

**Maryland Higher Education Commission**

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

**Appendix**

This volume is a supplement to the 2014 *Report on Best Practices and Annual Progress Toward the 55% Completion Goal*. That report is the second 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 2014 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, 4, 19, 25, 26, 36, 46, 70, 77, 98, 111, 144, 185, 207, 241, 245
2. *Enroll high school students:* 3, 19, 38, 41, 46, 53, 54, 61, 70, 83, 91, 94, 102, 115, 116, 128, 138, 148, 199
3. *Make admissions easier:* 12, 20, 46, 70, 116, 132, 148, 184, 187, 223, 233, 241, 252
4. *Ease transitions for adult students:* 8, 52, 90, 99, 100, 237, 238, 242

#### *Best Practices: More Enrolled Students Finishing Degrees*

1. *Improve college readiness:* 4, 7, 30, 62, 63, 83, 103, 118, 121, 137, 148, 193, 199, 215, 230
2. *Improve the transition to college:* 8, 12, 15, 20, 28, 35, 59, 73, 77, 85, 87, 106, 108, 109, 132, 141, 151, 164, 165, 172, 185, 192, 193, 194, 204, 215, 232, 242
3. *Improve advising:* 2, 11, 29, 30, 66, 93, 108, 122, 140, 156, 158, 171, 178, 193, 195, 200, 209, 220, 230, 238, 251
4. *Reduce the hurdle of remedial/developmental coursework:* 2, 6, 12, 34, 35, 44, 49, 58, 59, 74, 86, 93, 97, 116, 120, 134, 143, 151, 175, 197, 235, 243
5. *Facilitate transfer:* 17, 86, 132, 146, 167, 170, 189, 191, 193, 197, 214, 242, 251
6. *Reduce course withdrawals and improve teaching:* 58, 69, 85, 98, 131, 144, 175, 186, 238
7. *Revise curricula and administrative procedures:* 9, 73, 86, 97, 110, 131, 134, 145, 156, 158, 164, 165, 167, 172, 195, 200, 217, 225, 230, 232, 237, 240, 252
8. *Provide additional support:* 28, 33, 67, 98, 110, 114, 121, 136, 142, 152, 156, 157, 167, 170, 215, 223, 224, 249, 243

9. *Enhance faculty response*: 10, 33, 58, 93, 123, 171, 179, 185, 193, 200, 206, 215, 220, 222, 233, 242, 245, 251
10. *Support underserved populations*: 14, 16, 24, 28, 31, 44, 45, 50, 51, 59, 60, 61, 63, 77, 78, 88, 89, 94, 98, 99, 103, 112, 124, 126, 128, 137, 141, 145, 146, 149, 157, 165, 173, 174, 179, 192, 194, 198, 215, 232, 250
11. *Increase degree awards*: 11, 29, 36, 44, 49, 70, 76, 86, 99, 103, 107, 121, 131, 152, 159, 171, 189, 198, 214, 220, 223, 224, 230, 245, 247

**Allegany College of Maryland**

**Allegany Community College**  
**FV2013 Submission to Maryland Association of Community Colleges**

**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. 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 were 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. Additionally, the College will be pursuing new software for tracking student utilization of tutoring and mentor services to determine effectiveness at impacting student success and completion starting in academic year 2013-14.

**Timeline:** FY2010-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.

**3. 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 about 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:** Fall2013 will be the second cohort to go through the LEAP course design. Reporting and analysis of the program is intended for

the end of the 2013-14 academic year when the initial group will be compared with peer groups.

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

**4. Title III Grant -Academic Advising**

**Performance Target:** In an effort to completely overhaul the nature of faculty-staff-student interactions related to advising, the College pursued and secured a Title III grant from the Dept. of Education. Funds for this project will be used to develop one professional staff position who will be the Director of Advising and three support staff positions as full time advisors. These positions will be used as an extension of student services to assist students in determining their course schedule. By improving access to, quality of, and consistency in advising for all students, the College intends to increase retention and completion rates. This is imperative for student success for students to receive accurate and actionable advising. This grant provides the resources and impetus the College needs to more fully reach that goal.

**Timeline:** Fall 2013-Spring 2018

**Reporting Status:** Implementation of the grant begins in Fall2013

**Resources:** All positions and changes are fully funded by the federal government in the first year and gradually shift to the College over the life of the grant.

**5. Survey on Diversity Climate**

The College is currently administering a survey regarding the diversity climate on all three campus locations. The survey results will be used to guide recommendations from the Diversity Task Force. The College also sponsors a Diversity Center with relevant programming.

**6. College Recruitment Efforts**

**Description of Program:** Visits to high schools in MD, PA, and WV, on-campus tours, college fairs, four open houses, individual offered campus visits.

**For FY2013, how many high schools are working you're your institution?** About 80

**For FY2013, how many high school students did your program serve?** 2,500

**Did this program require students to pay tuition and fees?** No

**7. Early College/Dual Admission**

**Description of Program:** Credit Classes are offered to high school students while they are completing their final two years of high school to facilitate their transition from high school to college.

**For FY2013, how many high schools are working with your institution?** 21 highschools

**For FY2013, how many high school students did your program serve?** 605 Early College students in Fall 2012

**Did this program require students to pay tuition and fees? Yes**

**8. College Preparation Intervention Program (CPIP)**

**Description of Program:** 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. In the coming fiscal year, this grant will be expanded to where the College will provide a staff member in a mentor capacity to all of the ACPS high schools for the purpose of discussing preparation for higher education.

**For FY2013, how many high schools are working you're your institution? 3**

**Did this program require students to pay tuition and fees? No**

**9. Early College Awareness Program**

**Description of Program:** Offers a variety of activities that are age-appropriate about careers, ACM, and campus visits.

**For FY2013, how many middle schools are working with your institution? 10**

**For FY2013, how many middle school students did your program serve? About 700**

**Did this program require students to pay tuition and fees? No**

**Anne Arundel Community College**

**Anne Arundel Community College**  
**FV2013 Submission to Maryland Association of Community Colleges**

**COMPLETION BEST PRACTICES**

**1. MOS Certification Exams (Microsoft Office CSI 120, 122, 124, 125, and 126) provide both academic and industry training leading to both academic and industry credentials:**

**Performance Target:** Maintain and improve the above average success rates in the current Office version of the MOS (Microsoft Office Specialist) exam.

**Timeline:** FY2009-ongoing

**Reporting Status:** In Progress and currently being implemented

**Resources:** With current enrollment, offering sections in the online format, and assistance from adjuncts, we have been able to meet the need. Should demand increase and/or adjunct support decrease, additional personnel resources could be required. Students currently pay \$100 lab fee per class that, at this time, covers the cost of the prep and exam materials.

**2. Developmental Mathematics Initiatives :**

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. Performance Target: In the long run, it is anticipated that the Redesign Developmental Math Program will increase student persistence, reduce the failure and withdraw rates, and result in more students succeeding in credit math courses and earning academic credentials.

**Timeline:** FY2011-Ongoing

**Reporting Status:** In Progress and currently being implemented

**Resources:** The work is supported by college funds.

**A. Development of Accelerated Intermediate Algebra-**Using an accelerated learning model the mathematics department developed an intermediate algebra course for better-prepared matriculating students. The accelerated intermediate algebra course is designed using 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 were eligible to enroll in accelerated intermediate algebra

course followed by college algebra in a single semester. Course success rates in fall 2012 were significantly higher than the traditional two- semester sequence. The courses are designed to support student learning success and save students time and money.

**Performance Target:** In the long run it is anticipated that the percentage of students who complete a credit-bearing math course in their first semester of college will increase.

**Timeline:** FY2012 -Ongoing

**Reporting Status:** In progress and currently being implemented.

**Resources:** The work is supported by a grant from the Maryland Higher Education Commission.

### **B. Partnerships with Anne Arundel County Public Schools (AACPS)**

--During FY 2013, Anne Arundel Community College (AACC) 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 were 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. AACC and AACPS are committed to continuing the mathematics bridge partnership in the 2013 - 2014 school year.

**Performance Target:** 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.

**Timeline:** FY2012 -Ongoing

**Reporting Status:** In progress and currently being implemented

**Resources:** The work is supported by a grant from the League for Innovation.

**C. The (1) *Math Repeater Pilot Project***- ran through SASP and the Tutoring Office last term. The pilot project was initiated by the Math Department. Intensive and intrusive peer tutoring was offered to students who had attempted MAT 011 or 012 twice, unsuccessfully. Students met with Math faculty and were referred to the Tutoring Office to seek services. Once students requested a tutor SASP took over and provided intrusive interventions within the FYE Faculty Labs. The FYE Faculty oversaw the progress of the Math Repeater students and at the end of the term 10 of 17 students (58.8%) received an A or a B in their math course. Two students (11.7%) received an F, one student (5.8%) received an Incomplete, one student withdrew from the course and one student failed to enroll in the developmental mathematics course. The Tutoring Office continues to work with the

student who received an Incomplete in hopes of increasing the likelihood of success before the deadline for completing the course. We reached out to this student and we continue to work with him during the summer. Plans are for this project to continue in the fall 2013 term with more students.

**Performance Target:** Increased student success as evidenced by final grade in a developmental math course.

**Timeline:** Spring 2013- spring 2013; one student is continuing through the summer. Reporting Status: Completed for FY 13; planning for fall 2013 term

**Resources:** Student Achievement and Success program/FYE Faculty Lab and Tutoring Office

### **3. Prior Learning Assessment (Adult Learners, Military/Veterans):**

The Prior Learning Assessment (PLA) function meets 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 monthly on-campus information sessions, AACC has created an online presentation to provide an overview of PLA opportunities (<https://ola2.aacc.edu/vc/PriorLearningAssessment/>).

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). In FY2013, 499 students received credits through prior learning assessment (e.g., CLEP, credit by exam, DANTEs, PLA, Army, Navy/Marine, Coast Guard, ACE); 4,033 credits were awarded (average 8.1 credits/student).

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. The college adheres to the transfer credit mandates of the Maryland Higher Education Commission. Transfer credit evaluations are performed in the Records and Registration office, which reviews courses on an individual basis.

In addition to the traditional means of transferring credit, AACC awards credit for demonstrated proficiency in areas related to college-level courses. Sources used to determine such proficiency for adults are College-Level Examination Program (CLEP); Defense Activity for Nontraditional Education Support (DANTES); Office of Education Credit and Credentials of the American Council on Education (ACE); and National Cryptologic School (NCS). In assigning credits of this nature, the recommendations of ACE are used as guidelines. Students seeking credit from nontraditional sources can earn a maximum of 30 credit hours. Credit by departmental examination is available in subjects where college-level examinations are not available and department chairs may arrange to give examinations to qualified applicants.

Yet another means of demonstrating proficiency is the portfolio assessment method that requires students to complete a portfolio demonstrating their experience and knowledge. Late this year, the college adopted *LearningCounts*. This innovative online service expands the number of courses that a student can challenge by portfolio and will eliminate some transfer concerns. Portfolios are assessed by nationally certified content area experts. The product is sponsored by the Council of Adult and Experiential Learning (CAEL). A maximum of 15 credits may be earned through a combination of credit by departmental examination and portfolio assessment. Credits earned through this method are identified on a student's transcript as transfer credit.

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. Students who are no longer active duty military or who have been discharged from the military may present their original DD 214. The disciplines that recognize the use of portfolio development for the assessment of prior learning include: architecture, business, cyber security, engineering technologies, homeland security and criminal justice, human services, and gerontology.

**Performance Target:** Increase in number of students receiving credits thorough PLA

**Timeline:** Ongoing

**Reporting Status:** Annually

**Resources:** Institutionally supported

#### 4. 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, 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 postal 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.

**Faculty Referrals-Performance Target:** Following unprecedented growth in the use of the faculty referral system in FY 12 (+42.5% in the fall and +29.6% total over FY 11), the total number of faculty referrals in FY 13 fell below FY 12 levels but continued to show growth over FY 11 totals. The number of faculty referrals issued in the fall 2012 term was 5,498. The number of faculty referrals for spring 2013 was 4,658.

**Timeline:** 2006-Ongoing

**Reporting Status:** In progress and ongoing.

**Resources:** Counseling, Advising and Retention Service's academic advisors have added this responsibility to existing duties.

**5. Assisting Students in Meeting 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 all previously attended institutions, prior degrees or certificates earned, the AACC program on record, and the number of credits and outstanding requirements needed to complete the current degree/certificate (including developmental courses).

The second part of the plan requires that the advisor and student review academic support services, map completion of all required developmental sequences through to the credit course, and agree to a list of recommendations designed for success and goal completion. 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.

**Performance Target:** In FY 13, Financial Aid requested that 3,345 students submit an academic success plan and out of this number 2,146 students met with advisors to create a success plan. The percentage of students making satisfactory academic progress continues to increase (41% in spring 2011, 61% in spring 2012, and 62% in spring 2013).

**Timeline:** May 2011 -July 2013

**Reporting Status:** Completed for FY 13; ongoing and continuing

**Resources:** Counseling, Advising and Retention Service's academic advisors have added this responsibly to existing duties.

**6. Assisting Students Who Have Earned 60+ Credits:**

Planning, Research and Institutional Assessment (PRIA) identified 1,866 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 2013 term. PRIA provided Counseling, Advising and Retention Services with the list of the students, along with their most recently declared program of study.

CARS staff ran program evaluations on each student. Each of the 1,866 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 2013 classes were given to the Records office for final review. Once reviewed, letters and copies of the evaluation printout were sent to potential graduates. Prior to mailing letters, the Records office checked each student against the list of students who had already applied for graduation.

**Performance Target:** CARS and Records identified a total of 298 potential graduates. One hundred and eighteen (118) of the students identified as completed or anticipated complete at the end of spring 2013 had already applied for graduation. The 180 students who had not yet applied received a copy of their degree audit and a letter encouraging them to apply for May 2013 graduation. This year the project was completed prior to the graduation application deadline making it difficult to distinguish how many students applied for graduation as a result of our efforts from students who were planning to apply prior to the posted graduation application deadline.

**Timeline:** February 2012- March 2013

**Reporting Status:** Completed for May 2013 graduates; ongoing and continuing

**Resources:** Existing advising staff from Counseling, Advising and Retention Services, and Records and Registration added this responsibility to existing duties.

#### **7. Use of Noei-Levitz to Improve Developmental Reading Success:**

Advisors made two visits to 20 sections of RDG 027 in FY 13. The first visit was to administer the Noei-Levitz CSI instrument. The second was to distribute individual results and to make a group presentation designed to connect students with campus resources. Advisors were responsible for completing individual success contracts (designed to connect students with free support services to address areas of weakness or need based on the student's Noel-Levitz CSI results) and for sending follow-up e-mails throughout the fall and spring terms.

**Performance Target:** Increased student awareness and use of support services.

**Timeline:** Spring 2009 - Spring 2013

**Reporting Status:** Completed for FY 13; ongoing and continuing

**Resources:** Counseling, Advising and Retention Service's academic advisors have added this responsibility to existing duties. The cost of the Noei-Levitz CSI instrument comes out of the Learner Support Services budget.

#### **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.

The video module has been completed for this project. The assessment method that will be used is Survey Monkey and an IOS app for when staff is working in the public school system. Questions have been written and we are now working on connecting the module to the assessment tool. We have been working to update our Web site and office documentation to reflect the use of the module once it is released. Since *preparation* is now a component of the colleges AtD initiative the Chair/Co-Chair have put together a team of college faculty and staff to help support this program. Having support from English, math, reading, virtual campus and admissions will help to ensure we are addressing students' needs from all directions.

**Performance Target:** Increase the use and effectiveness of online support for students entering the community college.

**Timeline:** Fall 2012- ongoing

**Reporting Status:** Options will be reviewed on how effectiveness data can be collected.

#### **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.

**Performance Target:** To help reduce lines in financial aid and reduce 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.

**Timeline:** FY2010-Ongoing

**Reporting Status:** In Progress and currently being implemented

**Resources:** Yes, the program has already been implemented. The major implementation costs relate to the time and efforts of programming staff to automate the process. In addition there is the potential for bad debt related to unpaid balances.

#### **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.

**Timeline:** FY2007 -Ongoing

**Reporting Status:** In Progress- Ongoing with completers being tracked electronically

**Resources:** The College offers 126 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.

**Timeline:** 2011 -Ongoing

**Reporting Status:** In Progress - Ongoing with completers being tracked electronically

**Resources:** The initial funding for the pilot programs was provided through a public/private initiative including Annie E. Casey, the Maryland Department of Labor and Licensing and the college foundation. AACC will participate in the recently awarded US Department of Labor

Workforce Innovation Fund \$11.8 grant. This grant allows the pilot programs to be expanded to all 16 community colleges in the state as well as reaching out to include selected partners in three other states. Working in an expanded partnership with Anne Arundel Workforce Development Corporation and statewide social service providers, the MI-BEST training will provide students with career pathways to meet current and future workforce needs.

## **INITIATIVES TO CLOSE THE ACHIEVEMENT GAP**

### **11. Student Achievement and Success Program (SASP):**

Since 2002, the Student Achievement and Success Program (SASP) has served as a support and retention program designed to increase the academic success, retention, graduation and transfer of students who traditionally may have more barriers and challenges to overcome in order to realize their goals. These students are first generation college students, low income, under prepared and/or minority. Services provided include walk-in tutoring, life skills/study strategy workshops, cultural activities, college visits, informal interactions with faculty/staff, academic monitoring and incentive scholarships. Additionally two bridge programs are offered to assist incoming students with transition into AACC: Summer Bridge (designed for African American students); Adelante (designed for Hispanic students). During FY 13 the program served more than 950 students.

The effectiveness of SASP is determined using many measures, one of which is fall to spring retention. The performance measure for this program is that student participants will obtain a fall to spring retention rate at the same level, or higher, of comparable non-participants.

An examination of the fall (2012) to spring (2013) retention rate shows that SASP students were retained at a rate of 73.5% compared to SASP eligible students at a rate of 62.8% and the overall college rate of 73.3%. The retention rate is significantly higher than the SASP eligible group. Although the SASP retention rate is only slightly higher than that of the overall college rate, the SASP program provides services for students that national data have shown tend to be more at-risk and harder to retain.

### **12. First Year Experience (FYE) Program:**

Piloted in FY 11 and implemented in this year, the First Year Experience Program (FYE) was developed and implemented as a separate program housed within SASP that specifically targets students who are (a) required to take two or more developmental courses, and (b) minority or first generation college students. FYE provides an intrusive, case management approach to enhancing the career, social and academic skills of participants. Services provided include extended orientation,

participation in a designated Student Success Course, common book reading, participation in faculty-led labs sessions, weekly tutoring and study groups, ongoing intrusive advising and monitoring of progress, and incentive scholarships. This program has been created and expanded through funding provided by the Maryland Challenge Access Challenge Grant for the third consecutive year. The program serves approximately 105 students.

Part of the grant funding for the FYE program was targeted to professional development of faculty and staff who work with diverse student populations, including developmental students, in and outside of the classroom. This year FYE\SASP partnered with the college's Curriculum Transformation Project- Diversity Institute, "Reaching Beyond the Typical Barriers to the Development for African American and Latino Males" to bring Dr. Larry Coleman and Dr. David Truscello to provide training to approximately 30 faculty and staff who participated in an interactive session that focused on providing the use a "critical pedagogy" approach to examine the racial and cultural elements that drive the success and the failure of members of these populations. The presenters provided the group with tools that can be used to evaluate the learning environment as well as some approaches to strengthen the achievement of these learners.

The effectiveness of FYE is determined using many measures, one of which is fall to spring retention. The performance measure for this program is that student participants will obtain a fall to spring retention rate at the same level, or higher, of comparable non-participants.

An examination of the fall to spring retention rates of the Fall 2012 Cohort shows that FYE students were retained at a rate of 74.6 % compared to a rate of 60.5% for FYE eligible students who were required to take two or more developmental courses and 73.3% of all AACC students. Additionally, 57.3% of the FYE 2011 Cohort students were retained fall to fall, compared to 46.7% for FYE eligible students who were required to take two or more developmental courses and 56.7% of all AACC students. The FYE Fall 2011 students who were provided additional intentional services during their second year were retained fall 2012 to spring 2013 90.3% compared to 20% FYE Fall 2011 students who did not receive additional services. Therefore, the data shows that FYE students were retained at higher rates than the comparison student population.

### **13. Black Male Initiative (BMI):**

Due to concerns related to the success of Black men at AACC, in spring 2011 the Dean of Student Services Office and the Student Achievement and Success Program (SASP) began discussing the needs of this

population and what programs and services could be implemented to have a positive impact on success. One result of this discussion was the intentional design and implementation of the Black Male Initiative (BMI). The BMI, which is designed for Black male students but it open to anyone who is interested in participating, is designed to give male students the opportunity to (a) interact with other Black male students, faculty and staff; (b) identify present and potential barriers to success; and (c) identify support programs and services that could positively impact their success. Through the course of this academic year participants participated in monthly talks and a Black Male Summit. The participation in the Annual Black Male Summit increased by (60) 30% from those in attendance in 2012 compared to over (100) in 2013. Additional services were provided through the course of this academic year participants engaged in monthly talks, a retreat and a pilot BMI 20 which consisted of 20 identified first-time African American male students who received additional targeted **services**.

## **ADULT LEARNING**

**14. Adult Basic Skills;** English Basic Skills; English As a Second Language; ORCC (incarcerated adults); GED; Step Up to Success Program; Anne Arundel Community College University Consortium a “A Regional Higher Education Center”.

**Description of Program:** The Office of Occupational Skills offers the following adult basic education courses to incarcerated adults, at the various correctional facilities in Maryland through a contract with the Department of Licensing and Regulation (DLLR): (1) Adult Basic Skills I (2) Adult Basic Skills II (3) GED Preparation.

The aforementioned courses include instruction in reading, writing and mathematics. Students enrolled in these courses will strive to obtain a score of 236 or better on the Maryland Performance Program test or pass the Maryland State GED examination. AACC's English Language Learning and Adult Education Department offers open enrollment Adult Basic Skills (ABS) and GED Preparation; English Basic Skills (EBS) classes for beginning level learners and English for Academic Purposes college preparatory programs for students wishing to enroll in credit programs at AACC.

The Department also offers Adult Basic Skills, Pre-GED, GED Preparation and Life Skills Education for inmates at Ordnance Road Correctional Center through its Success Through Education program. An intensive Reading and Writing for Success course is offered for students who score at or below 37 in Reading and 44 In English on the Accuplacer to help them improve reading and writing skills in preparation for Developmental coursework. We also serve 30 at risk youth in the AAWDC-funded Step Up to Success Program each year. Students complete intensive GED

Preparation, Computer Training for the Young Professional and Career / Life Skills instruction.

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.

Through the AACC University Consortium - AACC has formed partnerships with four-year colleges and universities and created program pathways that lead from an associate degree into both baccalaureate and graduate degrees and certificates without leaving Anne Arundel County. These programs are offered through the AACC University Consortium at the Regional Higher Education Center at Arundel Mills and on the Arnold campus of AACC. Since its inception in fall 2003, there have been over 7,250 enrollments.

Partner institutions and their respective programs include:

Notre Dame of Maryland University

- a. Bachelor of Arts in Liberal Studies/Elementary Education
- b. Master of Arts in Teaching
- c. Master of Arts in Leadership in Teaching
- d. Certification in Administration and Supervision, Special Education, Library, Media Specialist, TESOL and Reading Specialist

Frostburg State University

- a. Bachelor of Science in Engineering, Concentration in Electrical Engineering

McDaniel College

- a. Master of Science in Education
- b. Master of Science in Human Resources Development
- c. Administrator I Certificate

Stevenson University

- a. Registered Nurse to Bachelor of Science in Nursing

University of Maryland University College

- a. Bachelor of Science in Cybersecurity
- b. Bachelor of Science in Business Administration
- c. Bachelor of Science in Homeland Security
- d. Bachelor of Science in Information Systems Management
- e. Bachelor of Science in Management Studies

## HIGH SCHOOL ENGAGEMENT

### **15. Jump Start**

**Description of Program:** Jump Start is a program jointly sponsored by Anne Arundel Community College and the Anne Arundel County Public High Schools. This program allows students 16 years of age or older to begin exploring college-level courses and programs while they are still in high school. Jump Start participants may qualify for a scholarship for ½ of tuition. Eligible students may take regular college classes that will complement their high school schedules. With the approval of the high school authority the student may receive dual credit for these courses.

**For FY2013, how many high school students did your program serve?** 14 High schools have active Jump Start Agreements with the college. This program requires students to pay ½ of tuition cost and all required fees.

**For FY2013, how many high school students did your program serve?** 632

### **16. Dual Credit**

**Description of Program:** Dual Credit is a program jointly sponsored by Anne Arundel Community College and the Anne Arundel County Public High Schools. This program allows students to take a college course and earn both college and high school credit. With permission from an Anne Arundel County Public Schools (AACPS) authority and approval of a parent or guardian of a current Anne Arundel County Public High School student, who is 16 years of age by the first day of Anne Arundel Community College (AACC) classes, may enroll in dual-credit courses offered by AACC from the list of courses approved by AACPS. To qualify for equated high school credit; at the time of registration a student must submit to AACC a dual-credit permission form that specifies both the course for which enrollment is requested and identifies the equated high school credit. Upon successful course completion the student will earn college credit. Furthermore, AACPS will be provided an official grade report.

**For FY2013, how many high schools are working with your institution?** There are 14 public high schools and public charter schools participating in the Dual Credit Program. They are: Annapolis, Arundel, Broadneck, Chesapeake, Chesapeake Science Point, Glen Burnie, Meade, North County, Northeast, Old Mill, Phoenix Center, Severna Park, South River and Southern High Schools.

**For FY2013, how many high school students did your program serve?** 393--- or 1,025 students dually enrolled and 632 are Jump Start

### **17. AACC and AACPS Partnerships- School Information**

**Description of Program:** Each year Anne Arundel Community College receives a listing of directory information from Anne Arundel County Public Schools which includes: student name, address, parent/guardian

name(s), high school and grade level of those students who have provided permission to share this information. This student listing is used by the college throughout the year for marketing and recruitment initiatives. The list is used primarily for targeted mailings to inform students about upcoming AACC events at their high schools and information sessions at college sites. The largest event is the annual College Fair in March. The list is used to mail college fair invitations to all high school students in grades 9 -12 in all of the public high schools. **For FY2013, how many high schools are working with your institution?** 12 high schools are currently participating in this program. **For FY2013, how many high school students did your program serve?**

### **18. Online High School Program**

**Description of Program:** Anne Arundel Community College has a partnership with a group of private Catholic high schools in the Baltimore City and Baltimore County areas to offer college courses for dual credit in an online format to selected students. (6) Program Pathways is an initiative between Anne Arundel Community College (AACC) and Anne Arundel County Public Schools (AACPS) to support successful transition of students from high school to college and careers. Program Pathways have been created under the five high school learning clusters and demonstrate how high school programs move into college degree and certificate programs.

High school students have the opportunity to earn AACC credit for completing specific high school Program Pathways in areas including business, management and finance; engineering, mechanical and information technologies; health, environmental and life sciences; and human services. The 2011-12 success rate (grades of "C" or higher) is 99 percent, the highest success rate in the eleven-year history of OLHS. The historical average success rate (N=933) is 95 percent.

**For FY2013, how many high schools are working with your institution?** Five (Archbishop Curley, Maryvale Preparatory, Mercy High School, St. Frances Academy and The Catholic High School)  
**For FY2013, how many high school students did your program serve?** 187

**Did this program require students to pay tuition and fees?** The online high school program operates by contract (with AACC's Center for Workforce Solutions).

**If applicable, please note the program cost to the student:**\$ 316 for a 3-credit hour course \$ 416 for a 4-credit hour course

### **19. Program Pathways**

**Description of Program:** AACC has worked with Anne Arundel County Public Schools to create program pathways that support successful

transition of students from all 12 high schools and technical centers to college and careers. Program pathways have been created under the high school learning clusters and visually demonstrate how high school programs move into college degrees and certificates. In addition, high school students have the opportunity to earn AACC credit for successfully completing specific high school Program Pathways in areas including business, engineering, information technologies, health and human services through articulation and proficiency assessment. Since 2003, 553 high school students have been awarded 3,320 AACC credits for a savings of more than \$322,000 in tuition costs.

High School student outreach activities have been undertaken to increase awareness of program pathways, including those leading to 4-year degrees in collaboration with the University Consortium. Campus-based student information sessions have allowed high school students the opportunity to learn about postsecondary program pathway options and career opportunities related to specific high school programs of study. In addition, high school visits have been arranged to present similar information within high school classrooms. Three AACC Transition Advisors are based on-site at county high schools (North County, South River, and Meade High Schools) and reached over 5,250 students during the 2012-2013 school year through a myriad of strategies.

**For FV2013, how many high schools are working with your institution?** All 12 high schools and the two technical centers are involved in program pathways.

**For FY2013, how many high school students did your program serve?** Since 2003, 553 high school students have been awarded 3,320 AACC credits for a savings of more than \$322,000 in tuition costs

**Did this program require students to pay tuition and fees?** No

## **20. Personal Registration Days**

**Description of Program:** Personal Registration Days are special days in April and May when advisers from Anne Arundel Community College work the high schools. The advisers meet individually with graduating Anne Arundel Community College seniors who wish to begin their college experience at the community college and with juniors interested in participating in the Jump Start or Dual Credit programs. Each student (parents are also invited) will have an appointment with an adviser to discuss career goals, academic programs, test results, registration and enrollment procedures. Students will select appropriate courses in either the summer or fall semester and complete college registration forms. Students will have first choice for courses in the fall semester to accommodate their scheduling needs.

**For FY2013, how many high schools are working with your institution?** During FY2013 eighteen (18) high schools, 13 public and 5

private, participated in the Personal Registration Day program. They are: Public- Annapolis, Arundel, Broadneck, Center for Applied Technology - North, Chesapeake, Glen Burnie, Meade, North County, Northeast, Old Mill, Severna Park, South River and Southern High Schools; Private - Annapolis Area Christian School, Archbishop Spalding High School, Arundel Christian School, Saint Mary's High School, Seton-Keough High School.

**For FY2013, how many high school students did your program serve?** In FY2013 797 students participated in the Personal Registration Day program.

**Did this program require students to pay tuition and fees?** Yes. Students are billed for regular per credit hour tuition and fees.

**If applicable, please note the program cost to the student:** There is no additional cost for students to participate in the Personal Registration Day program.

**21.Meade High School and AACC**

**Description of Program:** This is a collaborative effort that combines Accuplacer diagnostic testing with targeted AACPS tutorial programs to 12th grade at Meade High school. The intent of this program is to make students more successful in Algebra II and or FOCA classes in high school, and to reduce the number of math developmental requirements when these students are entering college. Pre and Post testing was completed with ACCUPLACER placement exams on three different classes of students; one FOCA and two Algebra II classes. One of the Algebra II classes was used as a control group, receiving no intervention. The following data was compiled:

	FOCA	Alg II	CONTROL
Pre- tested	29	50	17
Post-Tested	15 (52%)	20 (56%)	10 (59%)
Increased Score	9 (60%)	9 (32%)	3 (30%)
Decreased Score			<b>4 (40%)</b>
<b>Reduced Development</b>	<b>3 (33%)</b>	<b>7 (78%)</b>	<b>2 (20%)</b>

The data showed that those that had access to the intervention were able to **REDUCE THE NUMBER OF DEVELOPMENTAL REQUIREMENTS** by one class. It is important to note that these students did not have long term access over the school year. Those that used the MyFoundations intervention only used it between 5-15 hours over 6 weeks. We would like to implement this program again next year with longer implementation to see how the number of developmental requirements could be reduced.

**For FY2013, how many high schools are working with your institution?** This program has been running in one of the county public high schools.

**For FY2013, how many high school students did your program serve?** 96 students were involved in this study.

**Did this program require students to pay tuition and fees?** No.

**If applicable, please note the program cost to the student:** None

## **22. McCabe Bridge Partnership Program**

**Description of Program:** The Bridge partnership (AVID program) is collaboration between all of the public high schools in Anne Arundel County and Anne Arundel Community College to give the Accuplacer placement test to all 10-12th grade students in the AVID program (Advancement Via Individual Determination). Results are interpreted to all students involved and to the AVID teachers. Intervention activities are implemented included online tutoring, to improve high school success and to make more students college-ready at the end of 12th grade.

**For FY2012, how many high schools are working with your institution?** All 12 public high schools in Anne Arundel County are included in this program.

**For FV2012, how many high school students did your program serve?** 2555 students were tested and advised of academic intervention activities.

