, all traditional BSN and CNL students take a standardized examination: the HESI (Health Education Systems, Inc.) Comprehensive Exit Exam, provided as part of the Total Testing Package from Elsevier. The test is administered during the last semester of study, while the students are enrolled in their Clinical Emphasis Practicum. This course includes a critical thinking component that is intended to assist students in the integration of curricular content, as

well as one-on-one preceptored clinical experiences that facilitate knowledge application, content synthesis, and evaluation.

The HESI Comprehensive Exit Test is used to gauge a nursing student's ability to be successful on the National Council of State Boards of Nursing Examination for Registered Nurses (NCLEX-RN), the national nursing licensing examination. This exit test is predictive of NCLEX-RN performance, according to national studies conducted by HESI/Elsevier. Individual results are returned to students and are reviewed by the respective Assistant Deans of the Baccalaureate and Masters' programs, as well as the course directors of the courses. Based upon results of the HESI Comprehensive Exit Test, students are required to develop and complete an individualized remediation plan. A three-day on-site NCLEX-RN review course is included in the students' tuition. All graduating students are required to complete an approved NCLEX Review course prior to being authorized to take the licensure examination.

The School of Nursing carefully monitors the NCLEX results for BSN and CNL graduates, as well as the National Certification results for CNL students. Student performance while enrolled and post-graduation performance on national examinations are compared, and action based on those results is taken by the faculty committees that review the curriculum. These processes facilitate an assessment of the level of content synthesis achieved.

School of Pharmacy

The School of Pharmacy's system of monitoring student performance begins as early as the first activity, quiz or exam. Underperforming students are reported by faculty to the Office of Student Affairs (OSA), who then contacts the students via a formal letter with information clearly outlining the assistance available to them. This new procedure replaces the previous method of informal phone calls, which were often not returned, and guarantees that students are aware of the resources.

The School ensures that all students at both the UMB and the USG campuses have comparable access to student support services such as tutoring and faculty advising. The School's website provides information for students and faculty on advising, and ADA accommodation policies and procedures.

The Assessment Office takes a mid-semester 'snapshot' of student performance and provides a comprehensive list of students in academic difficulty to OSA. The Assessment Office also examines performance between cohort and campus. In addition, the associate deans for students and academic affairs meet with the faculty course managers every semester to discuss student and administrative issues. Students are responsible to monitor their own grades via the electronic registration system.

The Assessment Office conducts standardized course evaluations every semester for feedback on PharmD course presentation and structure, course content, and instructor effectiveness. Faculty and department vice-chairs for education are required to document their responses to any identified issues. Students are also surveyed annually to monitor stress, satisfaction and perceptions of overall curriculum quality, as well as to assess their confidence in case-based scenarios to perform tasks that correspond to the school's terminal performance outcomes.

Outstanding issues are addressed by leadership and appropriate faculty committees. In addition, passing rates for NAPLEX® and MPJE® licensing examinations are monitored and compared to national norms.

School of Social Work

Numerous assessments of student learning outcomes and support occur on multiple levels both external and internal to the School of Social Work.

All students are required, as part of the curriculum, to complete over 1200 hours in community-based social work service delivery systems, where they are evaluated by licensed social workers, serving as field instructors. Students in the Clinical Concentration, for example, are rated on the degree to which they have attained 7 knowledge objectives, 15 skill objectives, and 5 attitude objectives. These outcomes are consistent with the reaccreditation standards of CSWE and with the MSW program goals. Feedback through these evaluations from the community-based field instructors as well as through meetings and committee representation allow the faculty to evaluate the effectiveness of the MSW program in preparing graduates for advanced practice. Classroom evaluation of students in the form of examinations, papers, in-class presentations, and discussions allow the faculty to evaluate the competence of the student in terms of written and verbal skills as well as conceptual and critical thinking. All graduates are surveyed within six months of graduation to ascertain whether and in what setting they are working and how well they believe they were prepared by the School of Social Work for their first post-MSW position. Employers who attend the school's annual job fair are surveyed about how well prepared they believe the school's students are to enter the workforce.

A number of feedback loops exist to improve student learning. For example, an alumni survey of recent graduates is conducted and the results are used by faculty to improve the program. The Master's Program Committee monitors the curriculum to ensure that it is meeting the needs of students. Curriculum committees also review content in their areas to ensure relevancy. For example, the faculty used survey results during the curriculum modification process that began in 2004 and is ongoing. Recent feedback from the survey and from currently enrolled students resulted in a curriculum revision that led to condensing the foundation curriculum and increasing the advanced curriculum by adding more elective options. More than 10 elective courses have been developed since 2007.

Conclusion

The data-driven and outcome-oriented assessments and support services described above are validated annually by the two most important measures in graduate and professional education: graduation rates and first-attempt pass rates on both state and national licensing and certification examinations for the respective professions. On all of these measures, UMB students in each of the schools excel. The graduation rates for graduate and professional students range on average between 85% - 95%, depending on the School. Likewise, the first-attempt pass rates among the disciplines range on average between 79% - 96%.

On account of its success in recruiting, retaining, and graduating health, legal, and human services practitioners and scholars, each of the professional schools at UMB is nationally ranked. The University of Maryland, Baltimore embraces the State of Maryland's goal of ensuring that at least 55 percent of its citizens obtain a postsecondary degree by 2025, and will continue to be the State's leader in graduate and professional education in pursuit of that goal.

University of Maryland, Baltimore County

UMBC
USM Strategic Plan
Implementation Narrative
November 2012

As a growing research university focused on national eminence and quality, UMBC strongly endorses the USM strategic plan's goals of increasing college completion and enhancing research and economic competitiveness. As described in the strategic plan, we view academic transformation and careful stewardship of our resources as essential to accomplishing our overarching goals. In this narrative, we describe recent progress in implementing plans for contributing to USM's strategic goals. It is important to note that this implementation plan depends on the allocation of additional resources from State support and the flexibility to raise tuition rates by more than a nominal amount.