**Did this program require students to pay tuition and fees?** No

**If applicable, please note the program cost to the student:** None

## **23. Kids in College**

**Description of Program:** Kids in College provides open enrollment after school, weekend and summer camp classes in a variety of subject areas such as Academic Enrichment, The Arts-Art , Music, Theater and Dance, Computer Science, Culinary, STEM Areas, World Languages and Sports. Kids in College also partners with Anne Arundel County Public Schools (AACPS) to develop and conduct STEM summer camps for incoming high school students enrolled in a STEM magnet school.

**For FV2013, how many high schools are working with your institution?** 12

**For FY2013, how many high school students did your program serve? 355 Did this program require students to pay tuition and fees?** All open enrollment classes require students to pay tuition and fees. STEM courses offered to incoming high school freshman are paid for by AACPS and are at no cost to the students.

**24. a. W.A.G.E.S, b. Career Research and Development Program; c. College Bound Non-Profit Organization**

**Description of Program:**

- a. W.A.G.E.S.: a resource program offered to students at North County High School for the economically and academically disadvantaged. These and students with Individualized Education Program diplomas (IEP) qualify for free or reduced lunches.
- b. Career Research and Development program: a county-wide high school curriculum for students academically at risk of not completing high school.
- c. College Bound Non-Profit organization: offers students grades 8-12 free academic enrichment and resources to prepare and be successful in college. Services include tutoring, mentoring, ACT/SAT preparation, academic and career guidance.

**For FV2013, how many high schools are working with your institution?**

**For FV2013, 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:**

**25. Educational Talent Search(ETS)**

**Description of Program:** The Talent Search program is a federally funded program designed that identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. Talent Search serves young people in grades 6 through 12. The program provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to and complete their postsecondary education. The program publicizes the availability of financial aid and assists participant with the postsecondary application process. Talent Search also encourages persons who have not completed education programs at the secondary or postsecondary level to enter or reenter and complete postsecondary education. The goal of Talent Search is to increase the number of youth from disadvantaged backgrounds who complete high school and enroll in and complete their postsecondary education.

**For FY2013, how many high schools are working with your institution?** high schools, Annapolis HS, Glen Burnie HS, North County HS, Fort Meade HS.

**For FY2013, how many high school students did your program serve?** 543 students  
**Did this program require students to pay tuition and fees?** No

**If applicable, please note the program cost to the student:**  
No, however on overnight trips students may have to pay for a lunch

## MIDDLE SCHOOL ENGAGEMENT

### **26. Educational Talent Search(ETS)**

**Description of Program:** The Talent Search program is a federally funded program designed that identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. Talent Search serves young people in grades 6 through 12. The program provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to and complete their postsecondary education. The program publicizes the availability of financial aid and assist participant with the postsecondary application process. Talent Search also encourages persons who have not completed education programs at the secondary or postsecondary level to enter or reenter and complete postsecondary education. The goal of Talent Search is to increase the number of youth from disadvantaged backgrounds who complete high school and enroll in and complete their postsecondary education.

**For FY2013, how many middle schools are working with your institution?** 8 Middle schools -Annapolis Middle, Bates Middle , Brooklyn Park Middle, Corkran Middle, Lindale Middle, Macarthur Middle, Marley Middle, Meade Middle

**For FY2013, how many middle school students did your program serve?** 292 students

**Did this program require students to pay tuition and fees?** No

**If applicable, please note the program cost to the student:** No, however during overnight trips students may have to pay for their lunch.

### **27. Kids in College and Explore**

**Description of Program:** Kids in College includes open enrollment classes and summer camps on various subjects including: Academic Enrichment, Art, Music, Theater and Dance, STEM subjects, Culinary, Business/Entrepreneur, World Languages, Sports, and Fitness.

The Explore program is designed for students identified as gifted and talented and provides academic enrichment in Science, Technology, Engineering and Math (STEM).

**For FY2013, how many middle schools are working with your institution?** 19

**For FY2013, how many middle school students did your program serve?** 759

**Did this program require students to pay tuition and fees?** yes  
**If applicable, please note the program cost to the student:** cost varies from \$8-12 per instructional hour plus supply fees.

**28. Campus Group Tours**

**Description of Program:** Campus Information offers guided tours to middle schools as an opportunity to introduce students to the college. The program encourages students that it is never too early, to begin thinking and planning for college. Students are shown a variety of classrooms and hands on demonstrations by faculty members, which showcase the many programs and career opportunities available. Many of these students are first generation students to go to college, and have never been exposed to higher education. The group tours provide middle school students their first look at college and an experience which we hope excites them to continue their education.

**For FY2013, how many middle schools are working with your institution?** 5

**For FY2013, how many middle school students did your program serve?** 299

**Did this program require students to pay tuition and fees?** No

**Baltimore City Community College**

**Baltimore City Community College**  
**FV2013 Submission to Maryland Association of Community Colleges**  
**COMPLETION BEST PRACTICES**

**1. Promise Academy**

**Description:** Initiative to prepare students for success in college through intensive foundational courses, tutoring, advising and the creation of learning communities comprised of faculty, staff, tutors and advisors who are committed to the full development and support of students during their college experience.

**Performance Target:** Success will be measured by course retention, pass and persistence rates as well as improvement of foundational courses and enroll in college level courses.

**Timeline:** Fall 2011- Ongoing

**Reporting Status:** Active and Performance under Review.

**Resources:** Yes

**2. First Year Experience (FYE) program**

**Description:** The First-Year Experience Program is designed to enhance the transition and educational experience of first-year student, many of who are first-generation college attendees. The FYE Program incorporates best practices outlined by the National Resource Center for First-Year Experience. Institutional Resources are coordinated to support student learning and services are front-loaded so that they are provided early during the student's academic tenure. There is a significant emphasis placed on academic and social integration strategies. Program components include orientation, advising, registration, mentoring, learning communities, summer bridge and individual learning plans.

**Performance Target:** Success is measured by the number of students who are retained from their first semester to the second semester.

**Timeline:** Ongoing

**Reporting Status:** Active and Performance under Review.

**Resources:** No

**3. Predominantly Black Institution, PBI- 4A**

**Description:** Initiative to accelerate the completion of African American males in general studies degrees at BCCC through the providing of targeted academic support services. Services provided include academic advising, tutoring, workshops, mentoring programs, and a speaker series. The program goals are categorized into four areas; enrollment, persistence, retention, and completion.

**Performance Target:** Increase retention and graduation rates.

**Timeline:** Fall 2011-Ongoing

**Reporting Status:** Active and Performance under Review.

**Resources:** Yes

**4. Title of Program: Aspiring Scholars Program**

**Description:** A performance based scholarship in connection with The Abell Foundation for the purpose of awarding scholarships to students who graduated from Baltimore City Public Schools. This program is designed to increase first year retention, number of credits earned, graduation and decrease student debt.

**Performance Target:** To increase retention and graduation rates of students

**Timeline:** Ongoing

**Reporting Status:** Active and Performance under Review.

**Resources:** Yes

#### 5. Advising Model Initiative

**Description-** Last academic year BCCC developed a new advising model which included as one of its features, the initiative above. Research on student success indicates that there is potential value in intruding in the lives of students. This intrusive approach allows for dialogue between the student and the advisor and permits the two to become engaged as partners on behalf of the student. Advisors make sure that students are informed and that they are able to better navigate the higher education environment. Professional and faculty advisors will contact students 2x a semester via individual or group contacts; email; phone; face to face; etc.

**Performance Target:** Success is measured in terms of the actual number of contacts that the advisors have with students and the qualitative assessment of the data that results from their contacts.

**Timeline:** Ongoing

**Reporting Status:** Active and Performance under Review

**Resources:** No

#### 6. Credit Hour Review Initiative

**Description:** 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:** Success is measured in terms of the decreasing number of student who have accumulated excessive hours without having earned a degree or certificate.

**Timeline:** Ongoing

**Reporting Status:** Active and Performance under Review

**Resources:** No

#### 7. Title of Program: Annual Degree Audit -Initiative

**Description:** Conduct a minimum of 100 degree audits annually for students with excessive number of accumulated credits.

**Performance Target:** Success is measured by the number of students who have accumulated required credits for a degree and/or certificate in General Studies and can graduate and transfer to a four year institution.

**Timeline:** Ongoing

**Reporting Status:** Active and Performance under Review

**Resources:** No

**8. Title of Program: Completion Mentoring Program**

**Description:** Program developed to impact student success and achievement of students graduation goals by one on one interaction between faculty/staff member and a student. Faculty/Staff provide students with consistent support, academically, professionally, and personally. Activities developed for participation of mentor/mentee.

**Performance Target:** Success is measured by the number of students that are retained and complete graduation as a result of having a personal mentor.

**Timeline:** Ongoing

**Reporting Status:** Active and Performance under Review

**Resources:** No

**HIGH SCHOOL ENGAGEMENT**

**9. BCCC Upward Bound Math and Science program**

**Description of Program:** Math and Science program that works with strengthening the math and science skills of students from nearby high schools. The innovative program advances a U.S. Presidential mandate to qualify urban and minority students to pursue postsecondary degrees and careers in the promising fields of science, technology, engineering and math (STEM).

**For FY2013, how many high school schools are working with your institution?** 8

**For FY2013, how many high school students did your program serve?**  
62

**Did this program require students to pay tuition and fees?** No

**MIDDLE SCHOOL ENGAGEMENT**

**10. BioBLAST**

**Description of Program:** BioBLAST was organized as an educational open House. The event was planned and executed by several collaborative institutes and Biopark companies including BCCC's Life Science institute, University of Maryland (UM) labs and UM Biopark biotech companies. BioBLAST targeted middle school students with the aim to create and sustain their interest in science and scientific careers. BCCC organized one biotechnology lab workshop for the students and donated lab/ classroom space for 5 additional workshops for other UM labs and Biopark biotech companies to set up their demonstration/ hands-on activity area. BCCC & Vivien

- a. Thomas Medical Arts Academy High School volunteers participated in this event and helped in workshops and leading middle school student groups to various activities.

**For FY2013, how many middle schools are working with your institution? 3 For FY2013, how many middle school students did your program serve? 100**  
**Did this program require students to pay tuition and fees? No**

## **ADULT LEARNING**

### **11. MI-BEST**

**Description:** Maryland's adaptation of the I-BEST model, that integrates basic skills/ESL and occupational skills training, accelerating the completion of coursework and certification and motivating students to learn the otherwise abstract and irrelevant basic skills content. Students of this program consist mostly of a cultural diverse population.

**Performance Target:** Increase the number of students graduating and being placed in jobs by 3% annually

**Timeline:** Ongoing

**Reporting Status:** Active and Performance under Review.

**Resources:** Yes

## **Minority Achievement Gap**

Programs that are currently in place at Baltimore City Community College that support closure of the minority achievement gap are as follows:

- **Predominantly Black Institution, PBI-4A-** For FY 13, a total of 93 students successfully completed the Summer Bridge and Winter Experience PBI-4A program. 75% of the Winter Experience students were successful in placing at least one level or higher in the Accuplacer re-test whereas 60% were successful in the Summer Bridge. This is an increase of 15%.
- **MI-BEST Program-** FY 12 yielded 71% of students that graduated with industry certifications; 39% employment placement. FY 13 yielded an estimated 92% of students that graduated with industry certifications. The FY13 percentages were not available at the time of this survey.

**CARROLL COMMUNITY COLLEGE**

**CARROLL COMMUNITY COLLEGE**  
**FV2013 Submission to Maryland Association of Community Colleges**  
**COMPLETION BEST PRACTICES**

**1. Retention Alert: Early Intervention and Retention**

**Description of Program:** Carroll Community College has implemented an electronic Academic and Behavioral Early Intervention and Retention program beginning with the 2010 fall semester using Datatel Retention Alert. The purpose is early identification, intervention, and improving student retention and success. All faculty members now provide early alert feedback to their students. Academic alerts are for students who are not making satisfactory academic progress. Behavioral alerts are for faculty and staff to submit reports concerning behavioral issues with students.

**Performance Target:** The college goal is for the annual success rate of students referred via retention alert to increase by five percent per semester. During the 2011-2102 academic year, the percentage of students who received an alert and passed the course(s), increased from 34 percent in fall, 2011 to 39 percent in spring, 2012. For the spring 2012 semester, of the alerts received, 39 percent passed, 35 percent failed and 27 percent withdrew from classes. By comparison, in fall 2011, 34 percent passed, 38 percent failed and 28 percent withdrew. Data from the 2012-2103 academic year has not been reported. Among the subset of students who comprised behavioral alerts, fall to spring retention in 2010 and in 2011 increased 10 percent.

**Timeline:** FY2011-Ongoing

**Reporting Status:** Active and performance sustained

**Resources:** The College is developing a database of Enrollment and Retention reports through the use of Web Intelligence/Business Objects to enhance enrollment management efforts through data retrieval and analysis. The plan is to integrate targeted "at risk" groups reported through Retention Alert and compare with the general population of students to determine trends in enrollment, course grade distribution, grade point averages, retention and completion rates.

**2. "Learning in Action"**

**Description of Program:** "Learning in Action" is a series of high-impact student engagement practices that connect students to educators and their peers who share similar academic, personal and career interests. The goal is to increase student involvement in hands-on learning experiences inside and outside of the classroom. The results include higher retention, reduced student anonymity and an institutional commitment to student success. Students may become involved with Academic Community activities in eight interest areas. Each community is meant to assist students in exploring related activities and career possibilities while taking the pressure off of having to commit to an academic major. Membership and

participation in Academic Communities is fluid; therefore, tracking participation is difficult. High-impact engagement practices include: the Center for Service- Learning, which provides opportunities for service and the Career Development Center, which works with each community to provide career advice and planning. In addition, high-impact practices include first-year interest groups (FIG) and undergraduate research practices.

**Performance Target:** The goal is to see a rise in retention through these programs. Data for the fall 2010, 2011 and 2012 cohorts is encouraging. Fall to spring retention for the entire FIG program was 90% and fall-to-fall retention for the group was 61 percent. Students tell us it is easier to make connections with their peers and faculty, and they are more likely to get involved in other ways on campus.

**Timeline:** "Learning in Action" started in FY 2004 and is ongoing; Service-Learning started in FY 2004 and is ongoing; FIGS started in FY 2008 and is ongoing.

**Reporting Status:** Active and performance sustained.

**Resources:** The initiative has been absorbed into operational costs.

### **3. Modularized Program for Developmental English**

**Description of Program:** This is a re-designed program for developmental English which will be piloted in fall, 2013. It has been in the planning stages this past year. This program will combine two levels of developmental courses into five modules or sections, each of which focuses on a different aspect of writing competency. The modularized program is individualized and self-paced. It replaces the traditional lecture format. Students must demonstrate mastery of each objective within a module. The developmental English requirement is met once the student successfully completes the modules in his/her learning path.

**Performance Target:** The program performance will be assessed by evaluating the successful completion of required modules, the length of time for completion, and measured success in the credit ENGL 101.

**Timeline:** Starts in fall, 2013.

**Reporting Status:** Future implementation planned.

**Resources:** The initiative has been absorbed into operational costs.

### **4. Modularized Program for Reading**

**Description of Program:** This re-designed reading program combines two levels of reading into six modules or sections, each of which focuses on a specific reading competency. The program is individualized and self-paced. Students study only the competencies they need, rather than having to take an entire course. They must demonstrate mastery of each objective within a module. The reading requirement is met once the student successfully completes the modules in his or her learning path.

**Performance Target:** In fall, 2012 and spring, 2013, the program piloted with an upper level reading course. Data for Read 099 level

students indicates that the completion rate for modules attempted was 82 percent. The pass rate was 82 percent for students in the modular program versus students in the traditional format. Using the Nelson Denny comprehension gain, a standardized reading test, the aggregate for the year is 3.24 for the modular program versus 2.2 for traditional classes. Data is still being compiled.

**Timeline:** Started in the FY 2012 academic year.

**Reporting Status:** Active and performance sustained.

**Resources:** The initiative has been absorbed into operational costs.

## 5. Tutoring

**Description of Program:** The tutoring program is comprised of peer and professional tutors for appointment, drop-in services and online services.

**Performance Target:** The college evaluates the pass rate for students who have appointments for tutoring. Of the students evaluated for appointment tutoring, sixty percent passed their courses in which they used a tutor with a grade of C or better. Thirty-seven percent of students receiving tutoring were transitional students. The college is working on assessing the pass rate for students who attend drop-in or online services at this time.

**Timeline:** Activities are ongoing.

**Reporting Status:** Active and performance sustained.

**Resources:** The initiative has been absorbed into operational costs.

## 6. Summer Bridge

**Description of Program:** Summer Bridge is a week-long program for students who place into developmental classes but whose scores are close to the cut-off for placement into credit classes. Students take diagnostic tests in areas needing remediation and work on individualized learning programs for a week. Students re-take the placement test after a week of intensive review. The goal is for students to test out of one or more levels of developmental classes and to introduce them to campus resources.

**Performance Target:** The college last offered the Summer Bridge program for a small group of nine students. Seven placed out of developmental classes and/or into a higher developmental class when they re-took the placement tests at the end of the week-long program with a seventy-seven percent success rate. The college anticipates a class of 30 for the next program offering.

**Timeline:** Started in summer, 2012.

**Reporting Status:** Active and performance sustained.

**Resources:** The initiative has been absorbed into operational costs.

## 7. Developmental Mathematics (MAT-097 AND MAT-099) Computer-Based Re-design

**Description of Program:** Carroll Community College redesigned its MAT-097 (Introductory Algebra) and MAT-099 (Intermediate Algebra) courses so that some sections of each course are offered in a computer-

based instructional format based on redesign efforts supported by the National Center for Academic Transformation (NCAT). A mastery-based approach has also been incorporated into the redesign.

**Performance Target:** One performance target measure is to compare the success and completion rates of students in the redesigned computer-based instructional format with those of students in the traditional lecture-based instructional format. Another performance target measure is to conduct a longitudinal study of student success and completion rates in subsequent mathematics courses students take to see if there is any performance difference between the students who completed the computer-based format versus those who completed the traditional lecture-based format.

**Timeline:** In Fall 2012, the redesigned classes were piloted on a limited basis (four sections of MAT-097 and five sections of MAT-099). In Spring 2013, offerings were expanded so that 50% of MAT-097 and MAT-099 classes were offered in the computer-based instructional format. This ratio will continue unless results indicate otherwise.

**Reporting Status:** Limited preliminary data indicates that students enrolled in the redesigned computer-based instructional format classes in fall 2012 had success rates comparable to their traditional lecture-based counterparts. Initial longitudinal analysis will be conducted during summer 2013 and use fall 2012 and spring 2013 results. Analysis is ongoing.

**Resources:** The initiative has been absorbed into operational costs.

## **8. Teacher Education Achievement & Matriculation (TEAM) for Success**

**Description of Program:** TEAM is a teacher education high-impact practice that embeds career, academic, and transfer planning learning outcomes in the curriculum. In a department-wide survey of 129 education students (spring 2012) pursuing an associate's degree, students cited academic advising, field placements, and the academic community as the three prominent practices that improve their persistence.

**Performance Target:** The goal is to increase persistence and retention among education students. Between fall, 2011 and spring, 2012, there was an 80 percent retention rate of students. This compares to the college retention rate of approximately 78 percent. The remaining percentage transferred prior to degree completion.

**Timeline:** 2009 and ongoing

**Reporting Status:** Active and performance sustained. implemented.

**Resources:** The initiative has been absorbed into operational costs.

## **9. Commit to Completion Fair**

**Description of Program:** In FY 2013, Carroll Community College and its Phi Theta Kappa chapter held the third annual Commit to Completion Fair in the College's Great Hall from 11 a.m. to 1 p.m. during the peak registration time on the second day of priority registration. Faculty members and Student Affairs professionals staffed information tables to educate participating students about the various academic disciplines and many student support services available at Carroll. In this venue, faculty

and staff stressed the importance of degree completion in the context of Carroll Community College's academic programs. Members of Phi Theta Kappa worked diligently to draw enthusiasm from the crowd and in the end, ninety students signed the Pledge to Complete the associate degree.

**Timeline:** FY 2011 and ongoing

**Reporting Status:** Active and performance sustained.

**Performance Target:** Performance targets are under review.

**Resources:** The initiative has been absorbed into the operational cost.

## **SECTION II: INITIATIVES TO CLOSE THE MINORITY ACHIEVEMENT GAP**

### **10. Minority Achievement Gap**

**Description of Initiative:** Carroll Community College tracks and reports on several measures relating to student achievement, the benchmarks for which are the same for all racial groups. Due to the county population demographics, non-white populations combined represent eight percent of the student body. Therefore, minority student achievement results are often not-reportable due to insufficient numbers. One student can widely skew success data in either direction.

As indicated in earlier sections of this document, Carroll Community College has several initiatives in place to address retention and completion goals. While Carroll's retention and completion rates are at historical highs and among the highest in the state, we are aggressively expanding intervention strategies. In addition, we have been improving access to academic performance analytics using Colleague's "Web-intelligence System". During FY2013, we developed a student success data warehouse which is now informing faculty as to student progress at multiple levels. It has been used successfully to support the program review process and is helping to inform our developmental studies re-design efforts (described earlier). Further, we are developing a "Retention Accelerator" data warehouse for use in FY2014 to better track individuals, groups, and cohort progress. With access to better data, intervention efforts will be better targeted and assessed.

## **SECTION III: ADULT LEARNING ENGAGEMENT**

### **11. Adult Basic Education**

**Description of Program:** This program provides educational services in collaboration with key 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 in order to be competitive in the workforce, enter post-secondary education or career training and exercise the rights and responsibilities of citizenship.

**For FY 2013, how many courses (not course sections) does your institution offer for adult education students?** Carroll Community

College offers three levels of Adult Education: Adult Basic Education (ABE), Pre-GED preparation, GED Preparation, as well as Family Literacy classes. The college also offers the National External Diploma Programs, and three levels of ESOL (Beginning, Intermediate, Advanced).

**For FY 2013, how many adult education students did your program serve?** Carroll Community College had 1,100 registrations (duplicated).

## **12. Carroll Business Path**

**Description of Program:** The Carroll Business Path is a partnership between the Carroll County Department of Economic Development, the Miller Center for Small Business at Carroll Community College, the Carroll County Chamber of Commerce, the Maryland Small Business and Technology Development Center and the Carroll Technology Council. The Path provides a centralized consortium of all of the local resources available to start -ups and entrepreneurs, and existing small business owners, to grow and succeed. The Miller Center's role is to provide courses and conferences for these constituent groups.

**For FY 2013, how many courses (not course sections) does your institution offer for students?** 70

**For FY 2013, how many students did your program serve?** 1,001 (duplicated).

## **SECTION IV: HIGHSCHOOL ENGAGEMENT**

### **13. Accounting transcribed credit (articulation program)**

**Description of Program:** Since 2006, Carroll Community College has worked closely with Carroll County Public Schools to provide transcribed credit for certain students who complete Accounting 1 and 2 through the public school system. Transcribed credit is available to students who have completed the Accounting 1 and 2 classes in their high school, achieving a grade of at least B in their high school courses. Before implementing this program, faculty from Carroll Community College worked closely with their counterparts in the high schools to align the curriculum, assuring that students who complete accounting in high school will have the same preparation as those taking the college course. As a capstone assessment in the high school Accounting 2 course, students take the standardized final examination from the college's ACCT 101 course. Students who earn at least a C are eligible for transcribed credit, with a grade based on their score on the college's final examination as well as their coursework in the public schools.

Additionally, analysis after the first five years of the program revealed that students who received transcribed credit for ACCT 101 were at least as successful in ACCT 102 as students who completed both courses at the community college, evidence of tightly aligned curriculum and highly-trained faculty. High school accounting teachers provide the instruction for

the course as a part of their teaching assignment and community college faculty grade the standardized final. The program has grown from 28 students in 2006 to 47 students in 2013, providing students with the opportunity for a jump start on their college career and forging valuable connections between the public schools and the college faculty.

**How many high schools are working with your institution: 8 For FY 2013, how many high school students did your program (s) serve?** For FY 2013, 47 students participated in the articulated credit program.

**If any programs require students to pay tuition and fees, please note the program and cost to the student.** Students are not required to pay tuition or fees.

#### **14. Education and Early Childhood Information Sessions at High Schools**

**Description of Program:** In fall, 2012, approximately 21 students came to a meeting on campus from high schools representing Early Childhood Education/Teacher Academy of Maryland. In spring, 2013, outreach was conducted to generate interest in visits to the campus by Early Childhood Education students.

**How many high schools are working with your institution: 7 For FY 2013, how many high school students did your program (s) serve?** 21

**If any programs require students to pay tuition and fees, please note the program and cost to the student.** N/A

#### **15. Design Studio**

**Description of Program(s):** Carroll Community College held its third Design Studio in summer, 2013. The Design Studio is a rigorous two-week studio experience for all current high school students interested in a career in Graphic and Multimedia Design. The program is designed to meet many objectives including giving students insight into what the fields of Graphic and Multimedia Design are really like and allowing students to work with a real freelance client.

**How many high schools are working with your institution?** 7

**For FY2013, how many high school students did your program(s) serve?** 12

**If any programs require students to pay tuition and fees, please note the program and cost to the student:** \$245

#### **16. Annual Youth Art Month High School Exhibit (YAM)**

**Description of Program:** Carroll Community College hosts an annual YAM for five weeks in March, providing a professional and public space in which to showcase the best of high school art and the effectiveness of the county's art teachers.

**How many high schools are working with your institution?** 8 For FY 2013, how many high school students did your program serve? 100

**If any programs require students to pay tuition and fees please note the program and cost to the student:** N/A

**17. Live Art (Scheduled for fall, 2013)**

**Description of Program:** Carroll Community College hosts a day-long presentation called "Live Art." Students act out pantomimes that address social issues. This interactive demonstration includes audience participation in skits.

**How many high schools are working with your institution?** 1

**For FY 2013, how many high school students did your program serve?** 20

**If any programs require students to pay tuition and fees please note the program and cost to the student:** N/A

**18. Senior Show**

**Description of Program:** At the end of the spring semester, high school students who are graduating seniors exhibit in the college art gallery. With guidance from the college art curator and their instructor, students submit, jury, arrange and hang their own senior show.

**How many high schools are working with your institution?** The show was not scheduled for 2013, but will be held in spring, 2014.

**For FY 2013, how many high school students did your program serve?** N/A

**If any programs require students to pay tuition and fees, please note the program and cost to the student:** N/A

**19. Carroll Drama Fest**

**Description of Program:** This is an annual festival for high school drama students in Carroll County. This year, Carroll Community College hosted the festival on campus. Carroll provides workshops for students on acting, directing, technical theatre, playwriting, theatre business, and general theatre.

**How many high schools are working with your institution?** 8

**For FY 2013, how many high school students did your programs serve?** 450

**If any programs require students to pay tuition and fees, please note the program and cost to the student.** There was a \$6 lunch fee.

**20. Maryland Thespian Festival Description of Program:**

State-wide, two-day festival and competition every year. Carroll theatre staff attended as workshop leaders and adjudicators for one-act competition.

**How many high schools are working with your institution?** 25

**For FY 2013, how many high school students did your program serve?** 550

**If any programs require students to pay tuition and fees, please note the program and cost to the student:** \$40 for students to participate in the festival

- 21. High School Testing Dates Description of Program(s):** On-campus placement testing offered to high school students (targeting juniors) on high school closing days, early dismissal days and Saturdays. They are offered during these times as an incentive to students to test early during their junior year, particularly if they are considering Concurrent Enrollment during their senior year. Early testing allows them to remediate, if appropriate, during their junior year and then re-test.
- How many high schools are working with your institution?** 8 public high schools but open to out of county, and private schools
- For FY2013, how many high school students did your program(s) serve?** Approximately 150 plus 75 for high school testing for special programs - (Academy of Finance and Accounting Students), spring 2013
- If any programs require students to pay tuition and fees, please note the program and cost to the student:** no cost to test but full cost of tuition and fees to take classes.

**22. Concurrent Student First Advising Session**

**Description of Program:**

The admissions office requires an Online Pre-advising for students to receive information about their college placement test scores, and college policies and procedures for prospective concurrent high school students. After completing this session, students meet one-on-one with an admissions professional to register for courses and finalize the enrollment and high school approval process. The initial session creates the context for a more productive face-to-face meeting and for richer conversation.

**How many high schools are working with your institution?** 8 public in Carroll County plus private, out-of-county and state perimeter schools and homeschooled students

**For FY2013, how many high school students did your program(s) serve?** 317

**If any programs require students to pay tuition and fees, please note the program and cost to the student:** full tuition and fees

**23. Entrepreneurship Conference**

**Description of Program:** This annual one-day program educates high school and college students on the practical reality of starting and running a small business. The program focuses on a different local industry each year, and features a nationally-known keynote speaker, and breakout sessions with local business owners and instructors.

**How many high schools are working with your institution?** Seven public high schools and two career and technology centers are working with

the college. The program is also open to several private or parochial high schools in the region.

**For FY 2013, how many high school students did your program serve?** The Fifth Annual Entrepreneurship Conference: Cultivating Opportunities in Agribusiness, served 57 high school students.

**If any programs require students to pay tuition and fees, please note the program and cost to the student:** Any fees paid cover out-of-pocket lunch or transportation costs.

## **SECTION V: MIDDLE SCHOOL ENGAGEMENT**

### **24. Shiloh Middle School STEM Initiative Description of Program:**

This year, Carroll Community College sponsored a service-learning event at Shiloh Middle School in which more than 59 Carroll students, faculty and staff attended. From Shiloh Middle School, there were 225 students present (the entire 7th grade at the school) along with 13 teachers, the Vice Principal and the Principal. Carroll County Public School system-wide administrators attended, such as the STEM coordinator and Assistant Superintendent of the school system. This program has a collaborative relationship with one middle school due to logistic reasons and the time it takes to make that event happen.

**For FV 2013, how many middle schools are working with your institution?** 1

**For FV 2013 how many middle school students did your program serve?** 225

**Did this program require students to pay tuition and fees?**

There was no cost to the middle school or to the public school system. Supplies, etc., were covered by the college STEM club as a designated service-learning project and by a middle school grant.

### **25. Summer!Kids@Carroll and Teen College**

**Description of Program:** This is a week-long summer enrichment program which targets elementary and middle school-aged youth.

Programs focus on art and creativity, science and technology, careers and performance.

**For FY 2012, how many middle schools are working with your institution?** N/A

**For FY 2012, how many middle school students did your program serve?** 577 registrations (duplicated headcount) from middle school students

**Did this program require students to pay tuition and fees?** Yes.

**Note:** FY 2013 data is not available on Summer!Kids@Carroll and Teen College until after this publication deadline

**Chesapeake College**

**Chesapeake College**  
**FV2013 Submission to Maryland Association of Community Colleges**  
**SECTION 1: COMPLETION BEST PRACTICES**

**1. Restructuring degree programs to include laddered letters of recognition and basic and advanced certificates.**

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

**Trend data:** Number of degree 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.

**FY13 Update:** Number of degree completers rose to 345 in FY13, a 9.2% since FY12 and 52% since FY08.

**Timeline:** 2009-2014

**Reporting Status:** Active and performance under review.

**Resources:** Yes

**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%.

**FY13 update:** Review extended one year. Total number of African- American graduates fell to 34, still exceeding target compared to May 2010 benchmark (41.7% increase since 2010).

**Timeline** FY 2011-2013

**Reporting Status:** Complete

**Resources:** Yes

**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:** Active and performance under review.

**FY13 Update:** Developmental restructuring implemented during recently completed Academic Year 2013. First performance target review to be completed after current academic year.

**Resources:** Yes

#### **4. Streamlining of Transfer Certificate to facilitate program completion.**

**Performance Target:** Increase number of basic and advanced transfer certificate completers by 20% by FY2014. FY13 Update: Total of basic and advanced transfer certificates increased 20% from FY12 (5) to FY13 (6).

**Timeline:** FY 2011 - FY 2014

**Reporting Status:** Active and performance under review.

**Resources:** Yes

## **SECTION II: INITIATIVES TO CLOSE MINORITY ACHIEVEMENT GAP**

#### **5. Success and Interactive Learning (SAIL):**

Award-winning program for first-time students (3/4 time or above) with front loaded retention activities and tuition stipends for successful completers.

**Performance Targets:** Minority participation in SAIL will exceed minority composition of overall student headcount; minority students will complete the program at the same rate as majority students

**FY13 results:**

**Minority participation in SAIL:** 25.4% of cohort (compared to 23.2% of student body for Fall 2012 and Spring 2013, the participation semesters covered in this review)

**Majority successful program completion rate:** 33.6% (51 of 152)

**Minority successful program completion rate:** 42.3% (22 of 52)

For the first time, minority students completed SAIL at a higher rate than majority students. In addition, minority participation in the voluntary program (25.4% of the total) exceeded the minority component of the overall student population (23.2%) for the two applicable semesters (Fall2012 and Spring 2013).

Key, new FY14 strategy will be a cross-divisional tutoring initiative in which the Student Success Division and Academic Support Center will partner. In addition, the minimum number of credits attempted to be eligible for SAIL was dropped to seven to increase access to the program.

#### **6. FOCUS**

An offshoot of SAIL, is directed specifically at minority males (which comprised 100 percent of the participants in FY13).

**Performance targets:** Aggregate 2.0 or better GPA for minority male cohort members in Fall 2012 semester with 75% of participants at 2.0 or better; aggregate 2.0 or better GPA for same cohort in Spring 2013 semester with 75% of participants at 2.0 or better; fall-to-spring retention rate of 75% for same cohort.

**FY13 results:** Aggregate GPA of participants was 1.88 in Fall 2012 with 47% of participants at 2.0 or better. Both aggregate GPA (up to 2.14) and percent of participants achieving 2.0 or higher (up to 69%) increased in the Spring 2013 semester, and the cohort had a 94% fall-to-spring retention rate.

### SECTION III: ADULT LEARNING ENGAGEMENT

#### 7. ABE/ESL

**Description of Program:** College offers both ABE and ESL in its six-county service region.

**For FY2013, how many courses (not course sections) does your institution offer for adult education students?**

Approximately 23 unique courses.

**For FY2013, how many adult education students did your program serve?** 1,663 students.

### SECTION IV: HIGH SCHOOL ENGAGEMENT

#### 8. Dual Enrollment Program

**Description of Program:** College partners with high schools in five-county region to offer access to Dual Enrollment Program, including on-site placement testing and advising at the high schools and 25 percent reduction in tuition.

**For FY2013, how many high schools are working with your institution?**

17 (including non-public high schools)

**For FY2013, how many high school students did your program serve?**

169 in Fall 2012 and 210 in Spring 2013

**Did this program require students to pay tuition and fees?** 75% of tuition and 100% of fees

**If applicable, please note the program cost to the student:** Varies greatly depending upon the courses taken.

#### 9. High school testing and registration

**Description of Program:** Offer testing (ACCUPLACER for college placement) and registration on-site at high schools in the college's service region during both the fall and spring semesters.

**For FY2013, how many high schools are working with your institution?**

8

**For FY2013, how many high school students did your program serve?**

Approximately 550

**Did this program require students to pay tuition and fees?** Students who signed up for classes had to pay tuition and fees (25 percent tuition break if for Dual Enrollment), although not at the time of registration.

**If applicable, please note the program cost to the student:** No cost for the testing and registration services – cost of the classes depended upon courses taken.

#### 10. Chesapeake College Open House

**Description of Program:** Service-region high schools were invited to send 10th-through 11<sup>th</sup> graders to an open house that includes an academic fair, breakout sessions, and panel discussions involving faculty and students along with lunch, musical entertainment and prize giveaways appropriate to the age group.

**For FY2013, how many high schools are working with your institution?**

10

**For FY2013, how many high school students did your program serve?**

Approximately 320

**Did this program require students to pay tuition and fees?** No  
**If applicable, please note the program cost to the student:** Nocostfor attendingthe openhouse.

**11. Eastern Shore College Night**

**Description of Program:** Nearly 120 colleges participated in the event, held in Chesapeake College's gym and sponsored by the five superintendents of schools in the college's service region. This event provided local access to recruiters from across the country in an event targeted for 10<sup>th</sup> through 11<sup>th</sup> graders.

**For FY2013, how many high schools are working with your institution?**  
Approximately 16 (including individual students from some small, private schools in the service region)

**For FY2013, how many high school students did your program serve?**  
Approximately 1,000

**Did this program require students to pay tuition and fees?** No  
**If applicable, please note the program cost to the student:** Admission to College Night is free.

**SECTION V: MIDDLE SCHOOL ENGAGEMENT**

**12. Chesapeake College Middle School Days Description of Program:**

Eighth-graders from middle schools in all five of the college's support counties participated in half-day programs that included a campus tour along with career planning/resume writing, occupational training, and career interest inventory sessions along with lunch.

**For FY2013, how many middle schools are working with your institution?** 6

**For FY2013, how many middle school students did your program serve?**  
Approximately 450

**Did this program require students to pay tuition and fees?** No.  
**If applicable, please note the program cost to the student:**

**Cecil College**

**Cecil College**

**FY2013 Submission to Maryland Association of Community Colleges**

**SECTION 1: COMPLETION BEST PRACTICES**

**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.

**2013 UPDATES:** The college was unable to secure additional funding for the Summer Bridge program at the completion of the grant. Despite the funding challenge tutors have been assigned to selected sections of Developmental English courses in an effort to improve student success rates.

**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.

**2013 UPDATES** The graduation rates of accelerated students remained stable between FY '12 to FY '13. The College has already begun plans to relocate the Social Work program from our Elkton location to the main campus in North East. Student and faculty feedback has informed us that closer proximity to library and academic support services will assist in promoting student success. This move will be made in FY '14 since space is not available in the upcoming academic year.

## **Additional Programs**

### **3. Launching a Summer Bridge Program for low income, underrepresented, developmental first time, fulltime 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:** Data related to outcomes will be available in fall 2013.

**Resources:** Grant funded.

#### **2013 UPDATES**

The persistence rate for the Summer Bridge Students was slightly better (66%) compared to the Control Group (62%). While not 30% higher than the Control Group, Summer Bridge students performed as well as the other students. Data supports the improvement be directly attributed to the two-week summer session, the additional tutors in the classroom and the support system put into place for these at-risk students.

**Please see the following:**

- a. Summer Bridge Students -fall semester
  - i. 12 Students- Highly Successful (41%)
  - ii. 9 Students- Moderately Successful (31%)
  - iii. 8 Students- Unsuccessful (28%)
- b. Control Group Students
  - i. 11 Students- Highly Successful (38%)
  - ii. 7 Students - Moderately Successful (24%)
  - iii. 11 Students- Unsuccessful (38%)

As a part of the Summer Bridge Grant, Cecil was granted permission to run a **math 'Boot Camp'** at the beginning of the spring semester. The purpose of the boot camp was to provide volunteer students an opportunity to refresh their math skills prior to entering the classroom. While the results were not conclusive, we did conclude that this was a worthwhile endeavor that should be repeated. Also, we had a number of lessons learned to include:

- The Boot Camp was very short, two three hours blocks of instruction. This timeframe needs to be extended in order for the program to be more effective.
- We should separate out the students by level of competency rather than trying to work with all three developmental levels in one class.

- Enhance focus on students who previously failed to complete their DevEd Math courses.

#### **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.

**Performance Target:** 75% of students persist in their coursework year 1 in a STEM discipline. **Reporting Status:** Data related to outcomes will be available in fall 2013. **Resources:** Funded through operational dollars.

#### **2013 UPDATES**

Fall 2013 enrollment is underway and data for the program is not available until September.

### **SECTION II: INITIATIVES TO CLOSE THE MINORITY ACHIEVEMENT GAP**

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

#### **Additional Program**

##### **5. 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%.

**Resources:** Funded through operational dollars.

### **2013 UPDATES**

A number of strategies were advanced over the past year to positively impact the retention of minority students. Included in these efforts was an increase in peer-to-peer mentors, staff mentors, and monthly "drop-in" for tutoring. Subsequently, the retention rate of minority students from fall '11 to fall '12 increased from 42.0% to 45.4%. This represented a slightly higher percentage of growth for the total student body which was 48.8% in fall '12.

## **SECTION III: ADULT LEARNING ENGAGEMENT**

### **6. 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.

### **2013 UPDATE**

The College offered 27 adult education courses during FY 2013 and served 609 students. The vast majority (76%) of students were served through the Basic Education program. The details related to students served are as follows:

- Adult Basic Education 409 students
- GED 144 students
- ESOL & ESL Civics 50 students
- Literacy 6 students

Adult Education and GED students are also provided with resources and information related to credit enrollment in the later part of their program. In FY2013 the College hired a part-time Transition Coordinator to work with Adult Education students to encourage and assist with their ongoing enrollment in both credit and non-credit programs that lead to better employment opportunities.

## SECTION IV: HIGH SCHOOL ENGAGEMENT

### 7. 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. 21 students completed courses in math and science. Students enrolled in anatomy, biology, chemistry, physics, statistics, and/or calculus courses. All but 2 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 \$155/four-credit course.

#### **2013 UPDATES**

16 students participated in the STEM partnership in FY '13. Students enrolled in anatomy, biology, chemistry, physics, statistics, and/or calculus courses. In total, these 16 individuals enrolled in 36 different courses. Of these 36 enrollments all but 2 courses were completed at a "C" level or above.

### 8. 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 225 students. 143 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.

#### **2013 UPDATES**

The participation in the on-site College Bound program was 160 in FY '13. All five public high schools hosted Cecil College faculty on premise to make college coursework more accessible to their students. Additionally 85 students participated in the full or partial senior waiver program. In total 245 students benefitted from the 50% tuition reduction option.

**Additional Program**

**9. 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.

**2013 UPDATE**

Students from 4 of the 5 area high schools participated in the Digital Arts Dual Enrollment Partnership program. 14 students completed courses in digital imaging, photography, and/or video production. All students received a "C" or better in each of their courses.

**General High School Outreach**

**NOTE:** The College offers more than 35 different programs for high schools students to assist with the transition from high school to college.

	<b>#ofPrograms</b>	<b># of Students</b>
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**

**10. 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 middle schools will participate in the Career Blast program. This past year was the planning period for this initiative. The public schools have agreed that every student in 8th will participate through in-class presentations. 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.

**2013 UPDATES**

- *First Component (Completed in November)*  
College Value Workshop -The workshop occurred on-site at each middle school to introduce students to the world of work. Approximately 1025 students were advised of credentialing requirements and the link among education, employment, and salaries. An emphasis was placed on encouraging students to pursue a high school curriculum that prepares them for the rigor of a college education. Information was also provided on security clearances and background checks.
- *Second Component (Completed in February)*  
Parent Orientation Session -The Parent Orientation was offered at each county middle school. Presenters provided information about changes in today's workplace related to: educational credentialing, security clearances/background checks, salary differentials, and the need for a rigorous academic schedule in high school. Participation rates are listed below.

	Total Number Attended	Number of Families Represented
Totals	610	258

- *Third Component (March 20 & 21)*  
Interactive Career Expo Cecil College hosted a Career Expo on Cecil's campus that incorporated hands-on activities for eighth graders. Students participated in activities related to various careers. Career pathways were clustered in the following areas:
  1. Business,
  2. Healthcare
  3. Performing Visual Arts
  4. Public Service and
  5. STEM.
 Organizations throughout the region provided 27 interactive sessions for students. Participation rates are listed below.

	Total Students Enrolled	Total Student Participation
Totals	1197	908

## **Additional Program**

### **11.STEM and Beyond Night**

**Description of Program:** STEM and Beyond Night was held at county 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. 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.

#### **2013 UPDATE**

The program was held at 2 additional middle schools and 6 more elementary schools were invited to participate as well. 260 students and over 350 family members from 8 different schools participated in the program. The total number of participants in FY'13 was lower than FY '12, however the school districts were smaller and the percentage of participation remained the same at 22% as compared to the previous year. Further, after school STEM activities were advanced at the FY '12 schools. Attendance was light for each activity and consideration is being given to alternative promotion strategies.

**College of Southern Maryland**

## College of Southern Maryland

### FY2013 Submission to Maryland Association of Community Colleges

#### SECTION 1: COMPLETION BEST PRACTICES

##### 1. Fast Track English and Math developmental courses:

Courses that assist students who are deficient in English and math skills to complete remedial coursework early in their program of study in an accelerated format.

**Performance Target:** Fast Track students will raise their scores to place out of the developmental class or raise their score to assist them in course completion.

**Timeline:** Summer-Ongoing

**Reporting Status:** Active and Performance Sustained for English; Complete for mathematics and reading.

**Resources:** No. Additional resources are needed to provide the tutoring component which accompanies these courses.

##### 2. Adjunct Faculty Academy and Certification Program:

This program provides professional development for adjunct faculty throughout the academic year in such areas as assessment, classroom management, syllabus preparation, Blackboard raining, and use of technology in the classroom.

Adjunct faculty have the opportunity to participate in a three-level certification process through which they can increase their per credit compensation.

**Performance Target:** Increase by 10% each year the number of adjunct faculty who participate in professional development trainings. CSM has exceeded performance target each year thus far.

**Timeline:** Ongoing

**Reporting Status:** Active and Performance Sustained

**Resources:** No. Additional resources would be helpful to extend the opportunities for additional trainings and the selection of trainings.

##### 3. Early Alert System:

Faculty submit online reports using the Maxient system to notify the Registrar's Office when a student is not attending a course during the first three weeks of class. An e-mail is sent to the student with a copy to the Student Success Coordinator

to remind the student of their registration in the course. In addition faculty report students who are in academic difficulty to the Student Success Coordinator. The Student Success Coordinator contacts the student to recommend tutoring or online academic assistance and frequently meets with students to develop learning strategies.

**Performance Target:** Students who are in academic difficulty will be assisted and monitored for successful course and program completion.

**Timeline:** Fall 2009-Ongoing

**Reporting Status:** Active and Performance Under Review

**Resources:** No. Additional resources will be needed as more students are identified who need academic assistance to successfully complete a course.

#### **4. First Year Seminar Program.**

Most new students will be required to participate in a 3-credit course entitled "Making Connections: A First Year Seminar. The course is an interdisciplinary studies theme-based course designed to introduce students to the skills required to achieve proficiency in a variety of institution core learning area outcomes. The program pilots with four sections in fall 2013 and will expand to full implementation by fall 2015.

**Performance Target:** Improve fall-spring and fall-fall retention of new students. Decrease achievement and retention gaps.

**Timeline:** Spring 2013-Fall2015

**Reporting Status:** Future implementation

**Resources:** No.

#### **5. Developmental Math Re-Design.**

Using the FastTrack program as a model and incorporating best practices from the National Center for Academic Transformation, the developmental mathematics program at CSM has been fully re-designed from both curricular and delivery perspectives. The program piloted in fall 2012 at one campus and is now fully implemented on three campuses. As a result of the re-design, CSM has reduced the number of developmental mathematics courses from four down to one.

**Performance Target:** Improve percentage of students completing developmental mathematics sequence in three semesters. Improve performance in follow on mathematics classes.

**Timeline:** Spring 2012-Fall2015

**Reporting Status:** Active and performance under review

**Resources:** No

## **SECTION II: INITIATIVES TO CLOSE THE MINORITY ACHIEVEMENT GAP**

Embedded within CSM's Cultural Diversity goals are objectives and action items that are specifically aimed toward recruiting a diverse student population, providing the appropriate services to retain that diverse student population while preparing them to meet their academic and career goals.

**The following action items focus on closing the minority achievement gap:**

- 6. Host student focus groups for students of color and students of varying cultural backgrounds to gather campus climate data and share data with**

**appropriate departments and committees.**

The African American Student Success Initiative Committee reconvened during the fall semester to make recommendations to the President's Committee on Diversity and Inclusion based on the outcome of the focus groups that took place during the spring semester of 2012. One of the key recommendations from the focus groups was to develop and implement a comprehensive mentoring program for students of color, specifically African American males focused on academic success, career exploration, and community service and leadership development.

**7. Examine issues -both academic and social integration issues -around the First Year of College and develop programs and services that provide African-American students with a stronger foundation for college success.**

CSM has conducted extensive research on best practices for the first year of college and has developed a First Year Seminar course that will consider the academic, social integration, and student success aspects of the first year experience in a theme-based research course that will pilot in the fall 2013 semester. The course has been designed in keeping with best practices developed through an inter-divisional workgroup that began with a week-long AAC&U High Impact Practices institute during which the team worked with national experts in first year seminars. It is expected that the course will be fully implemented by spring 2015.

**8. Identify and implement programs that help African-American students make progress toward their goals and assist them in modifying their goals as appropriate.**

Themes taken from the data collected from the focus groups that were held with groups of African American students in the spring of 2012 have been utilized to explore opportunities for strengthening and/or creating programs and services aimed at student success.

**9. Host dialogues with African-American students to determine current roadblocks to graduation and/or transfer.**

There were (6) focus groups held in the spring of 2012 with African-American students to identify ways to enhance student engagement and also increase completion rates. Students shared challenges with advising, tutoring, and general concerns around navigating through their first year at CSM. The advising system is currently being revised and more marketing about tutoring services will be provided in the future. Additionally, the establishment of the new First-Year Experience courses as well as a greater push to get students to attend orientation programs will greatly aid in the transition of new students.

**10. Explore the feasibility and desirability of launching a mentoring program for African American male students. Provide findings and recommendations to appropriate departments and committees.**

Based on information shared by students in the focus groups as well as a review of best practices on the retention of African-American males, the college will launch a student leadership and mentoring program will be piloted in fall 2013 for African-American males. This comprehensive program will provide opportunities for students to work in small cohort groups with faculty, administrators and seasoned student ambassadors who will assist them in navigating the college through robust advising, tutoring, community service, and professional networking. The College also funded a new part-time position and other operating expenses. Additionally, the plan seeks to promote multicultural sensitivity in the classroom among faculty and students by providing faculty with appropriate pedagogical development to enhance learning in the classroom.

**SECTION III: ADULT LEARNING ENGAGEMENT**

**11. Career Starters**

**Description of Program:** Career starters trains adults for careers such as, business, construction, early childhood, healthcare, hospitality, information technology, and real estate. Training programs take 10 - 16 weeks to complete.  
**For FY2013, how many courses (not course sections) does your institution offer for adult education students?** 104  
**For FY2013, how many adult education students did your program serve?** 1,437

**12. Juvenile Offenders Building Skills**

**Description of Program:** The six-month program provides job skills for young adults 18-21 who have been involved in the juvenile system from the age of 14 or above and have never been convicted as an adult under Federal or State law. Upon completion, participants will be placed in high demand occupations of (1) heating , ventilation and air conditioning (HVAC) and (2) plumbing.  
**For FY2013, how many courses (not course sections) does your institution offer for adult education students?** 22 courses, 900 hours of instruction (career training, soft skills, and employer skills)  
**For FY2013, how many adult education students did your program serve?** 22

**SECTION IV: HIGH SCHOOL ENGAGEMENT**

**13. High School Math Articulation and Dual Enrollment Program**

**Description of Program:** One of the CSM math faculty works with the teachers of math in the tri-county area as the math articulation coordinator to discuss best practices and create alignment between high school math courses and college

courses in developmental, transitional, and college-level math. The collaboration includes a workshop held each summer to review outcomes from the previous year, revisions, if any, to the curriculum, and results of the data analysis.

**For FY2013, how many high schools are working with your institution?** 14

**For FY2013, how many high school students did your program serve?** 501

**Did this program require students to pay tuition and fees?**

Yes, if students choose to take the courses as dual enrollment, they pay 50% of tuition. If students choose to take these as articulated credit, they do not pay.

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

Dual Enrollment: Tuition: 3 credit hour= \$166.50; 4 credit hour= \$221.20

### **13. High School English Articulation Program**

**Description of Program:** Three CSM English faculty members work with the teachers of English in the respective counties as English articulation coordinators to discuss best practices and create alignment between high school English courses and college courses in developmental English. Specifically, a college prep English course was created, and the CSM coordinators work with the high school teachers to ensure that students who select this course in their senior year attain college-level English competency. The collaboration includes a workshop held each summer to review outcomes from the previous year, revisions, if any, to the curriculum, and results of the data analysis. Each semester, a team of high school teachers and college faculty also grade the exit essays of the students taking this course at the high school.

**For FY2013, how many high schools are working with your institution?** 8

**For FY2013, how many high school students did your program serve?** 233

**Did this program require students to pay tuition and fees?** Yes, if students choose to take the courses as dual enrollment, they pay 50% of tuition. If students choose to take these as articulated credit, they do not pay.

**If applicable, please note the program cost to the student:** Dual Enrollment: Tuition: 3 credit hour= \$166.50; 4 credit hour= \$221.20

### **14. Robotics Challenge" Senior Division"**

**Description of Program:** To encourage STEM-related active learning activities, CSM has hosted a Robotics Challenge each year since 2007. This division is affiliated with the VEX Robotics Competitions (VRC). This partnership allows the winners of the tournament to represent Southern Maryland at the VRC World Championship.

**For FY2013, how many high schools are working with your institution?** 38

**For FY2013, how many high school students did your program serve?** 311

**Did this program require students to pay tuition and fees?** No

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

## 15. Tech Prep Senior Day

**Description of Program:** A half-day event for seniors in tech prep programs in the tri-county area to visit the La Plata campus of CSM to meet with faculty and enrollment advisors for presentations and information on program articulation, financial aid, and admissions requirements, and to tour the campus.

**For FY2013, how many high schools are working with your institution?** 14

**For FY2013, how many high school students did your program serve?** 90

**Did this program require students to pay tuition and fees?** No

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

Students are given the opportunity to purchase lunch from the CSM cafeteria with their own money.

## 16. Career and College Readiness Event

**Description of Program:** A half-day event for high school students who participate in career and technical education programs. Best-selling author, Chad Foster, worked with students through a dynamic and high-energy presentation and hands-on activities that had students walking away with a realistic receipt for future success in the workplace. Every student who participated was given a copy of Chad's book *Teenagers Preparing for the Real World, I and Career Readiness for Teens*.

**For FY2013, how many high schools are working with your institution?** 14

**For FY2013, how many high school students did your program serve?** 197

**Did this program require students to pay tuition and fees?** No

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

## 17. Women + Math Conference

**Description of Program:** The conference serves to increase awareness of women's ongoing contributions in STEM. It offered a keynote speaker, 14 sessions by presenters from such diverse areas as architecture, computer science, veterinary medicine, nuclear security, financial planning, and aerospace engineering, along with a parent/teacher workshop and an essay contest worth \$250 to each of the two winning essays.

**For FY2013, how many high schools are working with your institution?** 25

**For FY2013, how many high school students did your program serve?** 140

**Did this program require students to pay tuition and fees?** No

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

## SECTION V: MIDDLE SCHOOL ENGAGEMENT

### 18. Destination College 7th graders

**Description of Program:** Students have the opportunity to participate in a sample college class, meet with a panel of current CSM students, and tour the college campus.

**For FY2013, how many middle schools are working with your institution?** 6

**For FY2013, how many middle school students did your program serve?** 440

**Did this program require students to pay tuition and fees?** No  
**If applicable, please note the program cost to the student:**

### 19. Robotics Challenge Junior Division

**Description of Program:** To encourage STEM-related active learning activities, CSM has hosted a Robotics Challenge each year since 2007. This division uses the LEGO Mindstorm Robotics Systems as the competition platform.

**For FY2013, how many middle schools are working with your institution?** 93

**For FY2013, how many middle school students did your program serve?** 657

**Did this program require students to pay tuition and fees?** No  
**If applicable, please note the program cost to the student**

**Community College of Baltimore County**

**Community College of Baltimore County**  
**FY2013 Submission to Maryland Association of Community Colleges**

**SECTION I: COMPLETION BEST PRACTICES**

**1. Student Enrollment and Learning Labs (SELL) for Small Group Advising:**

**Description:** 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.

**Timeline:** Fiscal Year 2011- Ongoing

**Reporting Status:** In FV 2013, there were greater than 9000 student contacts recorded in the labs.

**Resources:** Student Enrollment and Learning Labs (SELL) have proven to be a cost effective and efficient mechanism for providing advising support.

**2. Electronic Documentation of Student/Advisor Meetings**

**Description:** It is essential to document meetings between students and academic advisors. Doing so maintains integrity of the discussion, serves as a record for chronicling recommendations made and information shared, and provides continuity of service delivery as students move from campus to campus and from advisor to advisor. In Spring 2009, Academic Advising began to systematically record highlights of meetings with students. This has significantly reduced the ability of students to "shop around" for a desired response, misquote recommendations, or misrepresent advisor advice.

Advisors enter notations in the comment form (SPACMNT) of the student information system, Banner. It is an invaluable resource in discussions with

faculty who are pursuing information received by students who said that "the advisor said." Very strict guidelines surround what should be recorded and phrasing of the notation. Notations recorded in Banner become part of the student's official record and should be thoughtful, factual and concise. With heightened focus on college completion (i.e. College and Career Readiness and College Completion Act of 2013) it is imperative that students receive not only timely and accurate information but that pathways are clearly identified. Electronic notations assist to monitor whether students are following recommended pathways.

**Performance Target:** This initiative is successful when notations are recorded and referenced at different contact points by different service providers.

**Timeline:** Fiscal Year 2009- Ongoing

**Reporting Status:** There were over 100,000 student contacts with professional advisors in FY2013, up substantially from the 70,000 during the previous fiscal year.

**Resources:** All full-time and part-time professional advisors record notes in Banner SPACMNT so this procedural addition is accomplished within existing resources.

### **3. Provision of a safe and supportive learning environment - Implementation of the Office of Judicial Affairs and Behavior Intervention Teams**

**Description:** The Office of Judicial Affairs promotes standards of behavior that support the CCBC Mission, Vision, and Values of Learning, Responsibility, Integrity, Inclusiveness and Excellence. The Office of Judicial Affairs administers a disciplinary process that maintains the integrity of the academic community and protects student rights.

CCBC is a multi-ethnic community comprised of students, faculty, staff and administrators. This community recognizes the need to establish a code of conduct that contains rules and regulations that promote growth and development, guide student actions, and define sanctions that will be imposed when rules and regulations are violated. For the benefit of the community at large, these regulations limit certain behaviors and activities. They also protect the academic integrity, health, welfare, safety, rights and property of the college.

When concerns about a student's behavior are reported, the Behavior Intervention Team will gather preliminary information regarding the concern and then a team member will interview the student as part of the initial assessment process. The interview will provide the opportunity for the student to share his/her concerns about the situation and ask for needed assistance in solving it. Information gleaned in this initial interview will be helpful in determining appropriate intervention strategies.

**Performance Target:** Cases are documented in Maxient software by means of an online Student Incident Report. The Student Incident Report provides a mechanism for responding to individual incidents and will reveal patterns of disruptive behavior of specific students. It will also provide aggregate data on

the nature and frequency of disruptions at the Community College of Baltimore County. A statistical review of 2012- 2013 revealed an increase during the past two years in the number of academic integrity cases being reported to the Judicial Affairs Office. There was also a statistically significant increase in the number of male offenders during this time period. Other observations include: statistically significant increase in the number of expulsions of students, the number of hearings held on all three campus and a significant increase in the number of hearings on the Essex campus. The overwhelming majority of the cases referred to the Judicial Affairs Office involved disruptive and disorderly behavior. Early intervention is the key to a student's completion of a degree or certificate.

**Timeline:** July 2008- Ongoing

**Reporting Status:** In 2012-2013, there were a total of 413 cases reported to the Office of Judicial Affairs. The breakdown included: 231 cases involving student conduct, 62 cases involving behavior intervention, and 120 cases involving academic integrity.

**Resources:** The Office of Judicial Affairs is currently comprised of a director, a full-time administrative assistant and three full-time Judicial Affairs Advocates. One of the full-time positions was just added in March 2011 that is split between Judicial Affairs and the Behavior Intervention Teams. Staffing will continue to be addressed as needs arise. Documenting caseloads through the Maxient software system provides the college with data to support increases or decreasing in staffing.

#### **4. Student Life Ambassador Program**

**Description:** The CCBC Student Life Ambassador Program was created in fall 2010. The program allows CCBC students to serve the college in a variety of ways, gain leadership skills and earn tuition reimbursement for hours served. The goal of every Student Life Ambassador is to be a responsible, articulate and supportive representative of the Community College of Baltimore County. Some qualities of a Student Life Ambassador include:

- Leadership
- Professionalism
- Enthusiasm
- Positive attitude
- College knowledge, involvement, and pride
- Effective communication skills
- Desire to represent and serve CCBC
- Demonstrated initiative
- Respect for diversity

**Performance Target:** The goal of this program is to have 20 to 25 Ambassadors perform 3000 service hours to the College mostly in the form of peer connection and leadership development training which is in progress.

**Timeline:** 2010-Ongoing

**Reporting Status:**

**Resources:** The Student Life Office has a temporary hourly staff member overseeing the Student Ambassador Program. This individual works closely with the Director of Student Life and the Civic Engagement and Student Leadership Administrator.

#### **5. Training course: Culturally Responsive Teaching/Culturally Responsive Pedagogy**

**Description:** The CCBC Culturally Responsive Pedagogy Course was designed to help faculty strengthen their practice by making learning appropriate for a diverse student population. This course was developed for faculty to infuse culturally responsive teaching and culturally responsive pedagogy in their courses. The specific goals of this training course are:

- To develop faculty understanding of the nature of race and culture, including expressions of race and culture by the students with whom they work.
- To positively affect faculty's interaction with students by training faculty to manage racial and cultural elements of classroom social exchange.
- To improve student success by developing faculty's ability to respond to cultural and racial needs and expectations of the particular students with whom they work.

The OMA has led a team of faculty members in the design and development of CRT course content in order to establish a four to six module CRT certificate program. This program will be offered to faculty and staff in support of the Achieving the Dream Initiative. All of the modules for this certificate program will be located on the OMA website. Names of the modules are:

Culture is always present  
Two Competing Mindsets that affect student outcomes  
Overcoming Stereotype Threat  
Caring and Cultural Responsiveness Developing Social Capital  
Culture and Language Variation

**Performance Target:** Scaling up the Culturally Responsive Teaching (CRT) training and targeting more of the training toward adjunct faculty has been a major goal of the Office of Instruction and the Center for Excellence in Teaching and Learning (CETL) this year. Two faculty members now receive reassigned time (3 credits per semester) to devote to CRT. During the 2012-2013 time period, CETL sponsored a total of six 2-hour module workshops (mostly attended by adjunct faculty members) and two 8-session intensive seminars (mostly attended by full time faculty and staff). Seventy-seven adjunct faculty members were trained in at least one module of CRT, with 11 adjunct faculty members completing all four module workshops. With the addition of a January intensive CRT seminar (doubling the number of intensive CRT seminars held in a year) twenty-five people (23 full time faculty members, 2 staff members) were trained in the CRT-intensive seminars. When these CRT

training efforts are considered along with the workshops/breakout sessions offered at Fall Focus, Professional Development Day, the Teaching-Learning Fair and the NFLC Retreat, over 200 faculty and staff members at CCBC took part in CRT training events this year.

**Timeline:** 2008-Ongoing

**Reporting Status:** Qualitative data is being collected about the impact that training in CRT is having in the classrooms and on the students of those faculty members who have been exposed to CRT training. In a small number (6) of taped interviews with faculty members who have been trained in the CRT Intensive Seminars, faculty members frequently gave examples of using concepts related to mindset in their classes. For example, one faculty member (MW) described how she infuses the concept of growth mindset in her classes. Another faculty member (MGB) described how she intentionally uses the concept of mindset beginning with an exercise she has her writing students do that involves hula hooping. A third faculty member (JL) explained that she knew that her students had learned the concept and importance of mindset when she heard spontaneous use of the terminology between students, "that's not a growth mindset". This faculty member also talked about her students 'catching her' in moments when her own mindset was not growth oriented and pointing it out to her. While this qualitative data on the impact of CRT is just beginning to be amassed, it is clear that at least some faculty members are using CRT concepts such as mindset to help their students understand the value and importance of having a growth mindset to succeed in college and in life.

**Resources:** The Office of Multicultural Affairs (OMA) in Partnership with the CCBC Center for Effectiveness in Teaching and Learning (CETL) oversee, promote and recruit staff and faculty members for the course. Both offices have a full-time director and administrative assistants to support the initiative. Staffing issues continue to be addressed as the need arises.

## **6. The Community College of Baltimore County/Baltimore County Public Schools Partnership**

**Description:** 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 **672 students** visited CCBC in FY 2013. (126% over last year)
- **CCBC Day** A recruitment/outreach event that showcased the college'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 and staff, and representatives from admissions, financial aid, placement testing, academic advisement, athletics and student activities. Two (2) high schools hosted CCBC Day and **300 students** attended these events in FY 2013.

- **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 college admissions process. College Connection sessions were conducted in 20 high schools and **1,553 students** attended a session in FY 2013. (59% over last year)
- **College Fair** CCBC and BCPS co-sponsored the annual **College Fair 2012** on March 4, 2013 (CCBC Essex) and March 5, 2013 (CCBC Catonsville). This event provided a marketplace of college, university and military recruiters to meet with high school prospects and parents. Two thousand seventy-two (**2072**) students and parents attended College Fair 2013. (21% increase over last year)
- **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 **1,617 high school seniors** were admitted to CCBC for Fall Semester, 2013. (59% increase over last year)
- **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-four (24) high schools participated and **1,362 students** enrolled in PEP for FY 2013.
- **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 **956 high school juniors** attended a session in FY 2013.
- **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 470 students participated in a PEP Testing Day in FY 2013.
- **College Gateway Partnership-** A collaborative program that provides a full day of college awareness activities on a CCBC campus for 8<sup>th</sup> 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

1,239 8<sup>th</sup> graders participated in the College Gateway Partnership in FY 2013.