Our central goal is to increase the number of graduates by 75 to 85 in each of the first five fiscal years of implementation. Continuing this trend over the 10 years of the strategic plan will result in an annual increase of over 800 degrees granted by 2020. We will reach this ambitious goal by increasing our graduation rates, the size of our freshman and transfer entering classes, and enrollment in our professional master's programs. To attain these increases we are implementing an integrated set of approaches that support students from enrollment through their graduation. These approaches include increased academic support, increased financial support, programmatic growth, and academic transformation designed to enhance student success.

Increase in degrees awarded

Between fiscal years 2011 and 2012, UMBC made significant strides in degrees awarded, increasing the number of bachelor's degrees awarded by 235 (12.3%), as well as master's degrees (+23, 4.0%) and post baccalaureate certificates (+26, 20.3%). The rise in degrees awarded is attributable to increased retention and graduation rates for both new freshmen and new transfer students. For fall cohorts of full-time students, the second-year retention rate for new freshmen increased from 84.6% to 85.1% (F10 vs. F11 cohorts) and the six-year graduation rate increased from 55.5% to 60.6% (F05 vs. F06 cohorts.) Full-time new transfer students exhibited similar trends, with an 82.7% to 84.0% retention-rate increase and a 60.6% to 64.3% graduation-rate increase. Gains were also made in the recruitment of new students, with new freshmen increasing by 9.4% (+134,) new transfers by 6.0% (+77) and new graduate students by 15.9% (+114) between fall 2011 and fall 2012.

UMBC has partnered with Montgomery College, Community College of Baltimore County and Howard Community College to promote and facilitate the reverse awarding of the associate's degree. That is, students who transfer to UMBC from one of these institutions before earning an associate's degree can apply UMBC credits to their associate's requirements and be awarded that degree from their community college. Each semester (beginning in fall 2012) UMBC identifies eligible students and informs them of this opportunity and the importance and value-added of the associate's degree. As students express interest in being considered for the degree, their records are forwarded to their two-year school to determine their status. For those students just shy of completing the associate's degree requirements, UMBC and the two-year partner work with the

student to develop an academic plan which will enable the student to complete the associate's and bachelor's degree at the same time. In its first semester, this program identified 123 eligible students. To date, 19 students have expressed interest and given consent to have their records evaluated, representing a 15% response rate. At the time of this report, degree audits are still in progress.

Increase in academic support

Our focus on academic support begins with the expansion of current programs for first-year students, both freshman and transfer. We have enhanced retention and graduate rates using our Introduction to an Honors University program, First-year Seminars, Supplemental Instruction, bridge programs, the First-year Intervention early warning system, living-learning communities, transfer-student seminars, and pedagogical innovation. First-year programming at UMBC is growing and program evaluation data have been positive. We are moving toward requiring a first-year experience for all incoming students. While some first-year programs are of long standing, others have been piloted and implemented so recently that their effect on retention and graduation cannot be documented, although preliminary qualitative data are positive.

New freshmen enrolled in Introduction to an Honors University (IHU), a semester-long, one-credit, academically linked success course, graduate at a rate 2.2 to 9.8 percentage points higher than non-participants. On average 240 new freshmen enroll in an IHU each fall and additional students enroll in the spring. New freshmen participating in the academic three-credit First-year Seminar (FYS) courses graduate at a rate 1.7 to 10.3 percentage points higher than non-participants. On average, 110 new freshmen enroll in an FYS course each fall and additional students enroll in the spring. Students who participate in Supplemental Instruction (SI) for hard-to-pass courses earn an A, B, or C in the course at a rate four to 17 percentage points greater than students who do not participate in SI. After a two-year introductory period, nearly 700 students participated in SI in AY 2011-2012. Incoming freshmen who enroll in the Collegiate Success Institute (CSI) summer bridge program are retained at a rate 10 to 20 percentage points greater than the average for all incoming fall freshmen in their year. After a pilot year, CSI engaged 116 students in its first four years. The First-year Intervention early-alert system asks professors to identify any first-year students who are in danger of failing their course at a point five weeks into the semester. These students receive an on-line alert about their situation with resources and advice for improving their grade. More than 1,000 student receive an alert each semester and typically more than 50% of these students end the semester with an A, B, C, P, or W in the course. More than 300 new freshmen participate in eight Living-learning Communities (LLC) each fall. A preliminary study shows that the semester and one-year dropout rate for these participants is 13% less than for non-LLC freshmen, when controlling for pre-college characteristics. The new Transfer-student Seminars (TRS) provide academic and programmatic support for incoming transfer students. While still serving fewer than 100 students per year, TRS is growing in popularity with faculty members and students. An initial student self-assessment of 32 fall 2011 TRS students shows statistically significant positive change on all self-report measures, including directing a study group, preparing an annotated bibliography, locating key offices, identifying opportunities for tutoring and academic assistance, and writing a resume.

Increase in financial support

Given the central role financial aid plays in retention and graduation, our efforts to support first-year students are complemented by significant increases in financial aid, including funds earmarked for need-based financial aid. Beginning in FY2007, UMBC committed to allocate from various revenue sources, including from tuition rate increases, the amount needed to increase the funding base for need-based financial aid annually by the tuition rate increase, plus an additional five percent. Each year UMBC has met or exceeded this commitment. In fact, from FY2007 to FY2012, the need-based funding increased by 110%.

Special attention has been given to supporting senior completion. Since AY 2011-2012 UMBC has allocated funds to support students who 1) have reached senior level standing, 2) are unable to register due to an outstanding balance owed to the university, 3) demonstrate financial need and 4) have exhausted all other funding options. Priority consideration is given to students who have reached senior standing by their seventh term of enrollment, as institutional data suggests that these students are significantly more likely to complete their degree within six years. Thus far, funding in the amount of \$13,495 has been awarded to support students in their final year of study.