- **College Pathway Program-** A field trip and outreach program that provides meaningful college awareness activities to engage 10<sup>th</sup> 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 471 10<sup>th</sup> graders participated in the College Pathway Program in FY 2013.
- **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. These students attended an orientation session which included a welcome breakfast, and presentations from administrators, faculty, staff and academic advisors. The D2D students earned an overall grade point of 3.60 for the Fall Semester, 2011 and a 3.65 for the Fall Semester 2012. Students had an overall grade point average of 3.66 for the Spring Semester, 2012 and 3.44 for the Spring Semester 2013. A second cohort of students began the program in FY13. Eleven (11) students from 10 high schools were selected. The students earned an overall grade point of 3.74 for the Fall Semester, 2012 and 3.00 for the Spring Semester 2013.
- **MOU with BCPS-** Based on the passing of the College and Career Readiness Act of 2013, CCBC and BCPS signed an MOU for a dual enrollment program. BCPS has agreed to fund the tuition of 4 CCBC courses. CCBC and BCPS are currently completing the processes and procedures for students to follow to gain acceptance into the program. An update will be provided in the FY14 report.

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

**Timeline:** Varied-Ongoing

**Reporting Status:**

**Resources:** Currently, resources are sufficient.

## 7. Centralized Call Center

**Description:** The Centralized Call Center is the deployment of a college-wide Call Center with a single number instead of campus based switchboards with different numbers for each of the three campuses at CCBC.

**Performance Target:** With Phase II of call center operations having been in full swing for an entire year, we now have a better understanding and more realistic view of our incoming call volume. In 2011-before phase II-the call center received 242,000 calls for the year. In 2012 -after phase II- we watched that number rise to 383,000. That's an increase of 58% in call volume and with the assistance of the Financial Aid and Registrars department expanding our knowledge base we were able to keep our first tier resolution percentage above 80% in spite of the aggressive increase in incoming calls.

**Timeline:** FY 10- Ongoing

**Reporting Status:** Our First Call Resolution percentage is still very high at 85.7% thus significantly decreasing call volumes to individual departments.

**Resources:** In the upcoming year an additional Financial Aid presence will need to be added in order to effectively service the elevated call volumes for that department from inside the Call Center.

## 8. One Stop Shops/Self Service Options

**Description:** CCBC is implementing "One Stop Shops" or "Enrollment Service Centers" at each of its three campuses, with the goal of improving the service experience, providing a single point of entry, and allowing students to conduct business at one location. In addition, at the One Stop locations multiple self-service stations are provided to allow students to access information and services independently.

**Performance Target:** To simplify enrollment processes, make navigation of college services intuitive, embrace student access to information and produce a solution centered culture. Timeline: FY 07- FY 16

**Reporting Status:**

**Resources:** Additional space renovations are planned and resources are being identified for full implementation of the One Stop Shops at all three campuses.

## 9. ACDV 101-Academic Development, Transitioning to College

**Description:** CCBC has instituted a mandatory one-credit, {1.5 credit hour} course for all first-time, degree-seeking students. This interactive course is designed to familiarize students with CCBC and foster the development of decision-making skills and learning strategies that link to student success in higher education. Topics include life issues such as self-efficacy and responsibility, time management, and financial literacy; academic issues such as college learning, study skills, and communication skills; higher education culture including terminology, policies and procedures, resources and services; college and career goals; and online learning skills such as using a portal, Blackboard, and online transfer information. The course has first semester advising and the creation of a personalized academic roadmap embedded into it. Special cohort sections are offered for African American males, honors students, and students in Health Profession and STEM majors. In 2012-2013 the course underwent a comprehensive formative evaluation which resulted in enhancements to scheduling, assignments, and delivery. Intensive training for

instructors of the online sections and African American cohorts is producing increased pass rates.

**Performance Target:** 75% fall to spring retention for all students.

**Timeline:** FY 2008-Ongoing

**Reporting Status:** The course, which has served over 20,000 students thus far, is meeting its retention goals.

**Resources:** CCBC has established an institutional budget for this program which includes funds for a department chairperson, adjunct faculty, and faculty training.

## 10. Accelerated Developmental Education

**Description:** 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, 10 developmental writers are permitted to enroll with 10 to 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, 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 noncognitive 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. The accelerated reading program combines all developmental reading and writing courses into a single five-credit hour course, Academic Literacy 052. About 350 students have enrolled in the course, with about half completing and enrolling next semester in ENGL 101, shortening the pipeline for these students by several semesters. The majority of these students pass ENGL 101. Last year, approximately 1000 developmental writing students, 600 developmental math students, and 350 developmental reading students took these courses in an accelerated format.

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

**Timeline:** 2007 - Ongoing

**Reporting Status:** The majority of ENGL 052 students enroll in ALP. Progress is being made every semester to scale up all accelerated offerings in all developmental disciplines and to scale down traditional sections of developmental education.

**Resources:** Some space adaptations, funds for training faculty (currently supplied by external grant funds from Title III, Kresge, Citi, and Hewlett).

#### **11. Completers of Continuing Education**

**Description;** The College 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.

**Timeline:**2008- Ongoing

**Reporting Status:** The process of implementing systems has begun.

**Resources:** Case Management systems and Student Services are needed.

#### **12. Clinical Counseling Partnership with Loyola Internship**

**Description:** Acknowledging the increasing prevalence of mental health issues presented by its students and desiring to provide cutting edge counseling support to address these same issues, CCBC expressed strong interest in becoming an internship placement setting where doctoral students, under supervision of a licensed counselor, would provide support for CCBC students through a holistic approach that combines mind, body and spirit therapies. Serving as the placement site for a single doctoral student intern in 2010, CCBC has now established itself as a desirable site where interns will receive sound clinical supervision, be presented with opportunities to make a difference in the lives of CCBC students, and be mentored all within a supportive and safe environment.

**Performance Target:** One intern per academic year

**Timeline:** Fiscal Year 2010- Ongoing

**Reporting Status:** In FY 2013, CCBC hosted two Masters and one doctoral intern from Loyola College in Maryland. Collectively, interns accounted for 2090 student contacts.

**Resources:** The resources provided by the institution are adequate and include office space, video and camera equipment and a site supervisor/counselor.

#### **13. Financial Literacy**

**Description:** CCBC has infused financial literacy into ACDV 101 through its Money Matters I program. This program begins by showing students a short

award-winning video of CCBC students discussing their financial challenges. Then through a case-scenario approach, students are led through discussions about wants versus needs, budgeting, financial predators, saving, and other topics relevant to their lives. Students are given a small plastic piggy bank to begin saving silver change. The Money Matters II program is providing faculty in developmental course stipends to create instructional toolkits that contextualize basic skill content with financial literacy concepts. Thus far, about 10 toolkits have been created and offered to over 350 students. Other programs are providing financial coaches to whom faculty can refer students who are in need and who access emergency financial resources such as textbooks or other kinds of support.

**Performance Target:** All new CCBC students are introduced to the basic concepts of financial literacy in ACDV 101.

**Timeline:** 2011- Ongoing

**Reporting Status:** CCBC is beginning to deepen its instructional work in financial literacy beyond ACDV by infusing it into developmental courses.

**Resources:** Funding for Money Matters I is institutionalized. Money Matters II and funding for financial coaching is external.

#### **14. Scholarships and Grant Initiative**

**Description:** 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 FY13 316 students were awarded a completion scholarship that amounted to \$96,434.50. Opportunity Grants were awarded in the amount of \$638,926.46 to approximately 1,411 students. This is a 15% increase from FY12.

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 2013 semester, CCBC has implemented a new web-based online scholarship application by Academic Works. 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.

**Timeline:** 2011-Ongoing

**Reporting Status:**

**Resources:** Funding is adequate at this time.

**15. New Student Orientation**

**Description:** The Office of Student Life developed New Student Orientation for the following reasons:

- To establish a first-year community;
- To ease feelings of anxiety that accompany transitioning to college;
- To provide essential details that will familiarize new students with CCBC before their classes start;
- To connect first-year students with campus resources by meeting CCBC staff and current students;
- To offer beneficial information on the student experience inside and outside of the classroom.

**Performance Target:** The goal of this program is to provide a successful transition program for students entering CCBC. Assessment will be done based on learning outcomes that focus on new student competencies gained during the orientation program.

**Timeline:** 2012- Ongoing Reporting Status:

**Resources:** The Student Life Office has a full-time staff member who oversees New Student Orientation and the First-Year Experience Mentor program. The FYE Mentors are current CCBC students who are paired with incoming students for mentoring opportunities.

**16. Expanded Veterans Services**

**Description:** The Enrollment and Student Services will implement an integrated veteran services model that will address the academic advising needs of our veterans, that will provide direct services of the college's VA certifying officials to our veteran students and that will address the social and psychological reintegration to civilian/collegiate life for our veterans.

**Performance Target:** It is difficult for a service member transitioning from the military to locate, understand and obtain information relating to the resources and benefits for which he/she is entitled. The goal of the program is to provide a seamless and successful transition of our CCBC veterans from military life to a collegiate environment.

**Timeline:** Full Implementation, January 2014

**Reporting Status:** There are approximately 1000 student veterans receiving benefits at CCBC.

**Resources:** The Enrollment and Student Services division currently has three (3) VA certifying officials located on the three largest campuses. The main responsibilities of the VA certifying officials are to counsel new and returning veteran students regarding the VA Education benefit program, admissions and enrollment process; serve as liaisons between veteran students and the VA Regional Offices and Vocational Rehabilitation Counselors; implement new Financial Aid regulations for veterans; reconcile student veterans' accounts based on enrollment/refunds; and to maintain current knowledge of VA benefit

program policies and procedures. On the CCBC Catonsville campus, the Veterans Center was officially opened August 2013 as a hub for a variety of resources specifically geared toward the unique needs of veterans. The CCBC Essex Veterans Center opened November 2012. The CCBC Dundalk Veterans Center will officially open during the fall 2013 semester.

## **SECTION II: INITIATIVES TO CLOSE THE MINORITY ACHIEVEMENT GAP**

CCBC was selected to participate in the national Achieving the Dream initiative (AtD) funded by the Gates Foundation, and Lumina. A major focus of AtD is closing the minority achievement gap. Participation in this initiative has resulted in the following initiatives for internal tracking of student success: Gate keeper courses; Closing the Gap minority student achievement; Success rates in developmental courses; Revision of CCBC student development/success course.

The institution has spent considerable time and resources in professional development training faculty and staff in culturally responsive instruction and providing targeted services to African American students. The training course, Culturally Responsive Teaching/Culturally Responsive Pedagogy, was designed to help faculty strengthen their practice by making learning appropriate for a diverse student population. This course was developed for faculty to infuse culturally responsive teaching and culturally responsive pedagogy in their courses. The specific goals of this training course are:

- To develop faculty understanding of the nature of race and culture, including expressions of race and culture by the students with whom they work.
- To positively affect faculty's interaction with students by training faculty to manage racial and cultural elements of classroom social exchange.
- To improve student success by developing faculty's ability to respond to cultural and racial needs and expectations of the particular students with whom they work. The College has developed a new workshop Mindsets About Intelligence and has trained a number of different groups of faculty and staff including the AtD Core Team, DEAC, the NFLC, and a group at the PDC. The College has addressed achievement gaps through its financial literacy (FL) program, which has infused a FL curriculum into ACDV 101. This approach was chosen since many of our minority students are at economic risk. Also, curricular toolkits which focus on financial literacy are being written for faculty to use in developmental courses in reading, English, and math. Through several grants, the College will be providing financial coaching for students who access emergency funds and for students who have repeatedly failed developmental courses. Also, we now have the Abell Foundation Performance Scholarship program which will provide assistance to city students, most of whom are minority. As an

intervention, these students are required to receive regular advising.

### **SECTION III: ADULT LEARNING ENGAGEMENT**

#### **Adult Basic Education Students**

**Description of Program:** If "adult education" means just students/programs paid for by the grant from Department of Labor License Regulation (DLLR, formerly from MSDE), the following courses were offered: Adult Basic Education, GED, English as a second Language (ESOL), Citizenship.

#### **We offer the following courses for adult basic education students:**

##### Adult Basic Education (ABE)

Essential Skills I (0-5th grade) Essential Skills II (6th-8th grade)

Essential Skills I and II (multi-level class)

Comprehensive Math I (Whole number operations, simple measurement, simple graphs, and decimal operations)

Comprehensive Math II (Fractions, decimals, percent, and pre-algebra skills)

##### Adult Secondary Education (ASE)

Complete GED (Five subjects of GED test- reading, writing, math, social studies, and science) are taught and reviewed)

External Diploma Program (Nationally recognized alternative to obtaining a high school diploma. Similar to assessment of prior learning process)

ASE Math (Prepares students for Math 081)

##### English for Speakers of Other Languages (non-credit/Life Skills ESOL }

Beginning Intra/Literacy

Beginning I

Beginning II

Intermediate I

Intermediate II

Intermediate III

Integrated Skills ESOL Advanced

ESOL Pronunciation

ESOL Family Literacy (multi-level class)

**For FV2013, how many courses (not course sections) does your institution offer for adult education students?** 17 courses

**For FV2013, how many adult education students did your program serve?** 3,647 students (unduplicated).

### **SECTION IV: HIGH SCHOOL ENGAGEMENT**

#### **CCBC/BCPS Partnership**

**Description of Program:** 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 672 students participated in FY 2013.
- • CCBC Day- A recruitment/outreach event that showcased the college's academic and career programs, CEED, enrollment and student services and college life. Five (5) high schools hosted a CCBC Day and 1,462 students attended in FY 2013.
- • College Connection- An outreach program that provides explorations at the high school for juniors and seniors to examine career options, choosing major, setting educational goals, financial planning and the college admissions process. College Connection sessions were conducted in 20 high schools and 1,553 juniors and seniors attended in FY 2013.
- • College Fair 2013- A co-sponsored recruitment event that provides a marketplace of college, university and military recruiters to meet with high school prospects and parents. One thousand seven hundred (2,072) students/parents attended in FY 2013.
- • 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 Admission, 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 participated and 1,617 high school seniors were admitted to CCBC for the Fall Semester, 2013.
- • Parallel Enrollment Program (PEP) A program that provides high school juniors and seniors to begin their college education while still attending high school. Baltimore County PEP students pay 50% of the in-county tuition rate. Twenty four (24) high schools participated and 1,362 students enrolled in PEP in FY 2013.
- • 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 in 22 high schools and 956 high school juniors attended a session in FY 2013.
- • PEP Testing Day- A field trip opportunity for prospective PEP students to visit a CCBC campus to take the Accuplacer placement test, meet with an academic advisor to discuss test results and the next steps to register for classes. Students also enjoyed lunch in the cafeteria. Twenty two (22) high schools participated and 470 high school juniors were tested in FY 2013.
- • College Pathway Program- A field trip and outreach program that provides meaningful college awareness activities (college perceptions, personal finance and financial literacy, the classroom

experience and expectations, and career exploration) to engage 10<sup>th</sup> graders to examine the advantages of choosing college as a pathway to their future. A campus tour and lunch was also provided. Twenty-four (24) high schools and 471 students participated in FY 2013.

- • CCBC/BCPS Partnership Breakfast- Annual breakfast meeting co-hosted by BCPS/CCBC 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. These students attended an orientation session which included a welcome breakfast, and presentations from administrators, faculty, staff and academic advisors. The D2D students earned an overall grade point of 3.60 for the Fall Semester, 2011 and a 3.65 for the Fall Semester 2012. Students had an overall grade point average of 3.66 for the Spring Semester, 2012 and 3.44 for the Spring Semester 2013. A second cohort of students began the program in FY13. Eleven {11} students from 10 high schools were selected. The students earned an overall grade point of 3.74 for the Fall Semester, 2012 and 3.00 for the Spring Semester 2013.
- \*MOU with BCPS- Based on the passing of the College and Career Readiness Act of 2013, CCBC and BCPS signed an MOU for a dual enrollment program. BCPS has agreed to fund the tuition of 4 CCBC courses. CCBC and BCPS are currently completing the processes and procedures for students to follow to gain acceptance into the program. An update will be provided in the FY14 report.

**For FY2013, how many high schools are working with your institution?** See above

**For FY2013, how many high school students did your program serve?** See above

**Did this program require students to pay tuition and fees?**

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

N/A

## **V: MIDDLE SCHOOL ENGAGEMENT**

### **College Gateway Partnership**

**Description of Program:** 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

**For FY2013, how many middle schools are working with your SECTION institution? 8**

**For FY2013, how many middle school students did your program serve? 1,239**

**Did this program require students to pay tuition and fees?**

**If applicable, please note the program cost to the student: N/A**

**Frederick Community College**

**Frederick Community College**  
**FY2013 Submission to Maryland Association of Community Colleges**  
**SECTION I: COMPLETION BEST PRACTICES**

**1. FCC/FCPS Dual Enrollment Pilot**

**Description:** In an effort to create collaborative initiatives that support Frederick County students' ability to complete college, Frederick Community College and Frederick County Public Schools designed and implemented a dual enrollment (DE) pilot partnership. Distinguishing this program from other dual enrollment programs was a comprehensive approach to all high school students who assessed in reading, writing, and mathematics and placed both at college level and below college level. To begin the pilot, one high school selected for the study, teamed to test first semester high school seniors and plan college appropriate English instruction for students' final semester in high school. Focusing on redesigning the senior year, a recommendation from the county's P-20 Report, this initial phase of the pilot resulted in five components: college readiness assessment of high school students, teamed counseling from college and high school placement professionals, enhanced college and high school level reading and writing instruction for all students, an earlier opportunity to begin college learning and completion of college requirements for college-ready students, and faculty development of high school teachers qualified to teach college composition.

Phase Two of the pilot included testing high school juniors at the same high school and following the five established components, creating an appropriate senior year-long opportunity in English and adding social science, science, and mathematics. It is important to note that all of the students enrolled in a DE course attend the high school in which the DE course is being delivered. The courses taught in the high schools are selected by the college and the high school administration based on the most compelling needs of the students related to completing their diploma and college preparation. The faculty member teaching a DE course is a member of the high school teaching staff who qualifies as a college adjunct faculty member. Oversight of the course is by FCC, and the faculty member has required professional development and is assigned an FCC adjunct faculty mentor. Results of the junior year assessment have led to enrollment in fall English Composition and U.S. History and spring English Literature, science, and mathematics. College ready students have an opportunity to complete five college courses during their senior year and to engage in college appropriate learning. Students considered below college level have an opportunity to schedule high school courses and supplemental instruction to become ready during their senior year. Phase Two of the pilot will provide some juniors an opportunity to relate assessments mid-year (see Phase One), and if after a semester of redesigned senior learning and placing at college ready, participate in the spring DE courses.

During FY 13, to provide leadership of all collaborative initiatives between Frederick Community College and Frederick County Public Schools an Executive Steering Committee, chaired by the Director of High Schools and FCC's Associate Vice President of Teaching and Learning, was created and supported by both the college and school system Boards. This group monitors the DE pilot study and will be integral in relating the DE pilot to the requirements of the Career and College Readiness Act. Furthermore, this steering committee established of Memo of Understanding outlining the financial process, policies, and procedures to be used. The Memo of Understanding was signed by the President of FCC and the Superintendent of Schools. The steering committee also establishes the timeline for expanding the program to all Frederick County high schools.

**Performance Target:** Student success indicators of retention, successful course completions, number of credits earned, and changes to college readiness indicators are collected. First semester's indicators included a study in changes in students' information literacy and a focus group that included all high school students who participated in the spring. Students who transition to FCC are identified and student success indicators (retention, grade point averages, graduation rates) will be used to set performance targets. The impact on graduation and goal completion will be tracked.

**Timeline:** FY 2013- Ongoing

**Reporting Status:** In progress and currently being implemented

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

## **2. Learning Communities are recognized best practices for student academic success and retention.**

**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) with first-year seminar courses and general educational courses. Other learning communities combine developmental to credit courses and between developmental courses. Developmental reading and writing have been identified as Gateway Courses; plans for new placement, early exit, and advising and counselor liaisons will be components of an FY 2013 pilot study.

**Performance Target:** Academic success (exiting developmental while achieving passing grade in credit course, 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, academic support, and advising of students.

### 3. Developmental Mathematics

**Description:** Implemented a redesigned pilot in FY 07 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 have been used to revise credit-level courses identified as Gateway Courses. Success indicators are higher in developmental mathematics than in some credit courses. In-class advising has been implemented to facilitate a match between student goals and interests and choice of Gateway credit course. Beginning in AY 13, in-class registration will be added to enroll students directly from developmental mathematics into Gateway classes upon developmental completion.

**Performance Target:** Improved rates of student enrollment directly from developmental into Gateway credit, and resultant timely completion of credit mathematics requirements. Review of advising and placement process into all credit STEM mathematics courses during AY 13 as part of the Academic Discipline Review process.

**Timeline:** Ongoing

**Reporting Status:** In progress and currently being implemented, with help from in-house Innovation Grant.

**Resources:** Funding is needed for faculty development and innovation, technological support, research support, 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 had opportunities to receive career and transfer counseling, and academic advising during the campaign. Specific outreach related to this campaign was offered at the fall and spring Transfer Day event, so that students could speak with four-year institution representatives and also have the option to be evaluated for FCC graduation eligibility. The graduation application process was 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. The Records Office also sent postcards (not too late to apply for graduation) to 45+

credit students. Outreach initiatives were expanded to 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. While efforts from FY 2011 to FY 2012 yielded an increase of 10% in number of awards, there was a 4.36% increase from FY 2012 to FY 2013, showing positive results from this intentional outreach program.

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

**Timeline:** FY 2013 - Ongoing

**Reporting Status:** Active and performance under review

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

## 5. First Year Focus Orientation Program

**Description:** First Year Focus is a collaborative and cross-divisional orientation program designed specifically for incoming high school graduates. This program typically runs April through August as students prepare to start classes in the fall semester. This program is designed to prepare and orient incoming first year students to their transition to college. This program includes outreach from our Admissions Office prior to, during, and after application to the college. Additionally, this extends through placement testing and then allows students to register for an on-campus orientation/ academic advising session where they enroll in fall courses. Students may choose to meet with a general advisor at the time of selecting an appointment, or they may choose from various Special Population advisors including disability services, multicultural services, veteran's services, or adult services. Our Information Technology staff provides hands-on demonstrations for students through guided usage of FCC systems including email, campus alerts and PeopleSoft Campus Solutions. In addition, students view a welcome video and then meet in a one-on-one setting with an advisor to discuss career and educational goals. Students also learn to use academic advising tools related to educational pathways and benchmarks. Students then gather information about financial literacy related to payment options and financial aid. In late August, before classes begin, students and their parents return for a half-day Student Convocation for their formal welcome to our college. This includes breakout sessions intended to help acclimate students to the college classroom environment. A student activities/organization fair, social opportunities/games, campus tours, and lunch are also included in our Student Convocation.

**Performance Target:** Increase the number of incoming high school graduates and support them in transition to college in an effort to increase academic success and focus on completion of goals.

**Timeline:** FY 2013- Ongoing

**Reporting Status:** Active and performance under review. Strengths, Weaknesses, Opportunities and Threats (S.W.O.T.) analysis revealed the need to offer the First Year Focus program to recent high school graduates who enter

FCC in terms other than fall. Future expansion of this program to other terms is being explored. Additionally, the need to offer a First Year Focus program to all "first year at college" students was identified.

**Resources:** It is anticipated that sufficient resources exist to implement this initiative.

## **8. Enhance Services to Student Veterans and their Family Members**

**Description:** Veteran Services is a "one-stop-shop" where veterans and families can get all needed information and assistance in one place. Services to active duty, veterans, and dependents include:

- Navigation through the admissions process- completing the application, understanding regulations, knowing deadlines, and identifying required supporting documents
- Registration services
- New student orientation
- Interpretation of VA regulations to ensure compliance
- Processing and/or assistance with veteran's educational benefits (including GI Bill, TA, MyCAA or other)
- Interpretation of campus policies and procedures
- Academic advising and education planning, including transfer planning
- Change of major and job placement/career exploration activities
- Liaison/consultant to faculty and staff on veteran student concerns
- Connection to a faculty mentoring team and veterans' club
- Campus referrals
- Referrals for housing and other community resources and services
- Personal counseling and referral to additional resources as needed
- Workshops, events, and activities that address issues impacting veterans

**Performance Target:** Increase the number of veterans attending and graduating from FCC

**Timeline:** Ongoing

**Reporting Status:** In progress and currently being implemented. FCC recently established a *Veteran Services Group*, made up of veterans, students, faculty, and staff to evaluate our current practices and services available to veterans. This group put forward many recommendations for improvements and was successful in creating a veteran-specific informative brochure describing services available at FCC. This group and its members were also instrumental in organizing a Veteran's Information Day and Veteran's Appreciation Day. After hearing the recommendations of the *Veteran Services Group* and in recognition that our student veterans would benefit from having a unit dedicated solely to working with our veteran population, FCC created a new department specific to Veteran Services. The new Veteran Services department officially became available to veterans on July 2, 2012, and the new Veteran's Center officially opened on June 11, 2013.

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

#### **9. Mount Airy College Center for Health Care Education**

**Description:** The Mid-Maryland Healthcare Consortium was formed in May 2000, among Carroll, Frederick, and Howard Community Colleges to address training in health care workforce shortage areas. The established partnership principles include affordable access to a wide variety of higher educational health care program offerings through in-county tuition rates for students enrolling in designated seats from the consortium partners. The consortium partnership provides access to an agreed upon number of seats in specified allied health-related programs, including designated statewide programs.

The Mount Airy College Center for Health Care Education is a continuation of the partnership among Carroll, Frederick, and Howard Community Colleges. The three schools worked together on the memorandum of understanding, grants management, lease amendments, design and construction of the building, and landlord negotiations. A groundbreaking was held in July 2011, and the center opened for the fall 2012 semester. Credit enrollment at Mount Airy continues to grow; there was a 33% increase from fall 2012 (305 students) to spring 2013 (454 students).

**Performance Target:** Increase the number of health care education graduates through affordable, collaborative, tri-college course offerings.

**Timeline:** Ongoing

**Reporting Status:** In progress and currently being implemented.

**Resources:** Jointly funded by the Mid-Maryland Healthcare Consortium; partially grant funded.

## **SECTION II: INITIATIVES TO CLOSE THE MINORITY ACHIEVEMENT GAP**

### **PASS Program**

**Description:** In FY 2013, the College was awarded a College Access Challenge Grant by MHEC to continue 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 and are monitored in terms of academic performance in courses. The grant was renewed for FY 2014. In addition, program participants are required to attend a winter bridge beginning in January 2014. The winter bridge will include workshops on study skills, financial literacy, career planning, and civility.

**Performance Target:** Increase the retention and graduation rates of at-risk students, including minority students, who participate in the program.

**Timeline:** Began FY 2012 and completed second grant year- 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**

#### **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.

**For FY2013, how many courses (not course sections) does your institution offer for adult education students?** 34 courses

**For FY2013, how many adult education students did your program serve?** 1,691 students

#### **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. Additionally, hourly funds were used to hire an "adult-focused" admissions counselor for five hours per week.

**For FY2013, how many courses (not course sections) does your institution offer for adult education students?** Not applicable

**For FY2013, how many adult education students did your program serve?** 550 students served

#### **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 three-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 2013, how many courses (not course sections) does your institution offer for adult education students?** Not applicable

**For FY2013, how many adult education students did your program serve?** 31 students served

## **SECTION IV: HIGH SCHOOL ENGAGEMENT**

### **FCC/FCPS Dual Enrollment Pilot**

**Description of Program:** Refer to description under Section I –Item 1.

**For FY2013, how many high schools are working with your institution?** One high school in FY 2013 (Oakdale High School); two planned in FY 2014; implementation in all Frederick County high schools by FY 2015.

**For FY2013, how many high school students did your program serve?** 200 at Oakdale High School.

**Did this program require students to pay tuition and fees?** Yes, but at a reduced cost.

**If applicable, please note the program cost to the student:** Students pay 43% of the per credit hour in-county tuition rate.

## **SECTION V: MIDDLE SCHOOL ENGAGEMENT**

### **Future Link Conference**

**Description of Program:** Annual student professional development conference for Science, Technology, Engineering, and Mathematics (S.T.E.M.) career and education opportunities. Future Link introduces students to possible career fields through presentations from leaders of the business community and explains the type of education required for each field. Students attend sessions covering various topics, with an emphasis on STEM careers (science, technology, engineering, and math), the construction and building trades industries, and careers in service organizations. Future Link presenters use interactive and hands-on demonstrations to show students the kinds of knowledge and skills needed in the targeted career fields, and to demonstrate the "soft skills" of communication and teamwork needed in the workforce

**For FY2013, how many middle schools are working with your institution?** The conference is open to any middle school student, so all Frederick County middle schools are involved.

**For FY2013, how many middle school students did your program serve?** Over 500 middle school 7<sup>th</sup> graders.

**Did this program require students to pay tuition and fees?** No -supported and organized by the Frederick County Business Roundtable for Education, in partnership with Frederick County Public Schools, Frederick County Chamber of Commerce, Frederick County Office of Economic Development, Frederick Community College, and Fort Detrick.

**If applicable, please note the program cost to the student:** Not applicable

**Garrett College**

**Garrett College**  
**FY2013 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 fall2010. 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 fall2012 semester.

**Performance Target:** TBD

**Timeline:** Fall 2012 Implementation and Ongoing

**Reporting Status:** Active and Performance Under Review Resources: Yes

**2. Establishment of the "CARE 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:**

**Timeline:** FY2010-Ongoing

**Reporting Status:** In Progress and currently being implemented

**Resources:** Yes

**3. Creation of the Advising and Academic Success Center 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 center and math and writing labs.

**Performance Target:** To be determined  
**Timeline:** Fall 2012 Implementation and Ongoing  
**Reporting Status:** Active and Performance Under Review  
**Resources:** Yes

**4. Develop and implement retention strategies that target student athletes who have been identified as being "at-risk."**

**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

## **SECTION II: INITIATIVES TO CLOSE THE MINORITY ACHIEVEMENT GAP**

The pilot program designed to improve retention among student athletes who have been identified as being at-risk has already been described. A majority of Garrett College's student athletes are minorities.

## **SECTION III: ADULT LEARNING ENGAGEMENT**

### **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 FV2013, how many courses (not course sections) does your institution offer for adult education students? 4**

**For FV2013, how many adult education students did your program serve? 143**

## **SECTION IV: HIGH SCHOOL ENGAGEMENT**

### **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.

**For FY2013, how many high schools are working with your institution? 2**

**For FY2013, how many high school students did your program serve? 21**

**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

## **SECTION V: MIDDLE SCHOOL ENGAGEMENT**

### **1. Title of Program: No Submission**

**Description of Program:**

**For FV2013, how many middle schools are working with your institution?**

**For FV2013, 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:**

**Hagerstown Community College**

**Hagerstown Community College**  
**FY2013 Submission to Maryland Association of Community Colleges**

**SECTION 1: 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. One hundred 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:** Complete

**Resources:** 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 Fall2012, 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:** Complete

**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:** General operating funds for Career Academic Advisor positions; funds for MBTI assessments

### **4. Learning Support Center**

**Description:** After extensive renovation, the former Science Building re-opened in January 2013 as the Learning Support Center (LSC), a building dedicated to student success which consolidated HCC's individual learning centers - Science, English, Math and Information Technology- into a comprehensive academic support center. The LSC offers resources upon which both students and faculty rely on to impact course success levels. The LSC professional staff has content area specialties of English, writing, science, math, business, accounting & economics, and computer technology. In addition, there are peer tutors. Individual drop-in tutoring, scheduled peer-led small group studies, supplemental instruction, workshops, and specialized assistance with specific populations, such as TRiO students, are offered seven days a week.

**Performance Targets:** Courses will be redesigned to include mandatory activities in the LSC to increase time on task and ultimately increase success and completion rates. Increase the success rate of students enrolled in science courses by 25%.

**Reporting Status:** Active and performance under review

**Timeline:** Facility renovation completed in FY 13; Service delivery ongoing

**Resources:** General operating funds; Staff, tutors, computers, scientific and graphing calculators, specialized graphics programs, science models, and

technology equipment for hands-on training are available for student use in the LSC; TRiO funds for tutors.