UMBC offers a range of merit scholarships and scholarship programs, from discipline-specific programs supporting students interested in the arts, humanities, education, public policy, and STEM to general (non-discipline specific) merit awards. In an effort to continue to attract and support the most academically talented and academically prepared students (both new freshmen and new transfers,) UMBC has committed to increase its allocation of merit-based aid. For FY2013, the merit-based allocation was increased by five percent.

Programmatic growth

To provide sufficient infrastructure and capacity to support the referenced increases in enrolled students, we have hired and are hiring additional faculty members in new, strategic, and high student-to-faculty-ratio areas as sociology/anthropology (especially public health), Asian studies, geography and environmental systems, media and communication studies, mathematics education, public policy, and psychology. We increased the number of full-time tenured or tenure track faculty by eight as of fall 2012, and have authorized an additional 18 such positions for fall 2013. Given our relatively limited number of program offerings, we are growing recently introduced academic programs and introducing new academic programs in STEM fields and in arts, humanities, social sciences, as well as professional programs that are critical to economic and workforce development.

Between fall 2011 and fall 2012 the number of undergraduates majoring in Asian studies increased 55% to 34, the number majoring in engineering (including chemical and computer engineering) increased 14% to 844, the number majoring in aging studies increased 15% to 53, and the number majoring in computer science increased 16% to 858. At the graduate level the number majoring in cybersecurity (both master's and post-baccalaureate certificate) increased by 72% to 150. To accommodate this growth we have increased funds for classrooms renovations, implementing a classroom renovation plan that includes technology as well as the basic elements such as re-flooring, painting, and replacing furniture, as needed.

Academic transformation

In addition to student support and programmatic growth, we are aggressively pursuing pedagogical innovation and academic transformation. UMBC has a strong tradition of pedagogical innovation with ongoing efforts in Chemistry, Psychology, Mathematics, Physics, and Biology. We are expanding these efforts under the current strategic plan. Based on current initiatives, we will expand the use of active learning models, on-line and hybrid learning courses, and learning software.

UMBC received, in partnership with four community colleges, a \$2.6 million grant from the Bill & Melinda Gates Foundation to build a national model for ensuring more transfer students earn degrees in STEM. In addition, UMBC's NSF-funded Innovation through Institutional Integration (I-3) research project investigates several freshman-year intervention techniques designed to increase and enhance the graduation and retention rates in STEM disciplines. Project Redesign applies technological and pedagogical innovations to large lecture courses and gateway courses to increase course efficiency and student learning. Redesigns of PSYC 100 and 200 have results in pass rates of 85% to 95%. Newer redesigns are underway in English 100, SOCY 101, and CHEM 351.

Research and economic competitiveness

As a growing research university, UMBC will play an essential role in supporting the USM's efforts in research and economic competitiveness. To do this, we will provide support for the development of our basic research capacity, will improve our research infrastructure to provide a platform for continued growth in external funding, and will take aggressive steps to commercialize our research results. To develop our basic research, we will create two new research centers (one in life sciences, one in high-performance computing,) create a research "venture fund" to invest in high risk-high reward research innovation, and expand policy research in areas that impact economic development (e.g., health, aging security.) To improve our research infrastructure, we will expand core research facilities, increase research laboratory space, and improve staffing and business systems in areas of financial management, compliance, and grant support. To support the commercialization of our research results, we will strengthen our technology transfer capability by investing in marketing resources, proof-of-concept studies, and intellectual property protection. We will also enhance our support of fledgling start-ups by providing operating support for incubators in cyber-security and clean energy, as well as for programs designed to support entrepreneurs from under-represented minority groups.

We have improved UMBC's physical research infrastructure through the development of our Molecular Characterization and Analysis Complex (MCAC) core facility and the joint establishment (with UMB) of a functional magnetic resonance imaging (fMRI) facility, including major equipment purchases, building construction, and staffing. From an organizational perspective, we have established the UMBC Center for Cybersecurity and are investing in areas of interdisciplinary research. Our commercialization activities have accelerated, with license agreements tripling from FY2011 to FY2012. Our capacity to administer and advance research

has increased commensurately, with Office of Research Administration tripling its staff from eight to 21 in the past six years.

Budget implications

We are pursuing all of these efforts with a specific focus on reducing per-unit costs and increasing revenue from non-State sources, in addition to relying on additional support from the State. On the cost side, our goals are to use our academic transformation efforts to reduce systematically per-student instructional costs and to build on our prior efforts to reduce administrative costs in information technology. On the revenue side, we will build on our current efforts to expand our donor base and our outreach to alumni. We anticipate that these efforts will provide significant resources to support our goals of increased college completion and research/economic development.

Given limited growth in public resources, support from individual donors, corporations, and foundations has figured significantly in UMBC's efforts. Specifically, private donor funding has contributed to UMBC's efforts by underwriting need and merit-based aid, providing resources to transform classrooms and active learning spaces, ensuring seed funds for First-year Seminars and other student success activities, and leveraging institutional resources for course redesign activities. This has included more than \$150,000 in private donor support to develop Retriever Learning Center, \$1,000,000 for Cyberscholars program, and \$300,000 from Science Applications International Corporation (SAIC) for the College of Natural and Mathematical Sciences Active Science Teaching and Learning Environment (CASTLE.)

Annual increments above a Current Services Budget, growing from \$5M in FY2012 to \$6.6M in FY2016, will be needed to invest in expanded and new programs, and faculty and staff positions to support this aggressive effort. We are proposing an annual increase in our UG resident tuition rate of seven percent, which includes four percent to cover the CSB, and three percent to fund the improvements outlined in the above narrative. We stand ready to respond to the new opportunities and challenges envisioned in the USM Strategic Plan, and fully understand that we will need to adjust our goals as necessary given fiscal realities as they occur in the coming years.

University of Maryland, College Park

**Best Practices and Progress Toward the 55% Completion Goal
University of Maryland, College Park – November 19, 2012**

Introduction

The goals set by the University of Maryland, College Park to meet the expectations of the USM Strategic Plan to increase the number of degrees awarded is based on four approaches: overall enrollment growth, increased graduation rates, decreasing time to degree, and maintaining full enrollment through increased admission. Degree goal increases include both bachelor's and graduate degrees, in approximate proportion to enrollments in the base year of 2010.

We anticipate significant undergraduate enrollment growth in the sciences and engineering at Shady Grove (probably 1200) once the new building is open and State support for enrollment growth is available. We also anticipate additional undergraduate enrollment at College Park (with State support) in the future. In this report, we will examine the ways the University of Maryland has been able to increase the undergraduate degrees awarded while keeping overall enrollments approximately stable. We will also describe how we have increased master's degrees awarded through new programs without additional state support.

I. Increase in Bachelor's Degrees

Student Academic Success – Degree Completion Policy

In 2000, the University of Maryland began a careful evaluation of the barriers to graduation. In response to that study, working with the University Senate, we formulated and passed an Academic Success-Degree Completion policy. That policy change has had significant impact on the success of our undergraduate students.

Prior to 2002, a student could remain enrolled at the University of Maryland until the student had accumulated 60 credits without attaining a cumulative GPA of 2.0. We found that students who remained enrolled and did not reach the 2.0 quickly after dropping below that level were unlikely ever to graduate. In response to this finding, we changed the requirements for academic good standing and instituted mandatory advising for all students who were on academic probation.

With the change in policy, if a student's cumulative GPA drops below 2.0, the student is put on probation and must seek advising before registering. While on probation, as long as the student maintains at least a 2.0 in semester GPA, until reaching a total of 60 credits, the student may remain registered on continuing probation. However, if the student's semester GPA drops below 2.0 while on probation, the student is dismissed. If a student on continuing probation reaches 60 credits and does not have a cumulative GPA of 2.0, the student is also dismissed.¹ This policy was put in place for all new students entering in 2002.

¹ The full policy can be found at <http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1539>

Most of our entering freshmen expect to graduate in four years. In 2000, the Campus Assessment working Group (CAWG) conducted a student survey that showed that 90% of freshmen expect to graduate in four years, and virtually all expect to graduate in five years. These expectations greatly mismatched the reality where only 54% graduated in four years and only 72% graduated in five. The new degree completion policy was fully implemented in 2005. It sought to match more closely expectations and outcomes.

First, we added a statement to the Undergraduate Catalog making it clear that students were expected to graduate in four years. We also now make it clear to all new freshmen that graduating in four years increases lifetime earnings, decreases the cost of a degree and, for those who borrow money, decreases debt at graduation.

In addition, and perhaps most importantly, we require that all students fill out and maintain a four-year graduation plan.² Four-year graduation plans for every major can be found by following the links at www.4yearplans.umd.edu. These plans include specification of benchmark courses that must be completed within specific periods of time for student to maintain satisfactory progress. Students who do not complete these benchmark courses or otherwise make progress toward the degree may be required to select a new major. When a student changes major, that student must provide a plan that demonstrates that the student can complete the major in a timely manner. Any student who earns more than 130 credits and has not earned a degree is subject to mandatory advising prior to registration.

The impact of these overall policy changes can be measured in the increases in the four-year graduation rate. For students entering in 2002, the first year the changes in requirements for academic good standing were in effect, the four-year graduation rate jumped almost five percentage points, from 58.4% to 63.1%. The full implementation of the four-year degree completion program first applied to the incoming class of 2005. After three years (2002-2005) of approximately steady four-year rates, the four-year graduation rate of the Fall 2005 cohort increased four percentage points from 62.5% to 66.1%. These two policies together have also resulted in a significantly improved six-year graduation rate of 82%, as well as a first-year retention rate of 93.9%. Important as well is the virtual elimination of the gap between the five-year and six-year graduation rates.

At the time the Student Success-Degree Completion policy was under discussion, there were concerns that it would impact overall retention and, in particular, that it would impact disproportionately first-generation and minority students. Neither of these concerns turned out to be the case. The graduation and retention rates of all undergraduate students and of undergraduate students in all racial, ethnic and family income categories have increased under these policies.

Keeping students on track to graduate requires individual attention and targeted advising. The early policies on Student Success provided for mandatory advising for students on academic probation, and a number of colleges require advising every semester for all students. Still, we believe that we can do more to improve graduation rates consistent with the USM strategic plan.

² The full policy can be found at:

<http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1582/s/1567>

Shortly after the USM plan was implemented, a Task Force on Retention and Graduation Rates was formed and has made a number of recommendations. First, they advocated that we establish a Transitional Advising Office in Letters and Sciences, which provides comprehensive academic advising and academic support to currently enrolled high-credit students moving between colleges. The Task Force also recommended the establishment of a Student Success Office, which coordinates re-enrollment, centralizes tutoring resources, coordinates data from exiting students, and leads other retention initiatives. In addition, the University has implemented a process for identifying at-risk students based on mid-term grades and providing that information to the colleges so they can contact students for interventions that may change this trajectory. We do not yet know the impact of these initiatives, but we believe that in a few years we will be able to measure their success through improved retention and graduation rates as well as increases in the number of degrees awarded.

Freshman Connection

As the percentage of students graduating in four years increased, and the time to degree decreased for our undergraduates, it became clear that admitting students at the same rate would result in lower overall enrollment. However, at the same time, as retention increased, more students were staying in school, with the opposite effect of increasing overall enrollment. After careful study of these two competing trends, we initiated a program called Freshman Connection.

Freshman Connection admits freshmen in the spring semester. This program takes advantage of the lower overall enrollment during spring semester, while keeping annual enrollment approximately constant. Freshman Connection students are often students who we might previously have put on a wait list. Because students who do not have a guarantee of admission often choose another university, these good students were lost to Maryland. In addition, we promised these new freshmen on-campus housing beginning in their second year, and we were even able to provide on-campus housing for some in the spring when they were first admitted. Freshman Connection has turned out to be a very effective means of keeping high quality students in the pipeline for Maryland degrees, taking advantage of space available in the spring semester, and increasing our degree production without increasing overall enrollment.³ Freshman Connection students are succeeding at the same rates as the students admitted for fall enrollment.