## 5. Student Support Services Program (TRiO)

**Description:** The TRiO Student Support Services (SSS) program, which is completing its third year at HCC, is a federally-funded program for students who are first generation, low income, and/or have disabilities. The goal of the program is to increase retention, graduation, and transfer rates of first-generation college students, low-income students, and/or students with documented disabilities, who demonstrate academic need. Goals are being met through a case management approach and academic supports (tutoring, workshops, cultural events, college/university visits, etc.) to 175 participants annually.

**Performance Targets:** (A) Persistence Rate -70% (78% in FY13) of all participants served by SSS will persist from one academic year to the beginning of the next academic year or graduate and/or transfer to a 4-year college or university during the academic year; (B) Good Academic Standing- 90% (at goal in FY13) will meet the performance level of 2.0 or better to stay in good academic standing; (C) Graduation and Transfer Rates- 40% of new participants served each year will graduate with an associate's degree or certificate within four years, and 20% of new participants each year will transfer with an associate's degree or certificate within 4 years (Too soon to measure); (D) Grade Point Average (GPA)- 82% (90% in FY13) of all enrolled participants will maintain GPA of 2.0 or better for each academic year in which they participate; (E) Institutional Climate- 90% (94% in FY13) of participants will indicate a supportive environment for SSS eligible students on annual evaluation surveys.

**Reporting Status:** Active and performance under review (Grant goals met or exceeded)

**Timeline:** FY 11 -FY 15

**Resources:** Grant funds

## 6. Reverse Transfer

**Description:** Students are beginning to take advantage of using the option of reverse transfer after leaving HCC. Reverse transfer means that the students take courses at another institution and then transfer them back to HCC to receive an HCC degree. Five reverse transfer agreements with its four-year transfer partner schools have been developed and three have been officially signed. Students apply to graduate via WebAdvisor the semester in which they plan to complete their remaining required courses for their HCC degree at their four-year college. This approach will encourage more students to complete their HCC program.

**Performance Target:** 15 reverse transfers Timeline: 2013-2014

**Reporting Status:** Active and performance under review

**Resources:** Advising time devoted to program completion

## 7. Credit for prior learning

**Description:** The College has had Credit for Prior Learning opportunities such as credit by exam, portfolio review, DANTES and CLEP, and transfer of credit from military and four year colleges for many years. An advanced placement program was initiated in 2012 primarily for students in career programs, though some transfer students can take advantage of the program. An existing enrollment assistant position in Admissions was reassigned as "Admissions Specialist for Prior Learning" to assess and assist students in this area. Students who come from industry with years of work experience in a specific field, are able at the discretion of the appropriate faculty member, to sign up for an advanced course and receive credit for the introductory course when they pass the advanced course with a grade of "C" or better.

**Performance Target:** Ten in FY14 for advanced standing credit via prior learning

**Timeline:** 2013 - 2014

**Reporting Status:** Active and performance sustained

**Resources:** HCC recognized the need for this completion strategy and dedicated a position, Admissions Specialist for Prior Learning, to the initiative.

## SECTION II: INITIATIVES TO CLOSE THE MINORITY ACHIEVEMENT GAP

The College's minority student enrollment in FY 2012 was 21.2 percent, reflecting a higher degree of ethnic and racial diversity than found in Washington County (15.6 percent). Unduplicated minority student enrollments grew by 159 percent from FY 05 (567) to FY 12 (1,470). Progress has been made in the number of faculty minority faculty employed in the last seven years (one faculty in fall2006 to five in fall2012).

Hagerstown Community College through its 2016 Strategic Plan addresses the importance of diversity and multiculturalism for students and employees by establishing specific goals, objectives and action plans. One such objective/action plan called for supporting a learning environment that is respectful of multicultural values. Student clubs, such as Black Student Union, International Club and Veteran's Club, are oriented toward increasing awareness of diversity, ethnicities and cultures. HCC provides leadership in the County by sponsoring its annual Martin Luther King I Diversity Celebration on the HCC campus (since 2004). The College has co-sponsored an annual Hispanic festival since 2008. The Hispanic organization that co-sponsors the festival uses funding from the event to support scholarships for Hispanic students attending HCC.

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. Job Training Student Resources (JTSR), which has existed over ten years, works with low income adult students in career programs. In Fall2012, approximately 30 percent (160 students) in the JTSR program were minority. Moreover, 35% (26) of the minority JTSR students completed their degrees or certificates within four years of program entry while 18% (105) of the

minority students overall completed their academic programs in four years. The TRiO Student Support Services program, which is completing its third year at HCC, works with students who are first generation, low income, and/or have disabilities. The program provides case management and supports to 175 participants each year. Of those, 35 percent (61 students) in the TRiO program were minority, which was a four percent increase over 2011. The program is meeting or exceeding established grant goals. Lastly, HCC's adult education GED program enrolls approximately 50% minority students.

Each year, the Director of Financial Aid hosts two workshops for low income, at-risk students selected by high school counselors. This outreach effort is designed to encourage participation in higher education by covering federal and state financial aid programs, student loan issues and important deadlines. The results of these efforts are demonstrated by an increase in numbers of minority students receiving financial aid. From FY 09 through FY 12, there was an increase of almost 53 percent in the unduplicated number of students receiving any type of financial aid. During that same period, the numbers of minority students receiving assistance doubled from 443 to 887 respectively.

HCC's multi-cultural recruiter serves as a liaison to local community agencies, community groups, and religious organizations. He works with local high schools and guidance offices by connecting with multicultural students at their institutions through visits and college fairs, attends high school club and organization meetings which focus on a diverse group of students, and designs recruitment strategies that encourage multicultural students to enroll in career programs.

### **SECTION III: ADULT LEARNING ENGAGEMENT**

#### **8. 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 FY2013, how many courses (not course sections) does your institution offer for adult education students?** 23 courses

**For FY2013, how many adult education students did your program serve?**

534 students (unduplicated headcount)

## **SECTION IV: HIGH SCHOOL ENGAGEMENT**

### **College and Career Readiness and College Completion Act of 2013 (Senate Bill 740)**

Senate Bill 740 (S.B.740) made many changes to laws including mandates for a new program of instruction for college readiness for all high school students, with specific instructional and assessment reforms for juniors and seniors. In addition, the bill mandates that all high school students be provided the opportunity for dual enrollment, with the local school system paying a portion of the cost for college courses taken by dually enrolled students. The bill also focuses on promoting student completion of degree programs in community colleges and four-year institutions of higher education.

The enactment of The College and Career Readiness and College Completion Act of 2013 provided an opportunity to enhance existing and developing early college programs as outlined below:

#### **9. Dual Enrollment**

**Description of Program:** For the purpose of this document, a dual enrolled student is a student enrolled in a course or courses which meets graduation requirements at both the public school system and the College. This program gives high academic achievers the opportunity to earn up to college credits while still in public, private or home school. Students can take college courses offered at the high school or come to the College.

**Did this program require students to pay tuition and fees?** Students are required to pay tuition and fees as outlined in Education Article 18-14A-04. The College will also provide funding for a "base" scholarship in an amount that would equate to a 50% tuition discount for eligible students. FARMS students may be eligible for supplemental scholarships. The College will also extend a financial incentive to Washington County residents who attend private or home school programs.

#### **10. Early Support for Students to Enter College Education -ESSENCE**

**Description of Program:** This program mirrors the Dual Enrollment Program described above with one exception; these students are typically "early release" students and take College courses after attending daily courses at their high school. Students receive only college credits for these courses.

**Did this program require students to pay tuition and fees?** Students are required to pay tuition and fees as outlined in Education Article 18-14A-04. The College will also provide funding for a "base" scholarship in an amount that would equate to a 50% tuition discount for eligible students. FARMS students may be eligible for supplemental scholarships. The College will also extend a financial incentive to Washington County residents who attend private or home school programs.

## 11. Middle College

**Description of Program:** HCC, in fall 2013, in partnership with WCPS, is implementing a new STEMM (Science, Technology, Engineering, Math, and Medical) Technical Middle College (STMC) to bring students new opportunities to earn postsecondary credits and credentials. Through STMC, each student will be given an opportunity to earn at least 30 college credits, and many will be able to complete requirements for certificates and associate's degrees. Targets set for 2013-2014 include 16 students will earn 18-26 credits, 14 students will earn 27-33 credits, and five students will earn 34 credits or more. In addition, ninth and tenth grade students will be enrolled in STMC and take significant math and science coursework at their "home" high schools, bringing the total number of students involved in the STMC in 2013-2014 to 100, but with only 35 taking classes full-time at HCC.

**Did this program require students to pay tuition and fees?** Much funding for STMC students will be provided through a combination of HCC and WCPS payments/discounts mandated by (S.B. 740). In addition, HCC will provide additional scholarship opportunities for low-income students in particular. Of special note is that over \$600,000 in STEM-specific scholarship funding has been secured by HCC for student scholarships (via National Science Foundation grant). S-STEM awards may also cover costs in addition to tuition in fees, such as transportation, books, and other costs that are part of attending college.

## 12. Upward Bound (TRiO)

**Program Description:** Hagerstown Community College received in FY 13 a five-year grant, totaling \$1.25 million, from the U.S. Department of Education designed to increase high school graduation and college completion rates of low-income, first-generation students. HCC partners with four high schools (Washington County Public Schools) to enhance curriculum changes designed to result in higher college attendance rates. The focus for younger students is on academic skill-building and college and career exploration, with a focus on college readiness, especially in math and English, for the older students. The program includes a summer academy on the HCC campus, designed to further increase academic readiness.

**Did this program require students to pay tuition and fees?** College tuition, fees, and books are covered by the Upward Bound program for all eligible students.

## 13. Career Day

**Description of Program:** The College Career Day held in FY 13 focused on careers in science and microscopy was a half-day career exploration activity for high school students sponsored by HCC.

**For FY2013, how many high schools are working with your institution?**  
Nine high schools

**For FY2013, how many high school students did your program serve?**  
100

**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**

### **14 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 FY2013, how many middle schools are working with your institution?**  
Seven middle schools

**For FY2013, how many middle school students did your program serve?**  
130

**Did this program require students to pay tuition and fees?** N/A

### **15. 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, cyber security, alternative energy, and engineering); Girls Exploring Engineering; "Vet Academy" (animals and veterinary medicine); "Nursing Academy" (explores the profession of nursing); "Teaching Academy" (education); and "Young Writers Institute."

**For FY2013, how many middle schools are working with your institution?**  
11 middle schools

**For FY2013, how many middle school students did your program serve?**  
Approximately 200

**Did this program require students to pay tuition and fees? If applicable, please note the program cost to the student:** The average fee for each week is \$156, and includes materials and registration.

**Harford Community College**

**Harford Community College**  
**FY2013 Submission to Maryland Association of Community Colleges**

**SECTION I: COMPLETION BEST PRACTICES**

**1. STEM Scholars Step Up Program**

**Description:** The STEM Scholars STEP Up program is an academic skills preparation program that was offered in the summer of 2012 for the fourth time. Seventeen students successfully completed the program. This total is a little lower than enrollment numbers received in the first three summers, where we averaged approximately 22 students per session. Outreach 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 iPlan academic planning sessions at some local high schools. The highest enrollment came from the Group iPlan sessions. In the summer of 2013, applications to the program were again lower than expected. Because the enrollment number remained lower than the number of students the program seeks to engage in this valuable first year experience, the decision was made to offer the program during the January 2014 term. This will give us the opportunity in the fall semester to directly solicit new students for the program who will most benefit from it.

**Performance Target:** The program is open to incoming science, technology, engineering and mathematics majors starting their first year at Harford Community College. This four week 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. A review of the data shows that students who complete the STEM Scholars STEP Up program place into higher levels of math than their original placement and they are more successful in the completion of their science and math courses.

**Timeline:** FY 2009 - Ongoing

**Reporting Status:** Active and Performance Under Review

**Resources:** Thus far the initiative has been grant funded; there were sufficient funds to continue through summer 2012. Funding for approximately 40 students per summer is approximately \$25,000 per year. This pays for materials, faculty salaries, and ongoing program development. The program was re-evaluated and rescheduled to run during the January winter term in order to reach out to more students.

## **Seamless Certificate to Degree Completion Model (Business Management with 5 new certificate options)**

**Description:** Effective FY 2011, 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.

**Performance Target:** Improve the graduation rate by refining the career options available to students. For FY 13, approximately 16% of the FY 12 declared certificate students graduated with a certificate and 7% of FY 12 declared degree students graduated with an Associate of Applied Science degree in Business Management. It is expected that a number of the certificate students will continue and pursue the Associate of Applied Science Business Management degree. This expected increase in the Associate of Applied Science Business Management degree students will most likely be realized in FY 14.

**Timeline:** Fall 2011 -Ongoing

**Reporting Status:** Active and Performance Sustained

**Resources:** There are sufficient resources.

## **2. Reverse Transfer Program**

**Description:** Harford Community College's Reverse Transfer Program is a partnership between Harford Community College and four-year institutions (currently Towson University and University of Maryland University College) that provides Harford Community College students who have transferred to a four-year institution the opportunity to transfer credits back to Harford Community College to satisfy program degree requirements and receive an Associate's degree.

**Performance Target:** The performance target is to increase the number of Associates degrees awarded each year. The initial outreach to previous Harford Community College students who transferred to Towson resulted in thirteen (13) Reverse Transfer December 2012 graduates; one graduate for May 2013; and several pending August 2013 graduates.

**Timeline:** FY2012-Ongoing

**Reporting Status:** Active and Performance Under Review

**Resources:** The program is integrated into the regular operation budget. In addition an ADAPTS mini-grant was awarded, however, to sustain this program as originally planned would require ARTYS-RT to be fully functional.

### 3. Targeted Intrusive Advising

**Description:** An Advising, Career and Transfer Services staff member provides academic, career and transfer services to current and formerly 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 programs at Harford Community College. As a result of contact with a Student Development Specialist in Advising, Career and Transfer Services, students are able to identify a major and appropriate courses needed in order to complete their degree.

**Performance Target:** From the cohort of students contacted who indicate a goal of completing a degree or certificate, measure the number of students who complete their goal by earning a degree or certificate. At least 90% percent of the students who received intrusive advising will complete their goal of graduating with a degree or certificate within 18 months from the initial contact. The College conferred 227 degrees and certificates for August 2012 graduation. 39.6% of the students who were awarded a degree or certificate were from the cohort of students contacted and assisted by an advisor who provided personalized academic, career and transfer advising. The College conferred 327 degrees and certificates for December 2012 graduation. 67% of the students who were awarded a degree or certificate were from the cohort of students contacted and assisted by an advisor who provided personalized academic, career and transfer advising.

**Timeline:** FY 2011 -Ongoing

**Reporting Status:** Active and Performance Sustained

**Resources:** The program is fully integrated in the regular operating budget.

### 4. New Student Orientation

**Description-** The inaugural PowerUp! Orientation program took place in August 2012. Over 200 students who participated in the inaugural program are being tracked in Banner for items such as retention and GPA. PowerUp! follows student iPlans where they test and schedule classes. PowerUp! focuses on how students can be successful at Harford Community College. Such topics include Goal Setting, Time Management, Student Services, and Financial Management. The orientation sessions will feature 125 new first time students each day for 4 days. Sessions will be facilitated by both on and off campus professionals and returning HCC students serve as Orientation Leaders. Data was collected after PowerUp! 2012 and initial data shows a positive response in terms of GPA, retention, and satisfaction for the program.

**Performance Target-** Measure satisfaction of students who attend the program in addition, the GPAs and retention rates will be examined between students who participated in PowerUp! and those students who did not.

**Timeline:** FY 2011 - Ongoing

**Reporting Status** -Active and Performance Under Review

**Resources** -The Office of Student Activities formerly the College Life Office oversees the program with the help of numerous Student Services offices and several faculty members. A part time Student Orientation Specialist hired in May 2012 as a temporary employee has transitioned to a regularly budgeted part time employee. Eleven (11) Student Orientation Leaders were part of the inaugural PowerUp! Orientation program. One student will return for 2013 and 11 new students, 4 of whom were participants in PowerUp! 2012 will be Student Orientation Leaders for PowerUp! 2013.

## 1. First Year Experience Program

**Description:** First Year Experience is a collaborative college- wide effort to improve student learning and to promote a successful transition into higher education. A one credit seminar, along with other support activities, is offered to first time students who may be at risk academically. The goal is to help students' foster relationships, and to become a part of the campus community by learning skills through mentors, classroom activities, and workshops.

**Performance Target:** The performance target is to improve student retention semester to semester and help students stay off of academic warning or restriction. Due to low enrollment in the Compass Success Courses, results are inconclusive at this time and data is still being collected.

**Timeline:** FY 2012- Ongoing

**Reporting Status:** Active and Performance under Review

**Resources:** The program has a variety of funding sources. The **FYE** survival guide booklets were funded through a New Initiatives Grant through the Vice President for Academic Affairs and all students who participated in the **FYE** 1 credit seminar course were provided with a book. Going forward, books will also be provided to all students who attend Power Up New Student Orientation and all students who register for English Composition, English 101. In FY 2012 students who successfully completed the First Year Experience seminar course were given a one credit tuition reimbursement funded through the Harford Community College Foundation. Going forward, the tuition reimbursement will no longer be granted.

The initiative has received further funding from the HCC College Foundation and is currently creating a summer program- iPrep week- designed to help students prepare for the Fall 2013 semester by providing an orientation to campus success points, math and English reviews, and opportunities to meet faculty, advisors, and fellow students. Students will re-take the Accuplacer assessment at the end of the week with the expectation that the Accuplacer scores will have increased.

## 2. Tutoring Services

**Description:** The Tutoring Center's mission is to enhance student success by providing strategies to promote independent learning. The following services offered in the Tutoring Center are designed to support students in achieving their academic goals:

- Walk-in tutoring sessions are available as needed in the Tutoring Center. Tutors scheduled to work in the Center are available to assist multiple students at a time during all hours of operation.
- Group tutoring sessions are available for high demand courses. These sessions are scheduled in a room on campus outside of the Tutoring Center.
- Supplemental Instruction sessions are offered for historically difficult courses.
- Scheduled tutoring sessions are available for students demonstrating academic need. Students interested in this service must make an appointment with the Student Success Specialist to determine eligibility for this service and complete a Success Plan and tutoring contract.

**Performance Target:**

- Students who use walk-in tutoring services six or more times a semester are retained at a higher rate and earn higher grades than students who do not use this service.
- Students seeking scheduled tutoring meet with the Student Success Specialist to document learning strategies on a customized Student Success Plan. The implementation of the learning strategies are monitored during required follow-up meetings with the Student Success Specialist.

**Timeline:** Fall2013- Ongoing

**Reporting Status:** Active and Performance Under Review

**Resources:** The program is fully integrated in the regular operating budget.

## 3. Satisfactory Academic Progress- Collaboration between Advising and Financial Aid Description:

The Financial Aid and Academic Advising offices are working collaboratively to rehabilitate students who are not meeting Satisfactory Academic Progress (SAP) guidelines and have been terminated from receiving financial aid. The Financial Aid Appeals Committee reviews all appeals and refers tentatively approved students to Academic Advising for assistance. The designated academic advisor works with the student to develop an Academic Plan for Satisfactory Academic Improvement (APSI). The plan outlines specific course requirements to meet graduation and SAP guidelines.

**Performance Target:**

- Approximately 400 people are terminated every semester, approximately 50% appeal. Only 40% of appeals are approved.

- Terminated students are given one-on-one counseling to improve GPA, completion and move them toward graduation. Designated academic advisors work with this population.
- Advising and Financial Aid meet routinely to review and improve program.
- All plans are reviewed at end of semester. Approximately 56% of students complete their academic plan or are ok to continue plans. The remaining 46% of students are terminated for financial aid eligibility again or have other pending issues (such as incomplete grades).

**Timeline:** FY 2011 -Ongoing

**Reporting Status:** Active and Performance Sustained

**Resources:** The program is fully integrated in the regular operating budget.

#### 4. Financial Aid TV

**Description:** In an effort to increase student understanding of financial aid, Harford Community College contracted with *Financial Aid TV* to provide an online financial aid service which provides answers to frequently asked questions. Topics include an explanation of Federal and State Aid, how to complete a FAFSA, applying for scholarships and loans, VA, as well as financial aid terms, policies and procedures. The program provides an easy to understand video format where students select a specific question and receive a concise answer. The program has been customized for Harford Community College's use as a loan counseling tool to reinforce information presented at Entrance Counseling. Future counseling sessions are being planned to cover additional financial aid and financial literacy topics.

**Performance Target:**

- Increase new and currently enrolled students' knowledge of financial aid resources
- Provide answers to frequently asked questions in a comfortable and concise format 24/7
- Reinforce Entrance Counseling information for loan students
- As of 7/10/13, 2601 people have visited the FATV video portal since March 2013
- As of 7/10/2013, 150 repeat borrowers have completed loan counseling. They received information about completing the loan session via email on 6/24/2013.

**Timeline:** Spring Semester 2013- Ongoing

**Reporting Status:** Active and Performance Under Review

**Resources:** This program is fully integrated in the regular operating budget.

#### 5. You Can Afford College 2013

**Description:** The Financial Aid Office offers new and continuing students with professional assistance in applying for Federal Aid. This event, held annually on a February Sunday, includes:

- Free walk-in service available to speak to a financial aid professional about financial aid resources, applying for the Free Application for Federal Student Aid (FAFSA)
- Group financial aid presentations from professional leaders in the community to cover an array of topics (applying for the FAFSA, student loan options and state scholarships/grants)
- Obtaining information from a Harford Community College's Admissions representative on admission requirements

**Performance Target:**

- Total number of participants in attendance for FY 2013: 146
- Potential students and their parents seeking assistance received vital information on how to apply for Federal Aid and received answers to their individual and unique questions.

**Timeline:** FY 2013- Ongoing

**Reporting Status:** Active and Performance Sustained

**Resources:** The program is fully integrated in the regular operating budget.

## **SECTION II: INITIATIVES TO CLOSE THE MINORITY ACHIEVEMENT GAP**

### **6. Rites of Passage Peer Mentoring Program (ROP)**

**Description: Rites of Passage, ROP** is a mentoring program designed for first-time, full-time minority students. College employees serve as mentors to assist students with attaining academic and career goals. In addition, students and mentors participate in free social and cultural events sponsored by the College. While some of the program activities draw upon the African American experience, this program is open to all students, regardless of ethnicity. Several of the programs sponsored by Rites of Passage became part of Project LEaD, Lead Engage and Development, (formerly the IDEAL Leadership Program) from which students could fulfill Leadership Certificate requirements. In FY 14, Rites of Passage will seek to expand and intentionally target Latino/a students through outreach programs.

Peer Leaders aid in the mentoring program with planning and engagement of their peers. A maximum of five students have been employed during a given semester. In September 2012 a scholarship was established on behalf of the Rites of Passage Mentoring Program through a generous donation made to the College on behalf of a beloved family member, Palmas McGowan. The donation of \$1,000 allows for two scholarships to be granted to eligible students affiliated with Rites of Passage. In November 2012 with assistance from Institutional Research, a focus group was convened to evaluate the program. A total of fifteen mentors and mentees participated and gave constructive feedback on the mentoring program. Comment was given on issues ranging from the best ways to design orientation and other dynamic programming.

## **Programs:**

### **Brother to Brother, October 2012**

This program hosted for the third year focuses on African American men. Deliberately intergenerational, Cambia group founder and CEO LaMarr Shields guided participants through a dialogue and interactive exchange on issues germane to Black males.

### **Hosted a screening of the documentary and panel discussion of "Miss Representation" produced by Jennifer Newsom, October 2012**

The film explores the media's misrepresentation of women in popular culture and explores its impact on the underrepresentation of women in positions of power and influence.

Students and faculty were drawn from the campus community along with participants from Harford County Commission on Women, American Association of University Women, Black Youth in Action and other professionals.

### **Spirituals and other Musings, February 2013**

A Tribute to 50 Years of a Dream was a musical tribute honoring several national landmark events in 1963 during the Civil Rights movement. The tribute also included the recognition of people and events in Harford County. Open to the general public, this program was collaboration between the Visual and Performing Arts and Rites of Passage.

### **Hosted Daniel Beaty, a voice for African American males, March 2013**

Daniel Beaty's life work focuses on speaking "pain to power" uses multiple platforms including poetry, music, dance and theater to share his message. His work has been showcased nationally and internationally. As a luncheon guest speaker and part of a poet's showcase, Beaty and HCC students were able to share their talents.

### **Hosted a screening of "Bring Your 'A' Game", April 2013**

This documentary underscores the value of education for Aberdeen Middle School students at the Aberdeen Branch of the Harford County Public library. HCC students who were a part of ROP and the Project LEaD program served as facilitators.

**Civil Rights Tour of the South** was planned for March 2013 but was ultimately canceled due to lack of participation.

**Performance Target:** 80% of students who participate in the Rites of Passage program will indicate mid to high levels of satisfaction. A survey was administered in the fall. It was sent to 30 mentees and 46 mentors. Of the participants that chose to respond, 100% indicated 'satisfaction with both on and off campus activities.

**Timeline:** FY 2006 - Ongoing

**Reporting Status:** Active and Performance Under Review

**Resources:** The program is currently sufficiently staffed and is funded through the Harford Community College operational budget. One fulltime professional staff member and 5 part time peer leaders make up the staff. Peer leaders assist in the planning, implementation and promotion of program efforts.

### **SECTION III: ADULT LEARNING ENGAGEMENT**

#### **11. Adult Basic Education**

**Description of Program:** Since 1967, the College has received state grant funding to provide ABE and ESL services to adults in Harford County. Literacy services include Adult Basic Education (ABE), English for Speakers of Other Languages (ESL), English Language/Civics, and GED preparation classes as well as individualized literacy tutoring.

**For FY 2013, how many courses (not course sections) does your institution offer for adult education students?** For FY 2013, Harford Community College has offered ten courses for adult education students.

**For FY 2013, how many adult education students did your program serve?** For FY 2013, 1,100 adult education students were served.

**Resources:** Scholarships to assist students transitioning to higher education became available in FY 2013 through contributions from the Harford Community College Foundation and the local Workforce Investment Board.

#### **12. Certificate to Career in One Year**

**Description:** This program provides financial assistance, advising, and support services to help economically disadvantaged and basic skills deficient youth between the ages of 16 and 21 complete workforce development certificate programs, improve literacy skills, and obtain employment.

**Performance Target:**

63% of students will enter employment

65% of students will improve literacy and numeracy skills

66% of students will earn a certificate

Students who began in FY12 and continued in FY13

17 (90%) are employed

11 (58%) earned a certificate

7 (37%) improved literacy skills

FY13 Students

8 (67%) are employed

6 (50%) earned a certificate

2 (17%) improved literacy skills

**Timeline:** Fall2012-ongoing

**Reporting Status:** Active and Performance Under Review

**Resources:** The program is funded by a grant from Susquehanna Workforce Network.

## **SECTION IV: HIGHSCHOOL ENGAGEMENT**

### **13. Articulation with HCPS Homeland Security Program**

**Description of Program:** Harford Community College has an articulation agreement with Harford County Public Schools (HCPS) that provides graduates from the HCPS Homeland Security Program 3 credits for CJ 101: Introduction to Criminal Justice upon completion of 3 credits in the HCC Criminal Justice Program. Students attend a Homeland Security Expo and Honors Recognition Ceremony, and showcase their senior year Capstone projects. The College participates on the Homeland Security Curriculum Advisory Board.

**For FY2013, how many high schools are working with your institution?**

Currently working with one Harford County Public Schools High School, Joppatowne High School.

**For FY2013, how many high school students did your program serve?**

Nineteen (19) of the 29 Joppatowne Homeland Security Program graduates indicated that they were going to enroll at Harford Community College to continue their students in the Criminal Justice Program Fall2013 semester.

**Did this program require students to pay tuition and fees?** There is no cost to the student for the three credit course, CJ 101, Introduction to Criminal Justice.

**If applicable, please note the program cost to the student:** N/A

### **14. Dual Enrollment Option for HCPS Career and Technology (CTE) students in Business/Accounting Program**

**Description of Program:** Harford Community College supports dual-enrollment options for Harford County Public Schools (HCPS) Career and Technology students. The current initiative provides HCPS business students the opportunity to enroll in an online HCC business course- BA 101: Introduction to Business and/or BA 203: Principles of Marketing. HCPS faculty provides academic support and bridge activities (extended learning activities) for students enrolled in the online course. College faculty meets the HCPS students and HCPS faculty during the semester to clarify course expectations and collaborate with HCPS faculty. Upon successful completion of the college course, students earn/receive transcribed college credit.

**For FY2013, how many high schools are working with your institution?**

Three schools participated in FY 13- Edgewood, North Harford and BelAir.

**For FY2013, how many high school students did your program serve?**

Five (5) students were served at Edgewood High and 9 students at North Harford High, and 25 students at BelAir High for a total of 39 students.

**Did this program require students to pay tuition and fees?** Students pay tuition and fees.

**If applicable, please note the program cost to the student:** Tuition for 3 credits was \$261.00 for FY 2013.

**15. Dual Enrollment option for Harford County Public Schools Career and Technology (CTE) Students in Cybersecurity Program.**

**Description of Program:** Harford Community College supports dual-enrollment options for Harford County Public Schools (HCPS) Career and Technology students. A draft articulation agreement has been created for HCPS students enrolled in the new Cybersecurity program to be located at the Harford Technical High School. Harford County Public Schools program is expected to start in September 2013. Upon successful completion of the HCPS program, students may earn/receive articulated or transcribed college credit, depending upon the option that students select while HCPS students.

**For FY 2013, how many high schools are working with your institution?** Implementation planned for FY 2014.

**16. Articulation agreement approved by the Harford Community College Board of Trustees to offer transitional math courses on location to Harford County Public Schools students**

**Description of Program:** Since 2002, the Harford County Public Schools and the Harford Community College have partnered to provide a tuition waiver for students in Bel Air High School and Edgewood High School that allowed students to take Harford Community College remedial courses in mathematics at the high schools. The participating students earn high school credit and their grades become part of their Harford Community College records. Upon successful completion of the courses, students are eligible for credit-level math courses upon entry into Harford Community College, thus saving time to completion of their degree. The program has grown from two original schools to include four more high schools: C. Milton Wright, Joppatowne, North Harford, and Patterson Mill.

**For FY2013, how many high schools are working with your institution?** Six  
**For FY2013, how many high school students did your program serve?** 381  
**Did this program require students to pay tuition and fees?** No cost to student, Tuition Waiver was approved by Harford Community College Board of Trustees.

**If applicable, please note the program cost to the student:** N/A

**17. Academic Program Planning and Group registration offered on location at Harford County Public Schools. During the reporting year the enrollment process name was changed from the One-Stop Session to iPlan.**

**Description of Program:** During the 2012-2013 school year the iPlan registration sessions were offered on site to five Harford County Public High Schools. Over the course of several weeks in the spring semester, Harford Community College student affairs members including representatives from

admissions, academic advising, disability support services, and enrollment services, traveled to each high school to offer an iPlan academic program planning and registration session. The iPlan session included: the iPlan introductory overview to the College and student support services; academic skills assessment; a self-directed learner presentation; academic advising; course selection; online registration; and Power Up orientation sign up. The program is designed to offer the students the entire enrollment process while providing minimal classroom disruption, and limited school absence due to travel to the campus. Logistically, the program was well received, and each participating school has expressed interest in doing it again next year.

**For FY2013 how many high schools are working with your institution?**

Five

**For FY2013, how many high school students did your program serve?** 400

**Did this program require students to pay tuition and fees?** Students will have to pay the tuition and fees of the classes for which they registered, but there was no expense to the students to attend the iPlan academic planning session at their respective high schools.

**If applicable, please note the program cost to the student:** The cost of classes varied depending on how many credits the student registered for that semester.

### **19. Harford Community College Serves as Venue for High School Athletic Programs**

**Description of Program:** Harford Community College continues to support High School Athletics by serving as a venue for teams in various sports, including tennis, basketball, soccer, baseball, softball and lacrosse. This year, the College is planning to add "meet and greet" and receptions sessions with high school coaches. With the reopening of the pool this year, the College has hosted 68 swim practices for Harford Technical, C. Milton Wright, Fallston, Patterson Mill and Aberdeen High School. The College also hosted the UCBAC Conference boys and girls senior all-star soccer games.

**For FY2013 how many high schools are working with your institution?** A total of 18 high schools including 10 Harford County high schools; 5 Cecil County high schools; 3 area private high schools.

**For FY2013, how many high school students did your program serve?** 500

**Did this program require students to pay tuition and fees?** No

## **SECTION V: MIDDLESCHOOLENGAGEMENT**

### **19. Technology Needs Teens (TNT)**

**Description:** TNT is a day 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 are exposed to a

variety of STEM related presentations by industry leaders. The intended outcome is to promote interest in science and math occupations that support BRAG (Base Realignment and Closure) initiatives and encourage support in STEM related fields.

**Performance Target:** Our target or goal is to increase interest, among the selected 8th grade students, in the STEM related fields. Students are to leave the Harford Community College campus with a better understanding of STEM-related careers and the different career options available to science and math.

**For FY2013, how many middle schools are working with your institution?**

10

**For FY2013, how many middle school students did your program serve?**

200

**Did this program require students to pay tuition and fees?** No

**If applicable, please note the program cost to the student:** N/A

**20. AVID (Advancement Via Individual Determination) college preparation and awareness tour**

**Description of Program:** AVID is a program that strives to close the achievement gap by preparing all students for college readiness and success in a global society. AVID is a college readiness system for elementary through postsecondary that is designed to increase school wide learning and performance. The AVID College Readiness System (ACRS) accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional learning, and acts as a catalyst for systemic reform and change. Havre de Grace Middle School and Aberdeen Middle School which are member institutions partnered with HCC in order to fulfill the school wide initiative of creating college- going campuses where all students graduate college- ready. Approximately 75 students were given a campus tour that introduced students to the concept of the college search process, learning in a college environment, and how to access college services. Educational facilitators and students found the program to be worthwhile and wish to repeat.

**For FY2013, how many middle schools are working with your institution?**

Two schools including Havre de Grace Middle School and Aberdeen Middle School.

**For FY2013, how many middle school students did your program serve?**

75

**Did this program require students to pay tuition and fees?** No

**If applicable, please note the program cost to the student:** N/A

**Howard Community College**

**Howard Community College**  
**FY2013 Submission to Maryland Association of Community Colleges**

**SECTION 1: COMPLETION BEST PRACTICES**

**1. Step Up**

**Description:** Step UP is a grassroots program; the idea evolved from the 25 member, cross-functional Developmental Education Committee that, in 2003, sought to create a program to improve the success and retention of developmental education students. The objective was to design a program that would provide positive support and encouragement to students as they make the often difficult transition and adjustment to college. After researching programs and interviewing students, a model for Step UP was created. Students who volunteer to participate in the program are randomly paired with a faculty or staff "coach" who also volunteers. Using a life-coaching model, "coaches" meet with their students once a week for an hour throughout the semester during which time the coach offers support, encouragement, guidance and attentive listening. The intention is to assure that students in Step UP know that they matter. One unique feature of Step UP is that coaches receive "life-coaching" training before they begin working with students. In addition to the required four-hour training, monthly coaches' workshops are held to build community and teach new coaching skills. Coaches come from all constituency groups, including the president, two vice presidents, a member of our Board of Trustees, full-time faculty, full-time staff, adjunct faculty and part-time staff, all of whom are volunteers. As Step UP has evolved, non- developmental students have joined the program making up approximately 48% of the student total enrollment.

**Performance Target:** For participating students, assessment includes demographic analysis, pre-surveys and post-surveys, focus groups to collect qualitative formative data, and analysis of academic progress. For coaches, assessment consists of surveys, anecdotal stories, training workshop evaluations, and forums to listen to their ideas for improving and changing Step UP. Results have been positive and indicate that consistently Step UP students achieve higher GPAs and are retained at a higher level than a matched control group of non- Step UP students. Developmental Education (Dev Ed) Step UP completers re-enrolled at a higher rate than the control group (93.9%; 81.0% control group). Non Dev Ed Step UP completers also re-enrolled at a higher rate than the control group (91.4%; 63.4% control group). Dev Ed Step UP completers had a significantly higher average term GPA than the control group (2.66 vs 1.98).

**Timeline:** FY 2004 - Ongoing

**Progress Status:** In progress and currently being implemented

**Resources:** Annual expenditures include:

- Coach training
- Monthly Coaching Workshops
- Assistant Director

- Catering
- Shirts and training materials
- Other Costs ( Lunch vouchers, Brochures )

## 2. The Silas Craft Collegians Program

**Description:** The Silas Craft Collegians Program is a comprehensive academic program leading to an associate degree. A select group of students go through the program together as a learning community, receiving personalized attention, mentoring and peer reinforcement. The program is specifically 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%)

### **Performance Target:**

Retention:

#### Two Years After Entry

Fall10 to Fall12: first-time SCCP students: 55.6% (n=15/27)

Fall10 to Fall12: all SCCP students: 44.2% (n=42/95)

Exceeded benchmark of 30.7%

#### Three Years After Entry

Fall 09 to Fall12: first-time SCCP students: 35.5% (n=11/31) Fall 09 to Fall

12: all SCCP students: 35.4% (n=29/82) Exceeded benchmark of 15.6%

#### Fall to Spring

Fall 12 to Spring 13: first-time SCCP students: 88.9% (n=24/27) Fall12 to

Spring 13: all SCCP students: 80.0% (n=76/95)

Exceeded benchmark of 70.3%

**Timeline:** FY1999 - Ongoing

**Progress Status:** In progress and currently being implemented

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

## A. College Readiness Program

**Description:** Howard Community College enjoys a close collaboration with the Howard County Public School System (HCPSS) focused on college readiness. The goal of college readiness is to provide effective information and interventions in high school that result in decreased numbers of recent high school graduates placing into developmental courses at HCC. To this end, the HCC/HCPSS partnership provides an eleventh grade testing program in English, which is a curricular alignment initiative that provides targeted college

placement testing for all HCPSS eleventh graders enrolled in "regular" English 11. These students are not enrolled in gifted and talented or advanced placement classes. Additionally, through this collaborative effort a college readiness writing course was developed and is offered through HCPSS. The HCC mathematics division also collaborates with the HCPSS mathematics department. Through this effort, an Advanced Algebra course aligned with the college's mathematics courses was developed and is offered through HCPSS. The mathematics collaboration also offers a high school testing program. This year the program provided extensive testing of 12<sup>th</sup> grade students in new senior year Advanced Algebra courses, in Math Analysis, Trigonometry, and in some sections of Algebra 2 and Financial Literacy. Testing was offered in ten high schools for a total of 1230 students.

**Performance Targets:**

1. Decrease the percentage of recent HCPSS graduates placing into developmental reading, writing and mathematics.

In fall2012, 30 percent of recent HCPSS graduates placed into developmental reading as compared to 32 percent in fall 2008.

In fall2012, 32 percent of recent HCPSS graduates placed into developmental writing as compared to 37 percent in fall 2008.

In fall2012, 60 percent of recent HCPSS graduates placed into developmental mathematics compared to 67 percent in fall2008.

**Timeline:** FY2008-Ongoing

**Progress Status:** In progress and currently being implemented

**Resources:** The college provides resources for testing and curricular alignment efforts with the school system. HCC would like resources to provide dual enrollment opportunities for testing cohort students during grade 12 for tuition, books and transportation.

**B. HCC strengthened its academic standing policy by instituting an intrusive academic advising intervention program for students on academic warning and limiting credit enrollment for students on academic probation.**

**Description:** Overall satisfactory academic progress (good standing) is demonstrated when students successfully maintain a cumulative grade point average of 2.0 or greater. Students who are not in good standing are placed on academic warning and required to complete a self- assessment and meet with an academic success coordinator to develop an educational plan. Students on academic warning who do not reach a prescribed minimum standard are placed on academic probation and limited to a maximum of eight credits. These students are strongly encouraged to meet with an advisor to obtain a degree audit and discuss their educational plan.

**Performance Target:** The academic standing interventions support the college's strategic initiative to increase students' successful persistence rate. For students placed on academic warning, analysis shows that students who complete the self-assessment and meet with an academic success

coordinator, consistently have higher rates of retention and a higher mean cumulative GPA than students who do not. For students placed on academic probation, limiting the maximum number of credit enrollment to eight allows students a greater chance to obtain the 2.0 semester G.P.A. required for good standing.

**Timeline:** FY2010-Ongoing

**Progress Status:** In progress and currently being implemented

**Resources:** Full-time Retention Specialist, hourly retention advisor, designated person from Planning, Research and Organizational Development Office to conduct outcomes assessment.

**C. HCC implemented an Early Alert system that asks faculty to identify students exhibiting at-risk behaviors as early as the third week of the semester and continue throughout the semester.**

**Description:** HCC uses Starfish Early Alert software to provide early identification of academic concerns in designated developmental reading, writing, math, and college level biology courses. At weeks three, six and nine, Starfish sends an email to faculty requesting that they flag students who have less than a "C" in the class, missing/late assignments, poor attendance, and come to class unprepared and/or distracted by other students and electronic devices. To motivate students, Starfish also requests faculty to give students kudos for doing a good job in the class. Faculty sign into the Starfish system, access their class roster, click on a concern or kudos for their students and submit. Faculty can also raise individual flags on students if a concern arises outside of the three, six, and nine week periods. Students receive a notice that their instructor has raised a concern through institutional email, preferred email, Facebook or text. This notice instructs students to contact their advisor and refers them to a catalog of support services available at the college. Designated advisors receive an email notice from Starfish that their students have been flagged. Advisors sign into Starfish and access their students' information. Included in the information is the academic concern and notes from the faculty, students' cum GPA, credit hours, academic standing, financial aid status, course repeat status, and major. Advisors contact students for follow up. Advisors can also create student plans in Starfish. These plans allow staff and faculty to track students' progress towards meeting designated goals.

**Performance Target:** The Starfish Early Alert Program supports the college's strategic initiatives to increase the percentage of developmental completers and increase student successful persistence rate. Initial outcomes show that the Starfish pilot sections have somewhat lower withdrawal rates than non- Starfish sections at individual course levels. Success rates for the math and biology Starfish sections are better than non-Starfish sections in the same course.

**Timeline:** FY 2011-Ongoing

**Progress Status:** In progress and currently being implemented

**Resources:** Full-time Retention Specialist, hourly retention advisor, designated person from Planning, Research and Organizational Development Office to conduct outcomes assessment.

## 6. Student Support Services Program

**Description:** Student Support Services (SSS) is a federally-funded program offering free comprehensive services to eligible students. Eligibility for services can include one or more of the following criteria: low income, first-generation status (neither parent has received a four-year degree) or documented disability (learning, physical, emotional/psychological). The program's goal is to increase the retention, transfer, and graduation rates of program students. The Student Support Services Program provides free, individualized instruction by academic specialists in the areas of math, reading, writing, English as a second language and study skills. Learning disabilities specialists assist students who have varying learning styles and free individual tutoring is available in most courses. Personal, academic, financial aid, career, and transfer counseling is available to program students. Advocacy, assistance with accommodations and specialized equipment are also available for students with disabilities.

**Performance Targets:**

**Good Academic Standing Rate:** 68% of all enrolled participants served by the SSS project will meet the performance level required to stay in good academic standing at the grantee institution.

- Good Academic Standing Outcomes for 2011-12: **84.51%** or 202/239

**Graduation and Transfer Rates:** 12 % of new participants served each year will graduate with an associate's degree or certificate within four (4) years, and 23% of new participants served each year will transfer with an associate's degree or certificate within four (4) years.

- Graduation Outcomes for 2011-12: 20% or 4/20
- Graduation and Transfer Outcomes for 2011-12: 50% or 2/4

**Retention Rate:** 55% of all participants served by the SSS project will persist from one academic year to the beginning of the next academic year or graduate and/or transfer from a 2 year to a 4-year institution during the academic year.

- Retention Outcomes for 2011-12: 69.03% or 165/239

**Timeline:** FY 2010-2015

**Reporting Status:** Active and currently under review

**Resources:** Project is grant-funded and resources are sufficient.

## SECTION II: INITIATIVES TO CLOSE THE MINORITY ACHIEVEMENT GAP

### 1. ENGL-121 Accelerated Learning Program (ALP)

**Description:** English 121 ALP is an accelerated learning program designed to close the achievement gap for those who place into developmental programs. Studies show that the wider the gap between student enrollment and completion, the greater the chance of student attrition. ENGL-121 ALP attempts to fill this gap by enrolling students who normally would place into developmental writing into a college-level writing course that essentially combines both developmental and

college-level writing skills. Currently, the enrollment process is selective. Only those students who score at the higher end of the Accuplacer test (79 and above for reading and 73 and above for writing) are eligible for the course. Since motivation is a key issue for developmental students, this course uses a combined coaching and FYE approach to help students make connections inwardly and outwardly.

**Performance Target:** Twenty-eight students taking ENGL 121 ALP in Fall 2010 were matched with 28 students who had similar placement scores, native language and age. Of those 28 students, 17 took ENGL 121 in Spring 2011 (2 have NA or W grades and were not included in the t-test analysis). Results of at- test showed no significant difference between the students taking ENGL 097 and ENGL 121 and those who took ENGL 121 ALP ( $t=-.78$  (40),  $p=.938$ ). Students taking ENGL 121 ALP did as well in their college level course as the students taking 2 semesters of ENGL. Similar levels of student success in accelerated sections of ENGL 121 as in standard ENGL 121 sections would indicate success for this initiative. In Fall 2011 and Spring 2012, success in accelerated sections of ENGL 121 exceeded that of standard sections: Fall 2011 accelerated 85.7% D or better, standard 79.5%; Spring 2012 accelerated 90.9% D or better, standard 79.2%. Success rates in ENGL 121 ALP also exceeded those for developmental English (Fall2011 76.2% ABC, Spring 2012 72.5% ABC).

**Timeline:** Spring 2010- Present

**Progress Status:** In progress and currently being implemented

**Resources:** Staff needed to identify candidates and course scheduling

## 2. English-as-a-Second Language Accelerated Learning Program (E-ALP)

**Description:** The English-as-a-Second Language Accelerated Learning Program (E-ALP) was piloted in the 2011-2012 academic year, with 5 students participating each semester. To participate, students must be eligible for English 121 (college composition) in reading and must place in the upper range of English 087 (Advanced Academic Writing and Grammar for ESL Students). Students enroll in ESL sections of English 121 while completing online curriculum that addresses sentence-level grammar skills. In addition, students in the E-ALP program meet with an instructor three times a semester.

**Performance Target:** Success is measured by the percentage of E-ALP students that pass English 121.

Fall2011: 100% passed English 121

Spring 2012: 100% passed English 121

Future semesters will also include surveys that measure both faculty and student perceptions of the writing skills of participants and the effectiveness of the curriculum in addressing any concerns.

**Timeline:** Implemented Fall2011- ongoing.

**Reporting Status:** Active and Performance under Review

**Resources:** None needed at this time.

### 3. Program Title: Howard PRIDE

**Description:** Howard PRIDE was established to address the findings of a study conducted by the Howard Community College Office of Planning, Research and Organizational Development on academic standing "at-risk" factors. The results of this study identified African-American males in developmental math courses as being the most "at-risk" population within the institution.

The program began in Fall 2012 and is designed to provide student success services to Black male students in an effort to assist participants to maintain good academic standing (a minimum of 2.0 grade-point average), to complete developmental math requirements, and increase their retention, transfer and graduation rates. Assistance with math, particularly developmental math, is a key component of the program. Another significant offering of the program is mentoring. The program will also help students develop leadership and personal skills, such as public speaking and interviewing for a job. The program intends to continue to sponsor a Black Male Summit designed to 1) listen to students as they describe their experiences at HCC; 2) identify obstacles that may stand in the way of Black male student success at the college; 3) implement suggestions for improving HCC services and offerings; and 4) provide an opportunity for students to network.

**Performance Target:** Baseline data and performance targets are being established. The goals of the program are:

1. Increase number of participants completing developmental math sequence.
  - 80% pass rate for students who received tutoring in math (Fall 2012)
2. Increase retention, graduation and successful transfer rates of participants.
  - 94% Retention Rate (Fall 2012 to Spring 2013)
3. Increase the number of participants who remain in good academic standing.
  - 94% Good Academic Standing (Fall 2012)

**Timeline:** FY 13- ongoing

**Performance Status:** In progress and currently being implemented.

**Resources:** Resources have been allocated for FY14, with the plan to secure funds for FY15. The college has added a FT Assistant director position for FY14. The college will search for additional support.

## SECTION III: ADULT LEARNING ENGAGEMENT

### 1. Adult Basic Education

**Description of Program:** The program provides educational services in collaboration with key 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 be competitive in the workforce and exercise the rights and responsibilities of citizenship.

**For FY2013, how many courses (not course sections) does your institution offer for adult education students?**

Only available numbers-

FY2012 Noncredit ABE/GED Courses: 29

FY2012 Noncredit ESL courses: 170

**For FY2013, how many adult education students did your program serve?**

Only available numbers-

FY2012 Noncredit ABE/GED unduplicated headcount: 601

FY2012 Noncredit ESL unduplicated headcount:2,077

## **SECTION IV: HIGH SCHOOL ENGAGEMENT**

### **1. STARTALK**

**Description of Program:** 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. HCC has been awarded the STARTALK grant since 2007. High school students learn communicative skills as well as cultural awareness from experienced native language teachers in task-based classes. All students receive full scholarship to the program that covers tuition for a 4-credit language class, consolidated fees, textbooks and activity fees. The selection process is attentive to a diverse population as it enrolls each language class: age, race, ethnicity and gender are important tenants of the NATIONAL STARTALK program and all programs are expected to enroll a diverse population, including heritage speakers of the language they will be studying. Assessment is a critical component of the STARTALK program. 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 FY2013, how many high schools are working with your institution?**

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

**For FY2013, how many high school students did your program serve? 116**

**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. Freshman Focus

**Description of Program:** 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 the hectic pace of general registration. Students complete the college registration process prior to high school graduation.

**For FY2013, how many high schools are working with your institution?**

The college works closest with the 12 county high schools, but also works with home school organizations and private institutions. Some out of county and out of state students take advantage of the program as well.

**For FY2013, how many high school students did your program serve?** 1,250 students applied to the Freshman Focus Program, and approximately 600 took advantage of the early registration component of the program.

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

## 3. Concurrent Enrollment

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

**For FY2013, how many high schools are working with your institution?**

The college works closest with the 12 county high schools, but also works with home school organizations and private institutions. Some out of county and out of state students take advantage of the program as well.

**For FY2013, how many high school students did your program serve?** The college served 169 students in the Fall semester, and 155 in the Spring semester.

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

## 4. Project Access

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

**For FY2013, how many high schools are working with your institution?** 13 Howard County High Schools in addition to approximately 8-10 high schools in surrounding counties

**For FY2013, how many high school students did your program serve?** 87

**Did this program require students to pay tuition and fees? Yes**  
**If applicable, please note the program cost to the student:** \$600 for in-county tuition, \$610 for out of county tuition.

## **SECTION V: MIDDLE SCHOOL ENGAGEMENT**

### **1. Early College Awareness**

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

**For FY2013, how many middle schools are working with your institution?**

The college works with the middle schools in the county on an individual basis.

There are 19 Howard County Public Middle Schools.

**For FY2013, how many middle school students did your program serve?**

Approximately 75 middle school students visited the campus.

**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**  
**FY2013 Submission to Maryland Association of Community Colleges**

**SECTION 1: COMPLETION BEST PRACTICES**

**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 "libguide," 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 2010w12 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 fall2012, 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:** 2012- Ongoing

**Reporting Status:** New Governance structure is in place and its effectiveness will be evaluated through collegewide surveys

**Resources:** Montgomery College has sufficient resources for this implementation and evaluation

## **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, but have demonstrated the necessary skills to succeed if encouraged. 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 worked together to launch the Achieving Collegiate Excellence and Success (ACES) program for 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:** The students supported through this program will enter college ready to take college level courses. By 2017 and through 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, a there will be a significant reduction in the number of students entering Montgomery College in need of developmental education coursework.

**Timeline:** Planning implementation fall2013

**Reporting Status:** Coaches to implement this program in 10 high schools have been hired as well as a Director for the Program and other necessary staff. Students have been recruited and the program will begin with nearly 1000 high school students.

**Resources:** Montgomery College is continuing to work with MCPS on broad issues regarding curricular alignment and professional development for faculty. Resources are available from the College's operating budget and additional financial support from Montgomery College. MCPS and USG also are providing financial and other support for the program.

### 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 discipline introduced Mathematics Prep (MA 094), a self-paced mastery course in fall 2011. Enrollment in this course is strong and students are succeeding and passing subsequent math courses at a higher rate when compared with the comparable courses that were in place prior to MA 094. An important goal of the redesigned math course was to increase the number of developmental math students who complete a college level mathematics course. Of the 2648 students who enrolled in MA 094 in fall 2011, by the end of the spring 2013 semester, 11.6% of these students earned a D or better on their first attempt at a college level math course compared with 9.0 % for the two-year completion of those who enrolled in comparable pre-redesign courses in 2009. In addition, students who complete MA 094 succeed at a significantly higher rate in their first attempt at MA 097 (Intermediate Algebra for Liberal Arts) 63.2% compared to 55% for those who completed the pre-design course 2009. This format makes it possible for a small number of highly motivated students to complete all of their developmental coursework in one semester.

Math faculty continue to adjust the MA 094 course in the hope of maximizing student success and retention. Faculty and staff associated with this course continue to receive training on effective instructor strategies. Although many students are benefiting from the redesigned course, faculty and instructional support staff observe that students who are not succeeding MA 094 are frequently demonstrating behaviors that are not associated with success including poor attendance, too little time on task, and poor time management skills. It may be necessary to provide alternative resources and pathways for students who do not make enough progress towards completion of MA 094 after repeated attempts.

#### **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%.

#### **4. Comprehensive redesign of a core English course**

The Montgomery College Access to College English (ACE) project was initiated in Spring 2012. So far, the pilot has included 3 cohorts of students who would have previously placed in developmental English: the first including 23 students, the second 144 students, and the third 42 students. These students were placed into specific sections of EN 101A along with students who enrolled in EN 101A, either through advising or advancement from the AELP and developmental English course sequences.

Preliminary data show that the ACE students who are placed into select sections of EN 101A are completing and passing that course at a similar rate to the non-ACE students: 77% of ACE students passed and 76% of non-ACE students passed the course. 66% of the ACE students registered for the second semester composition course (EN 102 or EN 109) the following semester, whereas only 50% of the non-ACE students in the same EN 101A sections did so. The average grade for the ACE students in the second semester composition course was slightly higher than the grade for the non-ACE students: 2.44 compared to 2.32.

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

**Timeline:** 2012-- Ongoing

**Reporting Status:** Currently implemented

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

## 5. 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**

- **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 2012, the core ACCUPLACER battery was given to those students who took the diagnostic during fall 2011 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 2013-14 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.
- **Closing the Achievement Gap Task Force for African American Students-** chaired by Dr. Tony Hawkins ; Closing the Achievement Gap Task Force for Hispanic/Latina Students-chaired by Prof. Hilda Smith were established to develop strategies to close the achievement gap. Report is due December 2013.

## **SECTION III: ADULT LEARNING ENGAGEMENT**

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 ESLIESOL Affinity group completed Its Goals Survey of both credit and noncredit students from across the state With MC having 911 credit students and 1,465 noncredit 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**

### **1. 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 FY2013, how many high schools are working with your Institution?** 22 of the 25 high schools

**For FY2013, 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**

### **COLLEGE PREP/SCHOLARSHIP FAIR-5PRING 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**  
**FY2013 Submission to Maryland Association of Community Colleges**

**SECTION 1: COMPLETION BEST PRACTICES**

**1. Collegian Centers**

**Description:** 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. In FY10 the centers sponsored over 100 activities attended by approximately 3,000 students. 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.

**Timeline:** 2003 - Ongoing

**Reporting Status:** Currently the reporting focuses primarily on outputs, i.e., name and number of activities, number of students attending, number of faculty attending, and number of students attending to meet course requirement. 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, were aligned to core learning competencies with corresponding assessment.

**Performance Target:** Increase of activities and participation by 5% annually. Increased student engagement and retention. Achieving core learning competencies.

**Resources:** Resources are sufficient, but additional assistance is needed in gathering data and tracking performance targets at an institutional level.

**2. Faculty Advising Model**

**Description:** All full time faculty will be assigned students based on the students' program of study in Fall 2013. The criteria are based on the completion of 30 billable hours and enrollment in the last course of the developmental course series. Faculty is trained by the professional advisors and given access to advisor mnemonics in Colleague. Faculty will participate in Advising Weeks, Peak Registration and manage an advisee load. Students will be required to meet with their faculty advisor at key transition points, specifically upon 15, 30, 45 and 60 credits.

**Performance Target:** Advisement of all students annually. Increased student engagement, persistence, and retention.

**Timeline:** 2013- Ongoing

**Reporting Status:** Outputs will be focused on the numbers of students being advised, attending advising appointments and following their EduPlan.

Outcomes will be related to tracking engagement, persistence and retention of students assigned to faculty advisors.

**Resources:** Current resources are sufficient and include gathering data and tracking performance targets at an institutional level

### 3. Owl Success Track:

**Description:** The mission of the Prince George's Community College First-Year Experience Program is to provide a pathway to success for students new to the college. 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.

**Performance Target:** All first year students with fewer than 18 credits will attend a SOAR (Student Orientation Advising Registration) session. The orientation will assist students with identifying courses and give them an overview of the policies and procedures at Prince George's Community College.

**Timeline:** 2010- Ongoing

**Reporting Status:** In Progress and currently being implemented

**Resources:** In order to track the success of the students as they continue their education at the college and to offer ongoing workshops throughout the year, additional staff and fiscal resources are needed for this program to be successful. A new Coordinator has been hired for this position and full time academic advisors committed to the first year experience are also needed in order to provide academic advising and planning for this population.

### 4. The Diverse Male Student Initiatives (DMSI)

**Description:** DMSI is an experiential two-year student retention program offered by Prince George's Community College. It explores ideas and develops practical skills for effectively involving and empowering men to assume leadership roles. The academy's purpose is to enhance educational attainment and leadership skills by increasing participants' knowledge of social, cultural and economic drivers within Prince George's County, and providing 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. Program Components include Gathering of Men Weekly Workshops, Peer Mentoring, The DMSI Summer Institute, Foundational Academic Support Workshops, Academic Tutoring, Academic Advising, Community Leader Mentoring Brunches and Breaking Bread Lunch Discussions.

**Performance Target:** The Diverse Male Student Initiatives (OMSI) targets all diverse male students currently enrolled at the college both full and part-time.

**Timeline** 2010- Ongoing

**Reporting Status:** In Progress and currently being implemented

**Resources:** In order to effectively track/monitor the progress, challenges and guidance given to individual participating students, additional staff and fiscal resources are needed for this program to expand and provide additional opportunities for the students to ensure continued success. As an example, DMSI received a Program Development Grant through the Maryland Higher Education Commission which allowed for additional dollars to be available for program staffing that directly focused on student academic performance; hiring a part time Academic Adviser and 6 Academic Tutors in the areas of Math and English. Since this grant cycle expired December 31<sup>st</sup> 2012, we have been able to move our acquired Part-Time Academic Advisor to becoming Full-Time, thus helping our identified participants be more successful in our areas of focus.

## 5. PGCC Cares

**Description:** PGCC Cares was created to provide a college-coordinated system to identify students in serious need, and ensure their access to college and external resources that could address those needs.

**Performance Target:** PGCC Cares targets all currently enrolled students at the college.

**Timeline:** 2011 – Ongoing

**Reporting Status:** In spring 2013 PGCC Cares set up a food pantry, a clothes closet with school supplies and an administrative office to address students' critical needs. Spreadsheets were created for tracking and monitoring activity. Additionally, a battery of forms was created to provide documentation of students seen and services provided. The services provided an openly available system of services which operated with a high level of student volunteers and involvement. The program was successful in garnering a high level of student support and volunteerism. Individual students as well as entire student groups provided support to the program through assisting with the set-up of the offices, strategizing procedures and process, fundraising and publicity. We will continue to increase student involvement and networking to assure that students are aware of the supportive services available to them. The PGCC Cares program also had two student interns from Bowie University assigned to assist, along with a student assistant and work study students. The goals for PGCC Cares were successfully met.

**Resources:** In July 2012 a \$12,000 grant was awarded to PGCC Cares through the college foundation. These funds were used to initiate the program. Due to logistical issues the funds could not be expended in fall 2012 as projected. As a result the use of the grant monies has been extended through May 2014. Additionally, staff and faculty of the college have pledged ongoing support through payroll deductions earmarked to PGCC Cares during giving campaigns. The PGCC Foundation is working with PGCC Cares to identify

additional external resources. The advisory committee is working on creating additional resources with community support. Student clubs and organizations have committed to donating portions of their fundraisers to assist with this initiative.

## 6. Dreamkeepers

**Description:** Dreamkeepers is an emergency financial assistance program designed to help students stay enrolled and not drop out of college due to unpredicted monetary circumstances. Dreamkeepers helps students with housing, food and utilities, transportation, childcare and medical needs when faced with sudden financial obstacles. In order to be eligible for assistance, students must show academic promise, be enrolled at least three quarters time (9 credits or more), have completed a minimum of fifteen (15 credits), and provide evidence of the emergency.

**Performance Target:** During the 2012/2013 academic year 14 monetary awards were made with an average award of approximately \$450 that covered utilities, food, rent, and transportation. The program has been in existence since 2008 and has made 82 awards to needy students facing an emergency situation, sudden loss of employment, domestic violence, and or divorce.

**Timeline:** Ongoing

**Reporting Status:** Ongoing

**Resources:** This is an ongoing program. Initial funding of \$25,000 was provided by a gift from Scholarship America to the college's Foundation, with the understanding that the college would sustain the program through various resources and fundraising activities.

## 7. Developmental Math Redesign

**Description:** The Developmental Mathematics Department in the Learning Foundations Division and the Mathematics Department in the STEM Division implemented a redesign of the Developmental Mathematics Sequence (OMS) of three courses. The team leading the redesign effort applied for and received a grant from the Maryland Higher Education Commission (MHEC) in FY2012. As part of this \$81,000 one-year grant, a phased implementation of the new model was required. In fall2012, the redesign was piloted with 30 OMS sections on the Largo campus. Full implementation will start in fall2013 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. The learning environment will be dynamic and supported with technology, appropriate furniture, and significant faculty attention, where each student progresses at an individual pace.

**Performance Target:** It is anticipated that this OMS Redesign will increase the number of students who successfully complete the OMS requirements, reduce the time that the average successful student spends in OMS courses, increase fall-to-fall retention of students, and improve performance in gatekeeper college-level math course(s).

**Timeline:** 2012- Ongoing

**Reporting Status:** Clear data parameters have been developed and data collection began in fall2012. Final data from the spring 2013 semester is being gathered to assess performance per the metrics.

**Resources:** In addition to grant funds, the college has assigned significant strategic resources to this initiative and ongoing funding will be incorporated into the operating budget in future years.

## 8. Eliminate Late Registration

**Description:** 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. Subsequently, the registration procedure was fully revised, was vetted throughout the college, and was fully implemented in fall 2013. 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. Further, because this new procedure deregisters students who have not paid by the 11:59 p.m. deadline, the wait list no longer serves a purpose and was turned off, effective with the summer 2012 session. 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.

**Performance Target:** Teaching will occur the first day of all courses. Students will not enter courses that have already met. The percent of students achieving success in courses will increase by 5%. Increase student engagement in courses by 5%.

**Timeline:** Fall2012- Ongoing

**Reporting Status:** Data parameters including outputs and outcomes have been developed and data collection will begin in fall 2012. Targets of teaching occurring first day of class and prohibiting students from entering courses after they have already met were achieved. Data regarding student success is being finalized. Preliminary data on student engagement met.

**Resources:** Sufficient resources were available to make the necessary changes.

## 9. Student Learning Outcome Assessment Plan

**Description:** In FY11, PGCC adopted and began the implementation of a new comprehensive learning outcomes assessment plan. This plan focuses on aligning course outcomes with program and general education learning outcomes. Then, through the use of imbedded course assessments data from common rubrics used across all sections of the course provide data on course, program, and general education learning outcomes. As of spring 2013 the institution has collected nearly 10,000 scored rubrics. Every degree and certificate program is following a four-year cycle of courses such that all program outcomes will be evaluated every four years. Additionally, departments are using data collected to develop strategies to improve student performance. This year-long cycle was completed for the first time in the spring of 2013. The process involved faculty looking at the data collected in spring 2012, developing strategies to improve students' low performing areas, and then implement and reassess student performance in spring 2013.

**Performance Target:** The assessment system has been proven as a functional mechanism for obtaining data about student learning outcomes. The data collected is shared with stakeholders every semester. These data have shown students' strengths and challenges within their coursework. Faculty have examined the students' performance and developed and implemented strategies aimed at improving student performance. Multiple e strategies have been shown to be effective as evidenced by the data showing improved performance on course outcomes.

**Timeline:** Fall 2011 - Ongoing

**Reporting Status:** The Assessment Plan continues to operate every fall and spring semester, with approximately 3,000 rubrics collected from the faculty each semester. The long- term impact of the improvements made in courses which have impacted student performance will be evaluated over time with the expectation that students which have been raised to higher performance levels will persist longer and graduate at higher rates.