Expansion of Enrichment Experiences: Living-Learning Programs

We have learned from internal studies that keeping students engaged in their education is an important aspect of keeping them on track to graduation. This means not only ensuring that they take the appropriate courses, but also engaging them in learning communities outside formal course work. Many years ago we initiated the College Park Scholars Program, a living-learning experience for talented freshman and sophomore students, which our data show impact

³ As it turned out, as our retention increased, initially we admitted more students that was necessary to keep enrollment constant, but we now are able to balance fall, spring and transfer admissions, retention of all groups and graduation such that overall undergraduate enrollment has been approximately constant for the past three years.

graduation rates in a very positive way. Since that time, we have added other living-learning programs which we believe have contributed to increases in retention, graduation, and degrees awarded. These programs also attract high achieving students who are more likely to graduate.

College Park Scholars offers a two-year, thematic-centered enrichment program for freshmen and sophomores who live together. While these students take several lower level courses in common, it is the co-curricular activities associated with each of the 11 programs that are the hallmark of the program.⁴ Annually, we review the 11 independent programs to ensure that each is functioning at the highest levels. Over the years, as student and faculty interest have changed, we have eliminated some tracks within the program and added others.

In addition to College Park Scholars, the Honors program has undergone expansion, both in the size of the general Honors program and Gemstone and in a number of subject-focused residential honors programs. All honors programs are clustered in the Honors College.⁵ For example, the College of Computer, Mathematical, and Natural Sciences established a residential honors program in Integrated Life Sciences and in partnership with the School of Engineering, initiated a new living-learning program in cybersecurity. The College of Arts and Humanities oversees a residential honors program in Digital Cultures and Creativity as well as Honors Humanities, and discussions of a new living-learning program on Law and Society in partnership with the Carey School of Law at the University of Maryland, Baltimore are underway. Other living-learning programs have also expanded. The Clark School of Engineering offers programs for both males and females (Vitus and Flexus) designed to provide peer mentors, assistance with study skills and career development, and intensive summer math preparation for those who need it. For students with other interests, there are the Jimenez-Porter Writer's House, CIVICUS, Innovation and Entrepreneurship, and Global Communities. Overall, the number of participants in the living-learning programs has increased from 1600 in 2002 to 1995 in Fall 2012, an increase of about 25%. Currently, 51% of all new freshmen participate in one of our living-learning programs. In addition, we expect an expansion in the next several years of about 100 as planned new programs come on line.

The Result: An Increase in Degrees

While it may be impossible to say which of these initiatives and policy changes have played the most significant role in increasing the number of bachelor's degrees awarded, it is clear that the number of degrees awarded has increased at a rate much greater than total enrollment. In Fall 2002 our undergraduate degree seeking enrollment was 24,617. In Fall 2012, it is 25,831, an increase of five percentage points. As more and more students graduate in four years, we have been able to admit more students without impacting overall enrollment. In FY03 we enrolled about 7300 new undergraduate degree-seeking students. Between FY03 and FY12, enrollment of new degree-seeking students has exceeded 8000, although in FY12, we enrolled about 7700 new undergraduate degree-seeking students. Overall, the increase in the number of new degree-seeking students enrolled between FY03 and FY12 has increased as much as 10%. The number of new degree-seeking students has increased faster than overall undergraduate enrollment because students are graduating in a shorter time.

⁴ More information about College Park Scholars programs can be found at <http://www.scholars.umd.edu/>

⁵ More information on the Honors College can be found at <http://www.honors.umd.edu/>

In FY02 we awarded 5451 bachelor's degrees; in FY12 we awarded 7044, an increase of 29%. We have awarded more degrees not only because we admit more degree-seeking students but also because they are completing their degrees at a higher rate.

II. Serving the Needs of the State: Growth in Master's Programs

The USM Strategic Plan includes an increase in the number of graduate degrees awarded by College Park with an overall goal of increasing graduate FTE enrollment by about 1000 over the duration of the plan. We are close to meeting that goal already. In about 2005, the University recognized that in a number of disciplines master's degrees could be offered to meet demand of working adults who wanted to further their education, and it could be done relying on tuition without additional State support. Since that time, enrollment and master's degrees awarded have increased. Programs as varied as Arabic, criminal justice, biology for high school teachers, and telecommunications have flourished in response to the needs of working professionals. In fact, the number of master's programs has grown from 93 in Fall 2002 to 102 in Fall 2012. Degrees granted in the Master of Professional Studies, a flexible degree first awarded in FY07, have increased from 16 the first year to more than 50 today. Master's programs are offered at Shady Grove and other locations in the State, on the College Park Campus, and internationally. The result of these new programs is an increase in enrollment in master's programs from 4512 in Fall 2005 to 5534 in Fall 2012, an increase of 23%. The number of master's degrees awarded has also increased, from 1929 in FY05 to 2452 in FY12, an increase of 27%. We anticipate continued growth in the number of master's degrees awarded in the coming years.

University of Maryland, Eastern Shore

University of Maryland University College

Morgan State University

Morgan State University

MHEC Joint Chairmen's

Report on Best Practices and Annual Progress toward the 55% Completion Goal

Morgan State University is fully committed to the State goal of 55% college completion by 2025. The first goal in Morgan's 2011-2021 strategic plan is "Enhancing Student Success." The first strategic initiative under that goal is "Improving retention and degree completion among students with particular emphasis on undergraduate retention and graduation rates by enhancing programs and practices at Morgan that are successful retention strategies and by identifying and implementing statewide and national 'best practices' shown to improve retention and graduation among graduate and undergraduate students."