**Resources:** Strategic funds were allocated for the initial purchase of TK20. Operating funds are used for the annual licensing of Tk20 and are also allocated to support two faculty who serve as assessment coaches.

## SECTION II: INITIATIVES TO CLOSE THE MINORITY ACHIEVEMENT GAP

**We have selected three of our initiatives for this response:**

- 1. The Diverse Male Student Initiatives (DMSI)** is an experiential two-year student retention program offered by Prince George's Community College. It explores ideas and develops practical skills for effectively involving and empowering men to assume leadership roles. The academy's purpose is to enhance educational attainment and leadership skills by; increasing participants knowledge of social, cultural and economic drivers within Prince George's County, providing 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.

**2 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 at Prince George's Community College. 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. We provide intensive academic, financial, and career counseling to help underserved students reach their goals. If students are committed to achieving their academic goals, they will find great benefits in SSS. Services are available to all U.S. citizens or permanent residents who are registered in credit classes at PGCC, whose academic goals include graduation and/or transferring to a university AND meet at least one of the following criteria:

- ❖ First-Generation College Student -" This implies that the student's custodial parent or guardian does not possess a four-year college degree or if the student has ever been a ward of the state or homeless.
- ❖ Disabled Student -" The student must have documentation on file and be registered with the PGCC's Disability Support Services.
- ❖ Limited-Income Student-" A family's taxable income does not exceed levels set by the federal government which can be found at [www.ed.gov/about/offices/lisUope/trio/incomelevels.html](http://www.ed.gov/about/offices/lisUope/trio/incomelevels.html), if the student is receiving any type of public assistance, or if the student is receiving Social Security Income (SSI), Social Security Disability Income (SSDI), or Vocational Rehabilitation funding.

**3. Hillman Entrepreneurs Program** is an innovative educational initiative 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 three-year scholarship program targets students who have an interest in entrepreneurship and an enthusiasm for starting a business venture or leading a company. Program benefits and opportunities include:

- ❖ receiving scholarship assistance for up to 66% of tuition and fees and funds for books
- ❖ the opportunity for a one-time \$500 merit scholarship receive one-on-one advising and mentoring
- ❖ develop entrepreneurial/leadership skills
- ❖ become a part of a group of aspiring entrepreneurs
- ❖ have summer internship opportunities
- ❖ earn a minor in technology entrepreneurship at UMCP

Students must be committed to additional programmatic and team-building activities. Students must make successful progression towards graduation with

an associate's degree in a transferable major at PGCC and towards graduation with a bachelor's degree at UMCP. Students must have membership in or willingness to join one of the PGCC Collegian Centers.

### **SECTION III: ADULT LEARNING ENGAGEMENT**

#### **1. Adult Education**

**Description of Program:** Prince George's Community College's Adult Education Program offers classes to help adults develop their basic and life skills in reading, writing, math; and 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) Tests, and the National External Diploma Program.

#### **GED Preparation, Math and Reading Classes:**

The Adult Education Program offers GED preparation and Adult Basic Education (Reading and Math) classes and tutoring.

Enrollment is based on placement tests; learners are placed in the appropriate classes for their level. Classes are offered at the literacy, beginning, intermediate and GED levels. GED classes are offered for adults who are nearly ready to take the GED Tests. The Adult Education Program also participates in Maryland GED-1, Maryland's free online course for GED Test preparation for qualified adults.

#### **English for Speakers of Other Languages (ESL):**

The ESL program offers classes at the beginning, intermediate, and advanced levels. These classes are for adults from non-English speaking countries who need instruction in speaking, understanding, reading, and writing English. Classes are held at the literacy, beginning, intermediate and advanced levels. Classes focus on the English language skills learners need to be successful in the community and in the workplace. Learners take a placement test at registration and are placed in the appropriate level. There is a tuition fee for advanced classes; beginning and intermediate classes are free.

#### **National External Diploma Program (NEDP):**

The NEDP is a high school diploma option for mature adults who have significant life experience and can demonstrate academic competencies and life skills. Successful participants earn a Maryland High School Diploma by developing a portfolio which demonstrates mastery of the required skills. To enroll in the NEDP, individuals must pass a qualifying pre-test. The total cost of the program is \$180.

**For FY2013, how many courses (not course sections) does your institution offer for adult education students?**

Adult Basic Education/GED: 6 courses ESL: 8 courses NEDP: 2 'courses'  
(Actually 2 parts; NEDP is advising-based, not course-based)

**For FY2013, how many adult education students did your program serve?** Approximately 3900

## **SECTION IV: HIGHSCHOOL ENGAGEMENT**

### **1 Testing and Advising Program**

**Description of Program:** The Testing and Advising Program is designed to work directly with high school seniors within our public school system of 22 high schools. The program provides a smooth transition for these students from high school to Prince George's Community College. Beginning in March, annually, we provide the ACCUPLACER placement test to interested students in all of the 22 public high schools. Following the test these students are then given specific dates for their on campus orientation where they meet with an academic advisor, complete their academic planning and register for courses.

**For FY2013, how many high schools are working with your institution?**

We work with students from the 22 public high schools within Prince George's County.

**For FY2013, how many high school students did your program serve?** 320 seniors entering Prince George's Community College in fall2012 and 169 rising seniors interested in concurrent enrollment during the 2012-2013 school term.

**Did this program require students to pay tuition and fees?**

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

Students participating in this program must apply for admissions to Prince George's Community College and pay the \$25.00 application fee to complete the Accuplacer placement testing.

### **4. Minority Student Pipeline Grant**

**Description of Program:** The Minority Student Pipeline Grant program offers two college-level science courses for dual enrollment at select county high schools. Courses are Environmental Biology and Forensics Biology. Courses are taught in the high schools by college faculty with a high school teacher as a co-teacher and observer in the classroom.

**For FY2013, how many high schools are working with your institution?** 5

**For FY2013, how many high school students did your program serve?** 86

**Did this program require students to pay tuition and fees?**

**If applicable, please note the program cost to the student:** No, all course-related expenses covered by the grant.

### **5. Academy of Health Sciences at Prince George's Community College**

**Description of Program:** Prince George's Community College, in collaboration with the Prince George's County Public School System, opened the first middle college high school in the state of Maryland with a summer bridge program in July 2011. Middle college high schools are secondary schools authorized to grant high school diplomas and located on college

campuses. PGCC's program is focused on preparing students to enter a college program in the field of health sciences. Following the enrollment of the first class of 100 ninth graders, a class will be added each subsequent year until full enrollment, approximately 400 students in grades 9-12, is achieved. At least half of the students admitted in each class must be first generation college students or receive free and reduced lunches. The Academy provides required high school curriculum, including high school assessment courses required for a Maryland High School Diploma. Through dual enrollment courses, students will graduate from the Academy with both a high school diploma and an A.A. degree in General Studies.

**For FY2013, how many high schools are working with your institution?**

One (1), although students in the Academy come from middle schools all around the county.

**For FY2013, how many high school students did your program serve?** 196

**Did this program require students to pay tuition and fees?** No.

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

## **6. Upward Bound-TriO**

**Description of Program:** Upward Bound, a program funded by the U.S. Department of Education, provides educational enrichment and college preparatory opportunities to underrepresented high school students who are residents of Prince George's County. Students are provided supplemental instruction and individualized tutoring in mathematics, language arts, the sciences, and foreign language. Students participate in a six-week, Monday through Friday, summer session and throughout the academic year on alternate Saturdays. In order to be eligible for the program students must be U.S. citizens or permanent residents, and qualify as low income and first generation college.

**For FY2013, how many high schools are working with your institution?**

We have students from ten high schools.

**For FY2013, how many high school students did your program serve?**

We are funded to serve 50 students.

**Did this program require students to pay tuition and fees?**

The program is free for program participants.

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

## **SECTION V: MIDDLE SCHOOL ENGAGEMENT**

**Title of Program:**

**Description of Program:**

**For FY2013, how many middle schools are working with your institution?**

**For FY2013, 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:**

**Wor-Wic Community College**

## Wor-Wic Community College

### FY2013 Submission to Maryland Association of Community Colleges

#### SECTION I: COMPLETION BEST PRACTICES

##### **Implementation of Mandatory Student Orientation, Advising, and Registration (SOAR) for students attending college for the first time.**

**Description:** The mandatory Student Orientation, Advising, and Registration (SOAR) program for new students was implemented in April, 2011. The SOAR program provides an overview of the college, review of diagnostic scores, advisement, registration for new students in groups on the student portal, help with student comprehension of the financial aid process, and a tour of the college. The SOAR sessions include groups of 25-30 students and over 30 sessions held between April 11 and August 15th. Sessions are facilitated by Student Services administrators, academic deans/department heads/faculty, and either support staff or student ambassadors will assist in the session. The sessions focus on fostering a greater sense of independence and responsibility in students. Parents and family members are encouraged to attend separate welcome sessions prior to each semester to show support for the entering student.

**Performance Target:** The measurable outcomes will be satisfaction ratings of SOAR participants regarding understanding courses of study and college resources. It is expected that student who participate in SOAR will be retained at a 5% higher rate than all other students who do not participate in SOAR.

**Timeline:** FY 2011-Ongoing

**Reporting Status:** From 2007-2012, SDV 100 students were retained at a rate of 54% fall to fall compared to the average college retention rate of 49%. Of the students who completed SOAR and SDV 100, 57% were retained for 2011-2012. The satisfaction rating for orientation to college resources, navigating the college catalog, and using the student portal to register was, on average, 92%.

**Resources:** The Student Services division has implemented a new SOAR program. The college has committed funding for this strategic initiative, to support retention and goal completion, by the hiring two SOAR Advisors to assist with the program during peak registration in the summer. The SOAR Advisors are local high school teachers who work 30 hours per week. Space is being provided in a media resource center to allow the students to register online in an advising lab setting.

##### **Math Redesign**

**Description:** Classes held in a computer laboratory, where students utilize web-based learning software and complete practice math problems. The classroom is flipped for all developmental math courses at the institution as a

result of the pilot. Instructors will provide one-on-one or small group instruction to students with similar needs in the math classrooms

**Performance Target:** In all cases, the measurable outcome will be an increase of a minimum of 10% for the developmental completer rate. The course coordinators and department heads will be responsible for the monitoring of the courses.

**Timeline:** 2012- Ongoing

**Reporting Status:** Initial results of the pilot are promising. The math redesign pass rates, on average, were 10% higher in the redesign sections as compared to the traditional sections in fall, 2012.

### **Reverse Transfer Program**

**Description:** Wor-Wic Community College (WWCC) established a Reverse Transfer Program with Salisbury University (SU), beginning fall, 2012. The program will permit students who transfer from WWCC to SU before earning an associate degree the opportunity to transfer SU credits back to WWCC to apply towards completion of the WWCC associate degree simultaneous with the student's matriculation at SU.

**Performance Target:** To increase the number of Associate Degrees of near completers who transfer to Salisbury University

**Timeline:** 2012- Ongoing

**Reporting Status:** In the first cohort of 167 transcripts received from SU, 60 associate degrees from Wor-Wic were awarded for fall, 2012.

**Resources:** The presidents of both Wor-Wic Community College and Salisbury University dedicated personnel and computer programming time to set up business processes that can efficiently manage the program.

## **SECTION II: INITIATIVES TO CLOSE THE MINORITY ACHIEVEMENT GAP**

### **"IAM STEM" African-American Retention Program**

Wor-Wic Community College 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). This program is coordinated by the Evening and Weekend Administrator and the Director of Retention and Student Success. 40 African-American students were recruited to participate in the program entitled "IAM 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. The preliminary results of the program were that 75% of student participants had a grade point average higher than a 2.0 for spring, 2012 and persisted to the fall, 2012. At the end of fall, 2012 88% of the African-American program participants were in good academic standing, whereas the control group results indicated only 50% were in good academic standing.

### **SECTION III: ADULT LEARNING ENGAGEMENT**

#### **Job Readiness Program**

**Description of Program:** This is a program, offered in conjunction with the local department of Social Services, for individuals on public assistance who are seeking opportunities for employability. Students participate in a week-long course focusing on job search, resume writing, interviewing, and career development strategies.

**For FY2013, how many courses (not course sections) does your institution offer for adult education students? 40**

**For FY2013, how many adult education students did your program serve? 350**

### **SECTION IV: HIGH SCHOOL ENGAGEMENT**

#### **WWCC High School Diagnostic Testing and Tour Program**

**Description of Program:** Student Services created an On-Campus Tour Action Team (OCTAT) comprised of Admissions, Career Services, and Student Activities to coordinate on-campus visits and onsite testing at local high schools. The visits on campus includes a welcome from the Director of Admissions, programs by academic departments if requested, and tours of campus by Student Ambassadors, and lunch. Onsite diagnostic testing was done with students at local high schools, which is very beneficial to students in a largely rural area.

**For FY2013, how many high schools are working with your institution? 10**

**For FY2013, how many high school students did your program serve?** We provided on campus tours for 216 high school students. Onsite testing included contact with 267 students at regional high schools.

**Did this program require students to pay tuition and fees? No**  
**If applicable, please note the program cost to the student:**

### **SECTION V: MIDDLE SCHOOL ENGAGEMENT**

#### **WWCC Middle School Brainiac Challenge On-Campus Program**

**Description of Program:** Student Services created an On-Campus Tour Action Team (OCTAT) comprised of Admissions, Career Services, and Student Activities to coordinate on-campus visits with middle school students. The visits includes a welcome from the College President, an interactive Brainiac Challenge game show to have teams learn facts about community colleges and careers, tours of campus by Student Ambassadors, and lunch.

**For FY2013, how many middle schools are working with your institution?8**

**For FY2013, how many middle school students did your program serve?88**

**Did this program require students to pay tuition and fees? No  
If applicable, please note the program cost to the student**

**Bowie State University**

**Bowie State University**  
**Report on Best Practices and 2013 Annual Progress Toward the 55%**  
**Completion Goal Prepared for the Maryland Higher Education Commission**

The following *Report on Best Practices and Annual Progress Toward the 55% Completion Goal*, was prepared at the request of the Maryland Higher Education Commission (MHEC). This document contains updates to initiatives submitted last year as well as a description of new initiatives undertaken in FY 2013. Comments are also provided on the MHEC degree target for Bowie State University.

**2012 Initiative Updates**

Below are FY 2013 activities related to the specific strategies reported to USM as part of the Bowie's USM Strategic Plan implementation approach document are described in the remainder of this report. These strategies address challenges related to affordability, academic advising/student support services and faculty development

*Affordability Issues / Financial Aid* –Bowie State University continues its commitment to increase institutional **need-based financial aid**. Since FY 2010, need-based institutional aid increased from \$1.78M to \$2.08 M in FY 2013. FY 2013 institutional merit aid which also supports needy students totaled \$2.4M.

*Academic Advising / Student Support Services* – Student academic advisement and student support services are key functions in the implementation of the University's Enrollment Management Plan and the Closing the Achievement Gap Plan. The **Academic Advisement Center** (AAC) delivers services to all students at the University, but it focuses primarily on the advisement, development, and retention of first- and second-year students. The FY 2012 report highlighted the Knowledge Enhancement through Educational Programs (KEEP) program. In FY 2013, seventy one fall 2011 cohort students were accepted into the KEEP program. At the end of AY 2012-2013, nine students were making satisfactory progress, eight students were not making satisfactory academic progress, and 54 were no longer enrolled. A review of the KEEP program is underway to identify approaches for improving outcomes.

College-level **Retention Coordinators** was another strategy discussed in last year's report. In FY 2013, the four Retention Coordinators developed and implemented the Rebound Program to identify upper division undergraduate students on academic warning and probation. The Rebound Program supported 15 students fall 2012, and 18 students spring 2013. Eighty seven percent of fall 2012 and 84 percent of spring 2013 participants transitioned satisfactory status after this intervention.

The Retention Coordinators now serve on several University committees to revise policies and procedures associated with retention and student success. They have also initiated College-level committees to address unique concerns of the majors/programs therein, organized events within Colleges to connect students with career opportunities and graduate schools and fostered academic success through the formal recognition of students on the Dean's List.

Three primary academic support units are available to BSU students: Tutoring and Supplemental Instruction Program, the Mathematics lab and the Smith Vidal Literacy and Language Center (Writing Center). Additionally, tutoring assistance is available online through SMARTHINKING.

The **Tutoring and Supplemental Instruction Program (TuSIP)** set three goals for FY 2013: increase the number of tutors and diversify subjects supported; increase use and improve quality of tutoring services; and provide training to tutors. Twenty two 22 tutors worked over 7000 hours covering all STEM-related courses. New subjects added in FY 2013 included: philosophy, history, government, Spanish, and French. : A deliberate effort was made to raise tutoring services awareness among students and faculty. Interoffice collaboration, the distribution of tutoring brochures, and close coordination with department chairs were just a few approaches undertaken to increase awareness. To improve the quality of services, tutor hiring standards were raised, and new textbooks and computers were acquired. Tutors received training by a nationally-renowned tutoring association, the National Tutoring Association. Tutor training contributed to improving the quality of services the tutoring centers delivered.

The **Mathematics Lab** aims to foster better understanding, improve knowledge, independence and pride through each tutoring session. In FY 2013, 15 undergraduate and 3 graduate tutors were funded to support both math and computer science. These part-time tutors supported 2,432 student sessions (any student visiting the lab for assistance in math or computer science). Final grades of students with tutoring sessions in Math: 099, 125, 141, 155, 225, 226, and 228 were compared to those who did not have tutoring support. Between 15 and 20 percent of students enrolled in these classes utilized the Mathematics Lab during AY 2012-2013. The success rate (C or better) of students utilizing the lab exceeded that of students who did not. In fall 2012, student utilizing the lab had a 57 percent success rate while students who did not had a 47 percent success rate.

The **Smith Vidal Literacy and Language Center (Writing Center)** functions as a support service for students enrolled in writing intensive courses. Although the Writing Center primarily offers one-on-one tutoring, the center increasingly accommodates requests for group tutorials, in-class orientations, in-class writing workshops, and assignment development consultations. Once a place for only students enrolled in English composition courses, the center, during FY 2013 expanded services to both students and faculty across multiple disciplines.

The Writing Center experienced 9,149 student visits, which indicates a 66% increase from student visits experienced in AY 2011-2012. The center attributes this increase to the staffing of two full-time writing specialists dedicated solely to the center, the acquisition of two student workers, and the change in configuration and operation. Writing Center staff performed a combination of 821 tutoring sessions, which indicates a 10% increase (72 additional sessions) from sessions performed in AY 2011-2012. Staff attributes the increase to the hiring of a student tutor and to the change in space configuration. Grades of students utilizing the Writing Center exceeded that of those who did not use the Center.

Online tutoring is available 24/7 through **SMARTHINKING**. During the FY 2013, 1,107 students used 2,267 hours of tutoring assistance. Three quarters of the usage hours were in the Essay Center which assists students with content development, grammar and mechanics, and introduction and conclusion. Physics and calculus support were also heavily utilized.

The **Bulldog Academy** is a four-week residential academic program designed to provide a "jump start" towards a college education for a first-time freshman. The summer 2012 Bulldog Academy (FY 2013) enrolled twenty-six students. Twenty seven percent of Bulldog students (N=7) needed developmental English (ENGL 100). The remainder enrolled in the first credit English course (ENGL 101). Six of the seven students successfully completed ENGL 100 passed

and 74 percent of the ENGL 101 class completed their first college level English course before the fall semester.

In comparison, 65 percent of Bulldog students (N=17) tested into developmental mathematics (MATH 99) and the remainder enrolled in a first credit mathematics course, pre-calculus (MATH 141). Pre-calculus was selected so that student could complete general education and academic major requirements. Sixteen of the 17 students in MATH 099 successfully completed and were ready for credit mathematics in the fall semester. All students in MATH 141 passed.

Twenty five of the 26 students enrolled for the fall 2012 semester. At the end of AY 2012-2013, 72 percent (18 out of 25) of these students had a cumulative GPA of 2.0 or higher.

### **Additional Initiatives**

*Academic Advising / Student Support Services* - The Academic Advisement Center initiated the **Emerging Learners Program** (ELP) in FY 2013. This program focuses on second semester freshmen who fell below 2.0 GPA after one semester at BSU. ELP identified were sent a letter strongly encouraging their participation in a two-part program. The first spring 2013 workshop included topics on time management, study skills, motivation and group session feedback to discuss reasons why they were not successful. Each student was given a portfolio notebook, highlighters, flash cards and organizers to prepare for the second session with an assignment to use the notebook to create a study portfolio. A second workshop offered students an opportunity to openly discuss reasons why they had fallen below 2.0 GPA. Participants in the Emerging Learners Program will be tracked to the fall 2013 semester.

*Academic Transformation* – One of the institutional goals of the university from the BSU 2007-2012 Strategic Plan focuses on providing high-quality academic programs that “infuse and integrate technology in all aspects of teaching, learning, and administration.” To that end, the university has engaged in several curricular transformation and innovation activities in its College of Arts and Sciences, College of Business, and College of Professional Studies during the AY 2010-2011, AY 2011-2012 and AY 2012-2013. The first of these initiatives has been participation in the University System of Maryland Course Redesign Initiative. Two of our faculty have participated in USM Course Redesign Initiative: General Psychology (PSYC101) was our first participant and is our flagship redesign course, and our Principles of Economics (ECON 211/212) courses will be piloting their redesigned course during AY 2013-2014.

The second academic transformation initiative, also established in AY 2010-2011 is a Title III/ Student Aid and Fiscal Responsibility Act (SAFRA) Activity focusing on course redesign and academic transformation that applies the same concepts identified in the USM redesign initiative. One computer science course, Computer Principles & Technology (COSC111), has been redesigned under this activity. Both the Departments of Business (BUIS260 – Computer Applications in Business) and Nursing (NURS302 – Health Assessment) have also transformed courses under this activity. And most recently, the Departments of Communications and Fine & Performing Arts have identified courses for academic transformation (COMM103 – Public Speaking; ART320 – Introduction to Painting, ART404 – History of Modern Art) and we expect these courses to be redesigned during AY 2013-2014.

*Ensuring Quality and Consistency in Academic Transformation* - In AY 2010-2011, Bowie State University approved a distance education policy that establishes a process for developing fully online and hybrid (e.g. replacement model) courses. In doing so, BSU ensures quality and consistency in course design, requiring appropriate technical and pedagogical training for instructors and peer review based on Quality Matters standards. As a result, BSU continues to expand and improve its online course offerings with emphasis in Nursing, Management Information Systems, Computer Science, Business Administration, Psychology, Education, Natural Sciences, History & Government, Fine & Performing Arts, and Criminal Justice. In addition, we are in the process of implementing courses to support a fully online concentration for the Master of Information Systems in Information Assurance program.

**Bowie State University – Degree Targets**

As described in last year’s report, past enrollment levels and degree trends provide a positive outlook for BSU’s contribution to the completion agenda. In each of the past three years, Bowie State has exceeded MHEC’s degree projections (See Table 1).

**Table 1: Trends in BSU Degrees Awarded Compared to MHEC Degree Projections**

	Fiscal Year				
	2009	2010	2011	2012	2013
BSU Actual Bachelor’s Degrees	613	606	683	688	739
MHEC Degree Projections		606	622	655	689
Actual minus Projection			+61	+33	+50

However, the near-future challenge is to graduate more students during a time of uneven new undergraduate student enrollment. Between fall 2009 and fall 2012, the first-time cohort experienced a steady decline while the number of new transfer students increased. The net result is 100 fewer new undergraduate students in the completion pipeline between 2009 and 2012. The negative new student trend was reversed in fall 2013 when 1,189 new students were added to the undergraduate student body (See Table 2).

**Table 2: Trends in New Undergraduate Enrollment**

	Fall				
	2009	2010	2011	2012	2013
New Undergraduate Students					
First-Time, Full-Time, Degree-Seeking Freshmen	635	608	573	477	625
New Transfer Students (FT and PT)	428	393	457	486	564
<b>Total</b>	<b>1,063</b>	<b>1,001</b>	<b>1,030</b>	<b>963</b>	<b>1,189</b>

Source: EIS

The shifting undergraduate enrollment means that Bowie will need to continue to increase retention and graduation rates for all new undergraduate students in order to continue to impact the completion agenda positively. In addition, more resources to support enrollment growth and progression rate increases will be necessary to accelerate future enrollment levels to those necessary to meet the MHEC degree targets.

In conclusion, Bowie State University has committed resources and staff to contribute to the State's 55% completion goal. These strategies address challenges related to affordability, academic advising/student support services and academic transformation. The systematic practices in place at BSU are informing business practice, impacting decision making, and improving student progression.

**Coppin State University**

**Institutional Analysis and Degree Targets**  
**COPPIN STATE UNIVERSITY**

Coppin State University reviewed the degree targets contained within the *Report on Best Practices and Annual Progress toward the 55% Completion Goal*. The report suggests that the University should aim for an annual average increase of a 2.5% in the number of undergraduate degree awarded. The target for AY 2011/12 was 398 and the actual was 453. The target for AY 2012/13 was 408 and the actual was 409. The University exceeded the proposed targets although it experienced a slight decline in degrees awarded by 44 awards in AY 2012/13.

The University will continue to make use of strategies outlined in the Best Practices Report. Each of the strategies, when executed in unison, contributes to an increase in degree production as well as in increased retention rates. Coppin plans to continue prioritizing the use of the summer SASA program to provide academic experiences and general education credits needed to decrease time-to-degree. Additionally, the University will continue to make progress on General Education Reform by focusing on the assessment of student learning outcomes. Expanding assessment efforts will facilitate enhancements to the curriculum, therefore, improving instructional quality, and more importantly, expansion of the efforts will allow the results from student's performance to improve proficiency of students, their academic performance, and contribute to reduced time-to-degree.

**COPPIN STATE UNIVERSITY**

**REPORT TO THE MARYLAND HIGHER EDUCATION  
COMMISSION ON BEST PRACTICES  
AND ANNUAL PROGRESS  
TOWARD THE 55% COMPLETION GOAL**

---

**September 26, 2013**

## 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 are aligned with 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.

<b>COPPIN STATE UNIVERSITY</b>			
<b>Summary of Initiatives Designed to help Maryland Achieve the 55% Completion Goal</b>			
Initiative	Implementation Date / Stage of Development	Description and Purpose	Impacted Population
<b>THEME: Easing the Transition and Early Intervention</b>			
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. The Task Force makes recommendations to the President on 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
Development of Strategic Enrollment	Fall 2013	SEP Plan Developed in Summer 2013; CSU Implementation Plan	
Student Academic Success Academy (SASA)	Pilot Summer 2010; Full Implementation summer 2011	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.  <a href="http://www.coppin.edu/info/200262/summer_programs">http://www.coppin.edu/info/200262/summer_programs</a>	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. SASA 2013 had an initial 110 participants. 107 participants completed the program. 9 faculty, 5 tutors, and 14 peer leaders/mentors supported the program. Out of the 107 completers, 104 matriculated into CSU.

C.A.R.E. Mentoring Program	Pilot fall 2010 and expanded the program spring 2011; first year of full Implementation will began in the fall of 2011. This is an ongoing program.	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.	Freshmen and Sophomore students residing in the residence halls with GPAs below 2.0 at midterm or at the end of the semester. <table border="1" data-bbox="1101 289 1474 632"> <thead> <tr> <th></th> <th>Fall 10</th> <th>Sp11</th> <th>Fall 11</th> <th>SP 12</th> </tr> </thead> <tbody> <tr> <td>Actual number of students identified.</td> <td>(N=272)</td> <td>(N=62)</td> <td>(N=93)</td> <td>(N=182)</td> </tr> <tr> <td>Program Participation 2.0 or Higher GPA</td> <td>06%</td> <td>35%</td> <td>16%</td> <td>07%</td> </tr> <tr> <td>Increase No Change in GPA</td> <td>---</td> <td>---</td> <td>---</td> <td>11%</td> </tr> <tr> <td>GPA Decrease</td> <td>38%</td> <td>09%</td> <td>35%</td> <td>11%</td> </tr> </tbody> </table>		Fall 10	Sp11	Fall 11	SP 12	Actual number of students identified.	(N=272)	(N=62)	(N=93)	(N=182)	Program Participation 2.0 or Higher GPA	06%	35%	16%	07%	Increase No Change in GPA	---	---	---	11%	GPA Decrease	38%	09%	35%	11%
	Fall 10	Sp11	Fall 11	SP 12																								
Actual number of students identified.	(N=272)	(N=62)	(N=93)	(N=182)																								
Program Participation 2.0 or Higher GPA	06%	35%	16%	07%																								
Increase No Change in GPA	---	---	---	11%																								
GPA Decrease	38%	09%	35%	11%																								
Freshman Male Initiative	Began fall 2009	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 for team and relationship-building workshops, academic workshops, and participate in community outreach. <a href="http://www.coppin.edu/info/200427/black_male_initiative">http://www.coppin.edu/info/200427/black_male_initiative</a>	First-year male students																									
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																									
<b>THEME: Providing Continuous Academic Support</b>																												
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. <a href="http://www.coppin.edu/info/200364/university_college">http://www.coppin.edu/info/200364/university_college</a>	All first-year and sophomore students. The College now has a stronger emphasis on advisement.																									
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																									

<p>Teacher Education Advisement &amp; Retention Center (TEAR - C)</p>	<p>fall 2011</p>	<p>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.</p> <p><a href="http://www.coppin.edu/info/200623/student_resources">http://www.coppin.edu/info/200623/student_resources</a></p>	<p>Pre-Service Teachers</p>
---	------------------	---	-----------------------------

<b>THEME: Changing the Academic Paradigm</b>			
General Education Reform and focus on student learning outcomes	Initiated during the 2010 - 2011 Academic Year and is ongoing.	Development of policies and procedures related to General Education Requirements (GERs) and a review of GERs to ensure alignment with measurable student learning outcomes.  <a href="http://www.coppin.edu/GeneralEducationProgram/">http://www.coppin.edu/GeneralEducationProgram/</a>	All students
Developing/Enhancing Articulation Agreements with Community Colleges	Initiating formal discussions with various community colleges	Developing and enhancing articulation agreements with community colleges. To date, 13 signed with BCCC and 1 current with CCBC.	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. Activities under this initiative will continue within CSLC's new STEM Center	All students
<b>THEME: Creating a Welcoming and Attractive Environment</b>			
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	Science and Technology Center (2014)	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
Course Redesign Initiatives (Academic Transformation)	fall 2011; ongoing with STEM emphasis	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. Courses in Biology, Chemistry, and other STEM areas will receive priority attention for course redesign.	

**Frostburg State University**

**Best Practices and Annual Progress Toward Achieving the 55% Completion Goal  
Implementation Update  
Frostburg State University October 7, 2013**

Frostburg State University (FSU) and the Office of Student Success and Retention are committed to coordinating efforts within the campus community to improve access and affordability and facilitate the persistence of all students, including completion for under-represented minorities and low-income students.

In order for the University to help the State achieve the 55% college completion goal, FSU must maintain, increase, and shape enrollment through a variety of recruitment policies and admissions funnel management. The University is now developing and growing a variety of funnels, which include: in-state students, out-of-state students, honors students, underrepresented students, amongst others. This is part of an effort to enroll students who bring diverse qualities and backgrounds to the University and who demonstrate the ability to succeed and complete their degrees.

With respect to retention and student success, FSU has implemented strategies designed to improve student outcomes and completion. These include:

- Review financial aid and scholarship fund development policies
- Build strong relationships with community colleges
- Review state and federal discussions of alternative modes of credit accumulation
- Increase usage of the early warning software package Campus Labs "Beacon"
- Implement Maryland's One-Step-Away Grant
- Study the implementation of a new First-Year-Experience Program
- Widely implement an intrusive model of academic advising
- Continue the "Championship Forum" funded by the Maryland College Access Challenge Grant
- Continue initiatives in academic transformation
- Increase STEM-related programing
- Promote the services offered by the Programs Advancing Student Success (PASS)Office and Student Support Services (SSS)
- Continue and grow the Academic Enrichment Series

The table below includes a summary of these strategies with information on the tactics, implementation timelines, performance assessments, and targeted populations.