Morgan has a well-established approach to enhancing student success, and thus college completion, led by two academic support units: the Center for Academic Success and Achievement (CASA) and the Office of Student Success and Retention (OSSR). Both CASA and OSSR are engaged in numerous proven best practices for student success, including: a six-week summer bridge program for students with demonstrated potential but whose SAT scores and/or GPA do not meet the University's criteria for admission (CASA Academy); a summer bridge program for incoming freshmen majoring in Engineering (PACE) that provides accelerated learning in pre-calculus, research opportunities, and other experiences 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; a Tutoring Center that offers one-on-one peer tutoring; a mandatory four-day summer freshman orientation experience (Access Orientation); and monitoring & intervening with students who receive "D" or "F" in their courses.

A number of newer initiatives have been implemented that are contributing to a significant increase in the retention rate for our most recent two cohorts (for the first time since 1999-2000, Morgan has had a first to second year retention rate over 70% for both our 2010 and 2011 cohorts). This increase in retention should, in turn, lead to higher completion rates as well. Some of these newer initiatives include the incorporation of the *Strengths Quest* curriculum into the CASA Academy Program and a phased-in introduction of block scheduling for first-time freshmen who test into developmental classes. Additionally, Morgan is also working on course redesign. In response to the findings of last year's *Report on Outcomes of Students Participating in Access and Success Programs by Cohort*, Morgan is participating in the State of Maryland's Completion Innovation Challenge Grant to redesign our developmental math course (MATH 106). We have also started an Alumni Mentoring Program, pairing first-time freshmen with alumni who can provide guidance and support as students transition into the University and the President's Tassel Initiative, in which each incoming freshman is given their tassel with their four-year graduation year on it during the opening program for Access Orientation to encourage them to see graduating in four years as an important and viable goal.

Morgan has also partnered with several external entities to develop a robust Financial Literacy Program. Morgan has partnered with the White House Initiative on HBCUs and the Federal Deposit Insurance Corporation (FDIC) to provide a comprehensive financial literacy program utilizing the FDIC's MoneySmart financial literacy curriculum. Morgan is also in the second year of Campus Compact/VISTA AmeriCorp grant that allows us to employ a full-time AmeriCorp volunteer in the position of Financial Literacy Coordinator in the Office of Student Success and Retention (OSSR) for up to three years. The vision for the Financial Literacy Program is to reverse the cycle of low family income and socio-economic status by enhancing the financial literacy of students and their families thereby increasing students' retention and graduation rates.

One of our signature innovations to increase degree completion is the Reclamation Project. With a modest allocation of institutional funding, OSSR implemented an effort to reclaim students 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. Last year, the University provided a small amount of institutional aid (an average of \$2,000 per student) to assist students from the 2006 incoming class to come back to the University. Of approximately 40 students who were eligible to return under this program, 19 returned. Eleven of the nineteen students successfully completed their requirements and were certified for graduation in May 2012.

Another promising initiative for increasing college completion is our (Network for Excellence and Undergraduate Success) NEXUS Program, in partnership with the Community College of Baltimore County (CCBC). Implemented in fall 2012, this program allows students who applied to Morgan but were inadmissible to become essentially CCBC students at Morgan. They are enrolled at CCBC and taught by CCBC faculty following CCBC's developmental curriculum, while actually living on Morgan's campus, taking their classes on our campus, and having the ability to become involved in nearly all aspects of Morgan campus life. When they complete the agreed-upon curriculum in either a semester or year, they are able to seamlessly transfer to Morgan to complete their bachelor's degrees. Approximately 32 students entered the program this fall. We will be assessing the results in order to enhance and expand the program. In summary, Morgan is committed to the College Completion agenda and is continuously looking to implement cost-effective, innovative strategies to enhance student success and increase degree completion.

St. Mary's College of Maryland

St. Mary's College of Maryland Response to the 2012 Joint Chairs' Report

Among the most rigorous and academically prestigious institutions of higher learning in the United States are its liberal arts colleges: Williams, Grinnell, Haverford, Hamilton, Pomona – colleges that serve the nation's most academically capable students, and produce, despite small student bodies, a preponderance of America's leaders. These colleges are also private, wealthy, and serve students who, in large measure, come from America's financially well-established families. In 1992, visionary leaders in Maryland created in St. Mary's College what a former president called "a public Swarthmore," an elite model of higher education that is pointedly non-elitist, but accessible to all students who possess the drive to attend a college centered on close student-faculty interaction and an intensity of intellectual and creative purpose.

St. Mary's College has a legislated mission that precedes its institutional mission statement: House of Delegates Bill No. 1327 (1992) designates St. Mary's College of Maryland "A Public Honors College located in St. Mary's County" and provides a specific charge to the institution. We do not know of another liberal arts college in the country with such a legislative directive *preceding* its own mission statement, and in advance of any charge, mission, or intent adopted by its faculty and board of trustees. According to House Bill 1327:

St. Mary's College of Maryland seeks to offer the combination of two ideals: the promise of public education affordable to all and thriving on diversity and high standards of academic excellence;

St. Mary's College of Maryland is committed to continuing its mission of providing an excellent education to qualified Maryland students, regardless of their ability to pay, through the use of scholarship endowments and other such methods as determined by the College's Board of Trustees;

It is the intent of the Administration and the General Assembly to ensure that St. Mary's College of Maryland maintains a commitment to the enrollment of minority students.

House Bill 1327 granted St. Mary's College of Maryland and its Board of Trustees autonomy over its personnel, procurement, and budget, along with an assurance of a stable and predictable level of state support. House Bill 1327 states that "in order to establish a predictable level of funding, the Governor shall include in the annual budget submission a general fund grant to St. Mary's College of Maryland." The general fund grant created an incentive for high quality performance as St. Mary's College has increased its standing in the academic community dramatically over the past twenty years.

This visionary legislation is remarkable for combining two institutional goals that are frequently at odds with each other. St. Mary's College is charged by the state of Maryland to provide both: *the promise of public education affordable to all and thriving on diversity*, and

high standards of academic excellence Throughout public education, programs that are *affordable to all* are typically not ones that are also committed to high levels of selectivity and *high standards of academic excellence*. When institutions are affordable to all and thrive on diversity, they struggle with providing a rigorous academic curriculum, and often are challenged by low retention and completion rates. In contrast, our legislation states explicitly that St. Mary's will provide a rigorous, honors-level education to qualified Maryland students, "regardless of their ability to pay," and we are to do so "through the use of scholarship endowments and other such methods as determined by the College's Board of Trustees." This dual mission has made St. Mary's an exemplary model for public higher education in the state of Maryland and the nation.

While we continue our commitment to pairing these goals we encounter a challenge in our capacity to contribute to the Governors completion goals. The College Completion Agenda asks all Maryland institutions of higher education to contribute to the expansion of degrees and certificates to Marylanders between 25 and 64 and St. Mary's College is constrained by its size and in some ways its mission to aid in the expansion of completers. St. Mary's College, however, is dedicated to making an impact on the Governor's goal by focusing on three different tactics. The first tactic is expanding its past and present work creating avenues for access for students who wouldn't normally be able to afford a rigorous honors college experience. The second tactic is to make sure that the largest numbers of students who enter the college finish with a degree. The third tactic is to sustain and expand our work with transfer students who may be eligible for an associate degree from their prior institution with credit from St. Mary's College.

Tactic 1: Access to a rigorous liberal arts education - *Challenges to access: Affordability and St. Mary's approach to bridging the gap*

The College's first block grant, in 1993, totaled \$10.6 million, 50% of the operating budget. The state appropriation, while increasing in dollar terms, continues to drop steadily in its relative share of the College's budget. This decline requires the College to seek additional revenues from other sources, such as tuition and fees, auxiliary enterprises, grants, and gifts. However, the financial burden has fallen primarily on students and their families.

A longitudinal comparison of funding between St. Mary's College and the University System of Maryland indicates that the gains for USM have been more pronounced than at St. Mary's College. This differential is significant: the St. Mary's College general fund grant would be larger by \$6.8 million if growth of state funding were equal between the two institutions since 1998. This discrepancy has been intensified by increased student enrollment at St. Mary's. In fiscal year 1998, the general fund grant supported 1,312 in-state students. St. Mary's College has since added 324 additional in-state students. If we received the additional support on a per-student basis of \$9,653, the total addition to the general fund grant would have been \$4.4 million.

St. Mary's College has expanded to meet the needs of the State, but the cost of this expansion has been borne by our students and their families. The College is limited in its ability to expand enrollment in order to increase revenue because its residential Honors College mission demands a low student-faculty ratio and small classes. Furthermore, increasing the number of students would require additional faculty and other resources, which would offset new revenue.

We have entered an era when increasing numbers of students' families do not have the ability to pay and we recognize that we need to create sufficient funds in *scholarship endowments and other such methods* to bridge the gap between the cost of a St. Mary's education and Maryland families' financial resources. Fundraising for need-based financial aid must be our highest priority going forward. The past decade was largely driven by needed improvements to the College's facilities, particularly as enrollment reached the targeted goal of 2,000 students and families came to expect more up-to-date amenities from residential college campuses. We have raised private funds for capital projects and have several state-funded state-of-the-art facilities that help us serve our students with the high standards required in our legislation. In addition, over the last decade we attracted \$6 million in current and endowed philanthropic support for need-based aid and have funded through the College's operating budget \$60 million in institutional aid. Nonetheless, our scholarship funds remain far from state-of-the-art. In fact, they are inadequate to meet our legislated founding mission.

There has been considerable presidential focus as demonstrated by three separate board addresses highlighting the need to reconnect to the College mission as it relates to access and affordability. (<http://www.smcm.edu/president/messages/index.html>) A presidential task force produced a report in May 2011 that describes the inherent conflicts in supporting a dual-purpose financial aid approach that is both need and merit based. From the Fall 2010 student population, the task force found that as a student's ability to pay for college decreases the likelihood to be awarded a merit scholarship decreases. If the expected family contribution (EFC) was less than \$18,000, the student is less likely to be awarded a merit scholarship. The disparity has not been intentional but derives from the fact that a high ranking for a merit award heavily favors students from backgrounds that support such achievements as high SAT scores and success in rigorous high schools. These students have more often been from families with very little financial need. The task force recognized the challenge of recruiting highly qualified and competitive students but the evidence that the merit awarding process favors students with the lowest dependence on financial support is cause for concern as we consider the College's goals of access and diversity.

President Urgo mobilized his leadership team to address the recognition that financial aid is one of the College's foremost needs. Need-based scholarships have been designated as the primary fundraising initiative. During fiscal year 2012, this focus resulted in over \$1,500,000 in new need-based scholarship support. Additionally, the College continues to work on a 4:1 challenge grant awarded by the France-Merrick Foundation in August 2011 to increase the scholarship endowment to benefit Baltimore City youth. With the support of a core group of alumni based in Baltimore, the Baltimore City Scholarship Initiative is on track to surpass the goal of raising \$500,000 by the end of fiscal year 2013. The College is also in the silent phase of a comprehensive fundraising campaign. Early projections indicate a campaign target of \$15 million in philanthropic source for need-based aid. This effort, coupled with a continued commitment of \$6 million in annual operating support dedicated to financial aid, brings our total institutional commitment to a minimum of \$60 million for need-based aid between now and 2020. Our goal is to supplement state-supported financial aid with private funds so that we are better able to fulfill our legislative *promise of public education affordable to all and thriving on diversity*. The College welcomes the opportunity to explore cooperative ways to make the honors college more affordable for high-capacity Maryland students.

Within the parameters of our state funding, supporting the two goals articulated by the legislature's vision for the College—the educational requirements of honors students and the promise of accessibility—has placed strains on both revenues and expenditures. Tuition and fees, for example, have risen at roughly double the rate of the general fund grant over the past seven years. At the same time, expenditures for institutional financial aid have increased at nearly four times the rate of the general fund grant and double the rate of tuition revenue increases.

The College, in effect, is caught in a vicious cycle as it attempts to support both pillars of its mission. In order to provide all St. Mary's students with a rigorous, honors-level liberal arts education (the first pillar), the College has raised tuition to cover costs. This increase means that in order to support the College's promise of access to those who have fewer financial resources (the second pillar), financial aid must also increase. Increasing financial aid leads to rising costs, which leads again to raising tuition rates. As tuition increases, more and more families are unable to pay the cost of attendance, necessitating further increases in financial aid, for which the College must raise tuition.

Tactic 2: High graduation rates for all populations - *Investment in the state's high-capacity students*

There is no stronger argument for a public honors college. In any given year, only 2-3% of college students nationally are enrolled in a residential, liberal arts college. Maryland models this national statistic. The 2000 students at St. Mary's College represent 2.2% of the total undergraduate degree-seeking student body in Maryland's public four-year colleges and universities. These students represent Maryland's academic elite, and they come from all segments of the state's socioeconomic spectrum. Investing in these students is an investment in the state's most highly motivated young scholars and future leaders. By serving the state's high-capacity students, those who, regardless of prior preparation, will benefit from a liberal arts education, we educate students to be leaders in Maryland and beyond.

Our experience indicates that affordability is the key factor in a student not graduating. Other leading factors are changes in academic choice of the student and fit with the rural residential small college environment. Therefore, if we allow ourselves to drift financially—if we allow our pricing structure to continue on a path that excludes or makes it more difficult for high-capacity, under-privileged students to attend—then we will have abandoned our historic mission. Our legislated mission is to provide an elite, academically rigorous liberal arts education in the public trust, accessible to all students, regardless of socioeconomic origins. Our graduation rates from 2010 demonstrate that the College has been effective at high graduation rates including traditionally at-risk populations.

Supplementing grant aid will reduce financial pressures for these students and we continue to search for additional funding to remove other obstacles to on-time completion will further decrease the total expenditure needed to complete a degree. In addition, more rapid progress to degree completion will provide additional space to enroll new students, reducing the

cost per degree awarded. Since the cost per degree awarded at St. Mary's College is already lower than the average for the state, we would demonstrate that a public liberal arts college degree can maintain the highest levels of academic rigor at a moderate cost.

Six year graduation rates of the full-time first-time first-year students by race

Graduated by Spring of:

	2013 (Projections)	2012	2011	2010	2009	2008
Student Category	%	%	%	%	%	%
Minority	72.5%	68.2%	79.4%	65.0%	78.7%	58.0%
African-American sub-group	76.7%	62.9%	80.0%	77.4%	78.1%	50.0%
White (non-Hispanic)	81.4%	83.1%	78.3%	79.6%	79.8%	78.7%
Pell At Entry	67.8%	56.5%	66.1%	75.0%	77.0%	70.2%
Not Pell At Entry	81.7%	83.5%	80.6%	77.0%	79.7%	75.9%
Total	80.0%	80.6%	78.9%	76.8%	79.3%	75.3%

Source: SMCM Office of Institutional Research and Reporting

St. Mary's has made progress toward the goal of supporting students from diverse backgrounds: the DeSousa-Brent Scholars Program in its current configuration contributes strongly to first-year retention rates by cultivating "the academic and leadership potential of talented students from traditionally underrepresented groups at St. Mary's College of Maryland [and supporting] a community of scholars who will guide the College's efforts to increase understanding of diversity and inclusion" (mission statement). However, the program is limited primarily to helping first-year students *begin* the process of becoming leaders, with only a small number of students remaining involved as peer mentors in subsequent years. Faculty members have observed that the program's students benefit from strong camaraderie and support during their first year and would be well served by additional support in their later years at the College. DeSousa-Brent students who completed an assessment survey in the spring of 2010 made similar observations.

We serve high-capacity students who seek academic challenges with the goal to cultivate the highest order cognitive skills known and practiced in the arts and sciences today. Our students engage in original research in science labs, co-author published works with their professors, and most of them go on to pursue graduate study. These students are well worth the state's investment. Applications to elite liberal arts colleges exceed capacity nationally as the academically rigorous model we offer continues to be in demand among the nation's high performing students. Maryland provides a national model in St. Mary's College, one that other states have sought to emulate, to make this elite form of higher education available in the public trust. A key to our success in aiding in the College Completion Agenda will depend on the continued level of state support so that we may continue to recruit high-capacity students of all economic capacities.

Tactic 3: Supporting the transfer student

St. Mary's has been actively working with transfer students over the years to be sure they are aware of the benefits of an associate degree prior to enrollment at St. Mary's. One key benefit is that an associate degree allows a transfer student automatic fulfillment of the core general education requirements and therefore creating a quicker unimpeded pathway to a chosen academic program. The Registrar's Office informally promoted the reverse transfer process that is now gaining traction in the Maryland public universities and colleges. St. Mary's will work with the appropriate statewide groups who are promoting the completion of associate degrees for the students who transfer to the 4-year degree program. We anticipate that like tactic 2 this approach of streamlining transfer student experiences will allow for more students to move through our degree programs without impediment and thus allowing us to add more students to the completion agenda through reverse transfer at the sending community colleges plus 4 year degree completions at St. Mary's.

The transfer admission results have been increasing over the past few years as evidenced by the table found at http://www.smcm.edu/institutionalresearch/_assets/data/Admissions/transferadmissions11.pdf. The admission efforts last year yielded a well-prepared group of incoming students that have been an impressive addition to our high capacity students entering Fall 2012. Our curriculum requires all students to take a foundation course and from the outset of the design of the new Core Curriculum in 2008, a separate course section has been offered to allow for these students to enter at a more appropriate level than their comparable incoming first year students. All indications reveal that transfer students success is high and once they adapt to the new residential environment they excel like most of our students.

Transfer students arrive at St. Mary's primarily from the Maryland 2 year community colleges. Since Fall 2010, 120 students entered as undergraduates with the primary feeding institutions being Anne Arundel Community College, College of Southern Maryland, Montgomery College. St. Mary's has developed its outreach capacity with a dedicated admission counselor and a strong support relationship with the Registrar's Office.