Strategy	Implementation Timeline	Comments	Performance Assessment	Target Population
Review financial aid and scholarship fund development policies to maximize enrollment opportunities.	Ongoing	<p>Review the awarding of institutional aid (i.e. FSU grants, merit scholarships and Foundation Scholarships) in terms of the timing, amounts, and marketing of the awards.</p> <p>Example: \$2500 of aid is available to students through the Associate Degree Scholars Award. Graduates of Maryland community colleges with a 3.0 GPA are eligible. 2011---12: \$7500 dispersed; 2012---13: \$196,250 dispersed; 2013---14: \$325,000 dispersed.</p>	Spending on institutional aid has increased by 55% between 2007---2012. Typically institutional aid increases approximately 5%---7% each year depending on tuition increases and USM guidelines.	All students
Build strong relationships with community colleges including establishing reverse transfer agreements.	2013---2014	Work with administrations at community college to establish reverse transfer agreements.	Increased number of agreements. Increased number of students who utilize the reverse transfer option.	Transfer populations
Review state and federal discussions of alternative modes of credit accumulation.	2013---2014	Establish policies and procedures for the assessment of student's prior learning experiences including prior learning assessment (PLA).	The University has an increasing number of Pell eligible students, so prior learning assessment (PLA)	Transfer populations

<p>Increase usage of the early warning software package "Beacon" from Campus Labs in order to help students address academic and social issues hindering their success.</p>	<p>Fall 2012, full implementation in spring 2013, continue through 2014</p>	<p>Workshops and other tactics to increase usage and ensure that students, faculty, coaches, and staff within a student's network understand how to act upon information and work collectively to retain students. Efforts to increase usage of Beacon in 2013---2014 include: piloting Academic Record feature in DVMT to monitor attendance, charging Orientation instructors to be primary responders to alerts on their students; redoubling efforts to encourage all faculty to use system.</p>	<p>Usage numbers. Number of users, number of alerts. Fall semester 2012: 21 staff/faculty used Beacon to communicate concerns about students; Spring semester 2013: 71 staff/faculty.</p>	<p>All students</p>
<p>Implement Maryland One---Step---Away Grant, an intervention program for degree---eligible and degree---potential near---completers.</p>	<p>March 2013 – May 2014</p>	<p>The OSA Task Force implemented a number of tactics to re---engage eligible students and advise them on the completion of their degrees. Students were registered in courses and declared majors that served as the most efficient paths to graduation. Re---enrollment and completion rates appropriately assessed. Recommendations to be</p>	<p>As of October 1, 2013, 51% of OSA---eligible students were re---engaged and re---enrolled; 10 students were awarded degrees; another 8 are registered in courses with goal of degree completion by May 2014.</p>	<p>Degree---eligible and Degree---potential near---completers</p>

		submitted to administration to ensure that successful tactics are funded after expiration of grant.		
Study the implementation of a new First-Year-Experience (FYE) Program and its impact on persistence and student success.	October 2013---May 2014	The FYE work group will present to campus community via assemblies, vision for two semesters of ORIE---Intro to Higher Ed course, with revised curriculum more focused on prescriptive academic strategies. Draft proposal and presentation to faculty governance scheduled for Spring 2014.	Once the new FYE program is implemented, data on student retention and success will be collected and reviewed and compared with that of cohorts prior to the program's establishment.	All first---year students.

<p>Widely implement an intrusive model of academic advising</p> <ol style="list-style-type: none"> <li>1) to facilitate continuous enrollment for students who have not pre---registered for the upcoming semester,</li> <li>2) to monitor and improve the retention and student success of students academically at risk, and</li> <li>3) to ensure the success of our student---athletes.</li> </ol>	<p>2013---2014</p>	<ol style="list-style-type: none"> <li>1) Registrar runs list of students eligible to register who have not scheduled classes for upcoming semester. Director of PASS and the Assistant Provost for Student Success and Retention developed protocol to contact and register students.</li> <li>2) Students on probation/warning invited to attend workshops at beginning of each semester focused on student success. Data on students' GPA, academic status, and retention will be analyzed.</li> <li>3) Athletics has created a</li> </ol>	<ol style="list-style-type: none"> <li>1) Students were personally contacted via telephone calls, letters and emails. Group advising workshop introduced to get more students enrolled. After preregistration until the last day of add/drop an additional <u>379</u> students were registered by census day reporting.</li> <li>2) 64.7% of students in the cohort attended workshops and followed through on assignments. 50.5% of workshop attendees improved their academic standing by the end of spring semester, as compared to 40% of non---attendees. Students' use of campus support networks</li> </ol>	<p>All students. Students on Academic Probation and Warning. Student---athletes.</p>
--	--------------------	---	--	--

		structured program for first year students that includes mandatory study halls, tutoring, peer mentoring, intrusive advising, study strategy workshops and weekly academic monitoring meetings.	increased. 3) Student---athletes have access to specialized programs. As well, they can access any variety of campus---wide services for all students. Fall 2011 student---athlete freshman cohort: 73.57 retention compared with 72% overall.	
Continue the "Championship Forum" funded by the Maryland College Access Challenge Grant with the purpose of improving the persistence rate of Pell---awarded, academically at---risk freshman and sophomore male students.	Grant renewed February 2013	Intrusive advising with academic coaches, mandatory workshops covering financial literacy, learning strategies, and personal growth topics, and weekly study hall sessions.	All but two students in the Championship Forum program returned for the Fall 2013 semester for a 96% retention rate. Four students entered the program on academic probation. After one semester, one student was removed from probation, two students made significant improvements in their semester gpa, and one student was academically dismissed. Fourteen students earned a 3.0 or better for the spring semester (27.5%), and four students earned Dean's List honors. Overall, 92% of the participants are in good academic standing. Participants who fulfill program requirements are eligible for stipends of \$250 each semester.	Pell---awarded, academically at---risk freshman and sophomore male students.

Continue initiatives in academic transformation to address bottleneck	Fall 2011 and continuous	Improve the pass rate for students in Developmental	Examples:	All students.
---	--------------------------	---	-----------	---------------

<p>courses and the student D,F,W rate.</p>		<p>Mathematic (DVMT) Courses and subsequent Math courses. Evaluate data on the redesign of Communication Studies (CMST) 102, English (ENGL) 101, and Psychology (PSYC) 150 in respect to retention and student success.</p> <p>Beginning this fall with DVMT095, we will be transitioning to use the same software currently being used by the Math Department, MyMathLab. The students' learning experience will be consistent, then, and we anticipate some improvement in the pass rates of DVMT graduates.</p>	<p>DVMT 100: Consistent pass rate of nearly 80% for Fall classes and just over 75% for Spring classes. These rates exceed the overall pass rate of 59% in AY 2010---2011.</p> <p>ENGL 100: Fall 2011 DFW rate declined from 2010's rate of 35% to 25%. Spring 2012 DFW rate declined from 2011's rate of 28% to 19%.</p>	
<p>Increase STEM---related programing to grow number of graduates in critical areas.</p>	<p>Fall 2008 and continuous</p>	<p>STEM related programming, includes tutoring in STEM areas and undergraduate research opportunities. The initiative aims to align support services to meet the academic and social needs of the cohort. There is also an optional Living and Learning community for STEM students.</p>	<p>STEM related programs targeted at 1<sup>st</sup> semester freshmen yield a higher retention rate for this cohort.</p> <p>Sowers Hall STEM Living and Learning Community: 2010 freshman cohort: 76% retention compared with 71% overall. 2011 freshman cohort: 75% retention compared with 72% overall.</p>	<p>Students majoring in STEM disciplines</p>

Promote the services offered by the PASS Office and SSS and increase student usage. PASS staff reach out to	Ongoing	PASS services include professional staff individualized and group	<u>Tutoring:</u> Fall 2012: 619 students received one or more forms of tutoring assistance;	All students are eligible for PASS services. TRIO---SSS students must meet
---	---------	---	---	--

<p>students through academic probation meetings, presentations at IHE classes, and workshops for general student body. TRIO---SSS recruits students through mailings after acceptance to the university, during Preview FSU sessions, and through referrals from faculty and staff.</p>		<p>sessions with students. Types of support include advising and content area review. Academic skills development is offered individually to students requesting assistance with time management, textbook reading, test preparation. Math Center and Writing Center provide specialized services. Level 2---Certified Tutor Training Program. Promotion of services to students through workshops offered to freshman IHE classes and the Academic Enrichment Series.</p> <p>The PASS Office also conducts placement testing of all first---time students and transfer students as appropriate.</p> <p>The TRIO---SSS program is funded to serve 275 low income, first generation college students and students with disabilities. Services include academic, financial, and personal assistance.</p>	<p>Spring 2013: 436 students.</p> <p><u>Academic Skills Outreach:</u> Presented at 16 IHE classes and 2 academic probation meetings; conducted 17 workshops for Academic Enrichment Series.</p> <p><u>Language Level Placements:</u> Fall 2012: 132 students required language development sections of English 101; 75.17% of placed students passed with a C or better. Of the 287 students who were not placed, 73.17% passed with a C.</p> <p><u>TRIO---SSS: 2011---12:</u> Persistence rate of 89.3%; 2011---12: 93.2% completed year in good academic standing; 2007 cohort: 55.6% 6---Year Graduation Rate.</p>	<p>eligibility requirements.</p>
---	--	--	---	----------------------------------

<p>Academic Enrichment Series, featuring workshops on academic and personal development, are presented by faculty and staff, and targeted to freshmen and sophomores. All students are invited to attend.</p>	<p>Fall 2012 and continuous</p>	<p>Topics covered are financial literacy, learning strategies, personal growth, health and wellness, service and social engagement.</p>	<p>Attendance taken at workshops. Connections made with faculty and staff from various campus units resulting in increased usage of services. Satisfaction surveys are administered.</p>	<p>All students.</p>
---	---------------------------------	---	--	----------------------

			Fall 2012: 191student attendees. Spring 2013: 402 attendees representing a 47.5% increase in participation.	
--	--	--	---	--

Assessment must occur at each step of the implementation of these strategies to 1) ensure th students are assured of the services necessary for success, 2) recruit, retain, and graduate an increasing number of students, and 3) help the State reach its completion target.

**SALISBURY UNIVERSITY**



# SALISBURY UNIVERSITY

---

Best Practices and Annual Progress toward  
Maryland's 55% Degree Completion Goal

October 2013

## 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 by 1,000 new students as of fall 2015.
- Increase minority new student enrollment by 5% each year.

### Enrollment Fall 2010 to Fall 2013

Fall Semesters	2010	2011	2012	2013	4-yr change
<b>Total Headcount</b>	<b>8,397</b>	<b>8,606</b>	<b>8,657</b>	<b>8,643</b>	<b>246</b>
% Annual Growth		2.5%	0.6%	-.2%	2.9%
<b>Total New Minority Headcount*</b>	<b>546</b>	<b>588</b>	<b>592</b>	<b>642</b>	<b>96</b>
First-Time	344	361	368	376	32
Transfer	202	227	224	266	64
% Annual Growth		<b>7.7%</b>	<b>.7%</b>	<b>8.4%</b>	<b>17.6%</b>

*\*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).

It is important to note, however, that despite our growing demand, SU is maintaining level enrollment in accordance with USM directives not to grow in enrollment unless funding for enrollment growth becomes available. Thus, it is unlikely that SU will meet the enrollment growth strategy identified above.

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 Student Services to conduct the minority visitation weekend program for prospective freshmen.
- 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 one-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

SU's efforts at closing the achievement gap include 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, three specific initiatives implemented to close the achievement gap and increase graduation and retention rates have been assessed since fall 2009 (a fourth, freshmen seminars, was discontinued after results demonstrated little overall impact).

#### Mid-Semester Reporting:

All first-time, first-year students with a faculty reported "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.

**Supplemental Instruction (SI):**

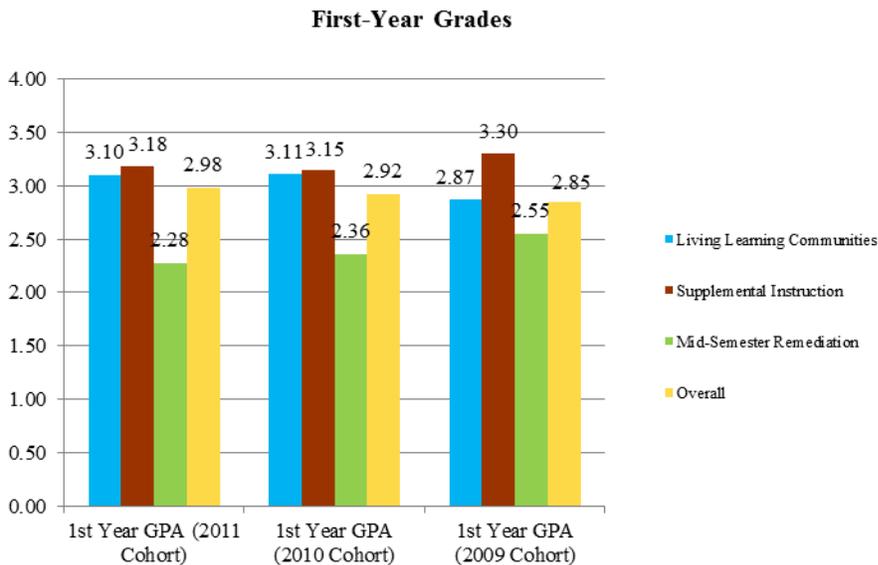
SI is targeted toward freshman courses with high D, F, and W rates. Since its implementation in 2009, the program has grown to include more than three times the number of SI sections and to include courses across each of the four endowed schools. Based on positive results for AY 10, SI was expanded from 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 and during AY 13 will offer 107 serving over 4,000 students.

**Living Learning Communities (LLCs):**

With two additional residence hall renovations completed for fall 2011, we created the physical infrastructure for additional 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. As of fall 2013 we have increased the number of LLCs to 19.

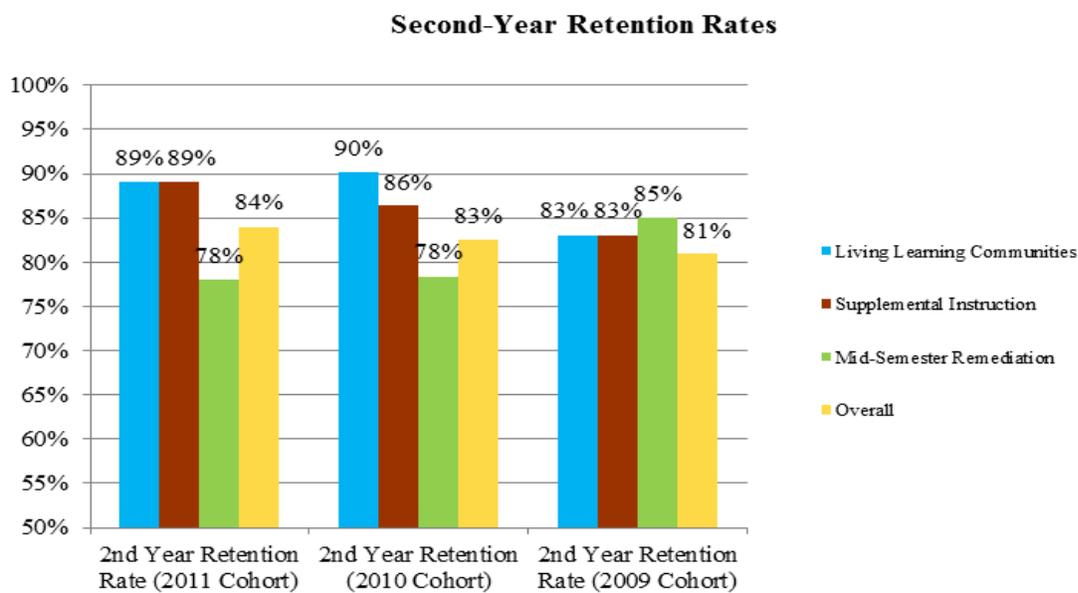
To determine the long-term impact of these four initiatives, first-year grade data was collected. It appears that these initiatives are having positive effects on student success. With the exception of mid-semester remediation, students that participated in at least one of the identified initiatives during their first year at SU had higher first-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 student.

**Average GPA for Participants in Initiatives**



Second-year retention rate data for students participating in these initiatives also revealed higher 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.

## Second-Year Retention Rates for Participants in the Initiatives



While the above programs focus largely on first-year students, this year SU launched a new program designed to increase the retention of students from their sophomore to the junior year. Called the Sophomore Year Experience (SYE), this year-long effort gives attention to the needs of students who are making the transition from a largely General Education curriculum to the challenges of entering a major. The SYE is intended to increase sophomore student engagement generally and specifically their knowledge of major requirements, internship opportunities, study abroad programs, and other information of relevance to these students. In the Perdue School of Business, faculty have also implemented a program called First Fridays, where all sophomores are invited to an informal monthly meeting with the dean and department chairs to discuss issues of particular concern for students applying for the professional programs.

### 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 third 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 to allow us to contribute to the state's effort to meet a 55% degree completion rate. In order to make this goal, MHEC's degree targets for SU project that by 2025, SU will produce 2,441 degrees annually. Assuming a 73% six-year graduation rate, Salisbury University would be required to have a first-year class (freshmen and transfers) of roughly 3,300 new students in AY 2019-20 to achieve that goal. Our current enrollment figures suggest a maximum of roughly 2,650 new students in AY 2013-14. Clearly, meeting the MHEC target degree completion is not possible without enrollment growth.

**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. The grant enabled SU to take its Interdisciplinary Studies degree in American Studies to the Eastern Shore Higher Education Center in fall 2013 and our highly successful undergraduate and graduate programs in Social Work to the Southern Maryland Higher Education Center. Additionally, SU just signed an MOU with UMUC to offer our Social Work program at Ramstein Air Base in Germany. We anticipate that classes will begin in March 2014.

With the assistance of financial support from The Universities at Shady Grove (USG), SU began offering our very popular Exercise Science degree at USG in fall 2013. Funds from USG are supporting the first two years of a site coordinator position as well as equipment costs for the laboratory component of the degree.

SU is also preparing to launch its first all-online programs, all at the graduate level. The MS in Geographic Information Systems will launch as an all-online degree in spring 2014 and plans are currently being made to offer the MSW and the MBA online within the next two years.

**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, Chesapeake College, and the College of Southern Maryland. We are currently finalizing plans with Hagerstown and Anne Arundel community colleges. To date, 34 students have been awarded degrees under our reverse transfer program and we have 241 students who will be eligible for degrees in the upcoming year.

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 over 22,000 enrolled 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 Total Headcount Enrollment

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Total Headcount	17,188	17,667	18,011	18,921	19,758	21,111	21,177	21,840	21,464	21,960	22,499

Towson University has responded to the charge to increase enrollment by increasing total headcount by 31% 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 52% in 10 years, from 2,717 in 2002-2003 to 4,147 in 2012-2013. Towson University will continue to grow in enrollment and degrees awarded in the future at a rate which its financial, personnel, and physical space parameters permit.

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 Headcount Enrollment of Full-Time Incoming Undergraduates

	2008	2009	2010	2011	2012	2013
New First-time Full-time Freshmen	2,826	2,398	2,428	2,542	2,463	2,747
New Full-time Transfer Students	1,942	1,539	1,971	1,841	2,105	2,299
New Full-time Transfer Students as % of total	41%	39%	45%	42%	46%	46%

In addition to increasing number of transfer students enrolled and degrees awarded, Towson University has also signed MOUs with three community colleges to assist their students in attaining 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, Howard, Prince George Community Colleges, as well as the College of Southern Maryland. One-hundred forty students have been awarded AA degrees through TU’s Reverse-Transfer program to date.

TU continues to demonstrate a high fall to subsequent fall retention rate for the university’s incoming first-time full-time freshman cohort. Strong first-year retention is a major success factor in producing higher graduation rates, and ultimately awarding more degrees. This first- year retention rate has remained strong. Moreover, TU’s high fall to subsequent fall retention

rate continues to increase (it has risen 4% since fall 2007). Eighty-six percent (86%) of Towson University's fall 2012 first-time full-time freshman cohort was retained in fall 2013.

#### TU's Headcount Enrollment at USM Regional Higher Education Centers.

TU's Shady Grove headcount enrollment grew by over 80 percent since fall 2007, from 99 to 180 in fall 2013. TU's Hagerstown headcount enrollment grew by 48 percent from fall 2007, from 56 to 83 in fall 2013. 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 notion 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 in August 2012. Construction began in November 2012 with a targeted completion in the late spring 2014. Six bachelor degree programs have been approved to be taught at the new building when its doors open in fall 2014: business administration: management concentration, elementary education/special education, early childhood/special education, information technology, psychology, and sociology/criminal justice.

### **Implementation of Programs Related to Goal.**

Towson University has initiated several programs aimed 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 supporting this initiative, as well as pursuing grant funding to support these efforts. A culture of cooperation and collaboration between Student Affairs and Academic Affairs with the superordinate goals of attracting, retaining and graduating Towson students underlies the efficacy of these initiatives. Additionally, TU has created a **Students In Transition Committee** co-chaired by senior Academic Affairs and Student Affairs staff and comprised of key individuals across the university's six 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 few institutions 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.

Freshmen students who beginning their enrollment at TU in a fall semester can attend one of three pre-orientation programs offered in June, July and August: (a) **Tiger Talks** (open to all students), (b) **Project Serve** (open to 60 students), and (c) **Project Marj** (open to 50 students). The goal of each program is to provide students with an early opportunity to ask questions about what to expect from college life, meet fellow classmates and learn more about the intricacies of Towson University. Tiger Talks is held on campus concurrently with Parent Drive-Ins, and allows students a brief intimate experience exploring University residence halls and campus buildings. Project Serve allows students to move into on-campus housing early and participate in service projects in Baltimore City and County. Project Marj consists of an experiential wilderness orientation, complete with backpacking, whitewater kayaking and rock climbing trips, and also allows students an early move-in. Project Serve and Project Marj are also open to transferring students.

Unlike many other schools TU does not have a summer program for new freshmen. However, **Welcome to Towson** is TU's orientation program for all new freshmen taking place the weekend before fall classes begin. Welcome to Towson provides orientation four days before classes begin and 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 about campus values, how to navigate campus, to learn where key services and departments are located, and to receive tips for becoming a successful student just prior to classes starting.

During orientation students are assigned orientation leaders (upper classmen) who facilitate adjustment to college life, establish a point of contact for each freshman and facilitate discussions, share their experiences, and lead the Welcome to Towson program. The Welcome to Towson program is dedicated to an orientation to the academic expectations, requirements, resources, policies, and procedures as well as to the skills and strategies essential for academic success. Students in groups averaging 35 students meet together and participate in a program planned and organized by the student's **First Year Experience (FYE) Advisor**, a faculty member or professional staff member committed to the challenge of advising freshman students, with substantial help from an Orientation Leader assigned to the group. The program includes a review of the student schedules, short lectures, video presentations, small group activities, and demonstrations, as well as the opportunity for each student to have a brief individual consultation with his/her advisor. The day is capped off by the New Student Convocation where the students are welcomed and addressed by University leaders.

Freshmen beginning in the spring participate in a one-day program that also introduces them to campus resources, and allows them to meet with an orientation leader and academic advisor as well as their fellow new students.

#### Transfer Orientation and Advising.

TU's **Transferring Student Program** 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. 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 their new institution's campus resources.

Program Part I has students confirm an understanding of their transfer evaluation of credit, learn about student versus faculty responsibilities in the advising relationship and interact with relevant transitional resources before meeting with an academic advisor. The part increases students' 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 helps students gain experience registering for courses appropriate to their academic program.

**The First Year Experience (FYE) Advising Program** is administered and coordinated by the Academic Advising Center and provides academic support and guidance assisting 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. Designated advisors within the FYE Advising Program assist identified first-generation and low income students with academic need, as indicated by placement into one or more developmental courses.

Students identified as first generation low income (FGLI) have increased availability to professional advisers to assist with problem solving at key times during the semester. These advisors also serve as student advocates, as needed, to resolve key issues. Their approach is more proactive and intrusive than the typical freshman advisor. FYE advisors provide assistance to the student in transitioning to an academic major either just prior to or during their second year in college.

**The Freshman Transition Program (FTP)** is a partnership between TU and the Community College of Baltimore County. Freshman applicants falling short of admission to TU may be selected by 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 193 students in fall 2013.

**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 three academic years over 90 percent of SAGE program participants earned cumulative grade point averages of 2.00 or higher during their first year. Participation in this program has grown from 137 students in fall 2010 to 230 students in fall 2013.

**The Strategies for Student Success (S3)** program is the primary intervention employed with FGLI students with academic need at Towson. 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. S3 students' FYE advisors also teach their S3 seminar. This arrangement provides a continuity of the strong advising relationship throughout the entire first-year.

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 percent of those students returning to TU in the spring 2010 term compared to the overall TU freshmen fall to spring retention rate of 93 percent for the same year.

### Identifying At-Risk Undergraduates.

TU has identified “at-risk” undergraduates using criteria including: (a) high school GPA, (b) SAT/ACT scores, (c) high school, (d) region, (e) socio- economic status, (f) placement test scores and (g) parental educational attainment. TU is poised to launch the following programs if and when resources become available.

### Establishment of an Early Warning System.

Research indicates that comprehensive and “highly intrusive” student support systems are the most effective. More sophisticated systems also include academic as well as social indicators, student characteristics and student self-assessment. TU is in the process of purchasing an early warning software product that will help identify students entering into academic difficulty be addressed before students fail.

### Towson UTeach.

TU began its first cohort of students in a new model of teacher preparation in math and sciences called Towson UTeach in fall 2012. Characteristics of UTeach include: (a) collaboration among the colleges of science and education, (b) active recruitment of STEM majors to take two introductory UTeach courses, (c) early and intensive field experiences that continue throughout the program, (d) compact degree plans that allow students to graduate with both a math or science degree and teacher certification in four years, (e) a focus on developing a deep understanding of STEM content material, (f) intensive coaching by master teachers (experienced, successful secondary teachers who join the university as clinical faculty), (g) program faculty who are actively engaged in STEM research and teaching and learning of STEM content, (h) integrated research-based professional development courses focused on teaching both math and science, and (i) comprehensive induction support for graduates. Enrollment in Towson UTeach has increased from 29 students in fall 2012 to 85 in fall 2013, and we anticipate continued and significant growth in the future.

## **Response to MHEC’s Memorandum on Maryland’s 55 % Completion Goal .**

### Projected Degree Production at Towson University.

TU plans to increase total bachelor’s degrees awarded at an annual rate of approximately 1.25% beginning with FY13 (when 4,147 bachelor’s degrees were awarded). This projection places TU’s bachelor’s degrees awarded ahead of MHEC projections through the next four fiscal years but then behind them for the remaining years.

TU is concerned that MHEC’s projections may be overemphasizing degree production for individual years at the price of not fully recognizing cumulative goal progress. It is important to note that although TU’s total bachelor’s degrees awarded may differ from MHEC’s annual projections, the **cumulative total of degrees** awarded will be greater than what MHEC projects (about 46,000 v. MHEC’s 45,000). That is, although TU’s degrees awarded growth may not reach the **annual** targets established by MHEC, they will more than achieve the **cumulative total** of degrees awarded requested by MHEC. The latter goal is clearly the primary one in this regard.

Lastly, we found a minor inaccuracy on Page 5 of the MHEC report which states, “Table 4, on page 13, shows a matrix expressing the annual targets for each institution based on an annual 2% growth rate” and this is inaccurate. The title of the table, and relevant narrative, should relate to the **actual 2.6 percent growth** rate it represents.

UNIVERSITY OF BALTIMORE

An innovative and agile institution, the University of Baltimore has increased enrollment by 21.1 percent since it added freshmen and sophomores in 2007. We have developed a full four---year undergraduate curriculum to complement its long---standing graduate presence, created and expanded a responsive set of degree programs from college readiness through its doctoral programs, and built out our physical presence with award---winning buildings and streetscapes. In doing so, UB carries out its mission to support high quality educational accomplishment for the citizens of Baltimore City and the State of Maryland in the context of rapidly changing external forces on higher education. As national and state perceptions and expectations for higher education have evolved in recent years, public universities have increasingly been viewed as drivers of innovation and engines of workforce development. UB, where the tag line is **Knowledge That Works**, has long been positioned well for this turn. The UB community is just completing its latest strategic plan, and the plan addresses head---on academic innovation; student achievement as related to higher---level learning outcomes in all degree programs; attention to student access, progression, and completion; and effective enrollment management. At the same time, other forces limit UB’s ability to respond as robustly as it could to meet the educational needs of Baltimore and Maryland. UB ranks lowest of all public universities in Maryland on percentage of enrollment funding formula (EFF) actually received, and it has one of the highest percentages of student financial need as demonstrated by Pell Grant eligibility and socio---economic status. UB’s students deserve at least the average state funding support of students at other public universities in Maryland.

The University of Baltimore aligns its strategic and academic planning with the themes, goals and objectives of “Powering Maryland Forward: USM’s 2020 Plan for More Degrees, a Stronger Innovation Economy, a Higher Quality of Life.” UB has made considerable progress in the five strategic themes of the USM in 2020 plan.

## **Theme 1: Access, Affordability, and Attainment**

UB continues to make significant contributions to the USM goal of 55 percent college degree completion for Maryland’s adult population.

### Enrollment growth

- The fall 2013 headcount is 6,518, a slight (<1%) decrease from last year’s record enrollment of 6,569. The freshman class (214 first time/full time) is the largest first year class since we expanded to the four year program.
- Growth in full---time instructional staff increased by 31.3%, from 150 in 2003 to 197 in 2012.

### Access

- UB has developed **51 new or updated articulation agreements** with Maryland’s community colleges since 2010.
- UB met its **2015 Achievement Gap target in 2012**, and we have strategies in place to meet goals for 2013 (which will be reported in February 2014).
- We fully implemented a **bridge program** for students who had been granted admissions conditional on success in this enrichment program. In summer 2013, 70 students (84% of

participants) successfully completed the program and matriculated this fall; of these, 36% of the students attained placement in freshman composition, credit math, or both.

- In September 2013, UB received a \$1 million gift to establish the Bob Parsons Veterans Center, which will emphasize a seamless process for addressing veterans’ needs, including academic advising, financial aid and benefits guidance, and career counseling. The gift will also launch the Parsons Veterans Psychology Clinic, which will specialize in the diagnosis, treatment and research of veteran-related issues.

Affordability

From 2010 to 2013, the University of Baltimore increased aid (federal grants; state grants and scholarships; institutional grants and scholarships) by 86 percent, as outlined in the following chart.

YEAR	2010	2011	2012	2013
Federal Grants	2,507,117	4,799,864	6,467,824	6,398,585
State Grants/Scholarships	1,268,475	1,606,310	1,865,872	2,161,301
Institutional Grants/Scholarships	3,056,107	3,493,712	3,943,712	4,168,223
<b>Total</b>	<b>6,831,699</b>	<b>9,899,886</b>	<b>12,277,408</b>	<b>12,730,122</b>

Attainment

- The number of UB undergraduate degree recipients increased 24 percent from 2007---2013:

YEAR	Bachelor’s Degree, only	% change	Post---Bachelors	Total	% change
2007	503	0%	8	511	0%
2012	612	22%	24	636	24%

- The graduation rates for UB students who first enrolled as freshmen are as follows:

	4---year	5---year	6---year
Fall 07 Cohort	23%	33%	37%
Fall 08 Cohort	18%	37%	

In the Fall 07 cohort, 24 students (17%) received degrees from other 4 year institutions, and another 5 students (3%) were awarded associates degrees, **bringing the completion rate for that cohort to 57%**. In the Fall 08 cohort, 11 students (7%) received degrees from other 4 year institutions, and another 2 students (1%) were awarded associates degrees, **bringing the completion rate for that cohort to 46% in 5 years**.

- UB received an MHEC grant for outreach to “near completers”. The project is targeting 217 students who have completed at least 90 credits but who are no longer enrolled. The work re--engages the students with UB and works with them individually to address outstanding issues that may limit or adversely affect their possible completion success.

Educational Outreach

- UB **College Readiness Academies** focus on college reading, writing, critical thinking, and mathematical reasoning and provide students with an increased understanding of college---going behaviors and expectations. Students create a portfolio of their learning and receive

multiple forms of individualized feedback focused on developing readiness for college and career. This partnership with Baltimore City Public Schools (BCPSS), SEED school, and, in the summer, YouthWorks, also provides students with work readiness and financial literacy learning experiences. In 2013, 159 students were enrolled in the academies, and 124 students (78%) successfully placed in one or more credit bearing course for dual enrollment.

- **Dual/Concurrent Enrollment:** High school students who have successfully completed the College Readiness Academy can register for up to six credits at UB (at a 25% tuition discount). Since 2010, 96 students have participated in dual enrollment; of these, 87 (91%) passed the first dual enrollment course with a C or better. The program has generated approximately 374 credit hours of enrollment for area high school students.
- **Community Engaged Partnerships focused on Access:** In addition to the extensive partnership with BCPSS and the SEED school, UB has a range of partners engaged in promoting P---20 initiatives that improve students' college and career readiness. Each of these partnerships provides resources to UB and/or pathways for students to UB:
  - Consortium for Urban Education: collaboration of BCPSS and Baltimore---area institutions of higher education to focus on teacher education and professional development, high impact practices, and rigorous assessment; UB leads a workgroup to develop protocols and learning outcomes for students' college visits from grades 6---12 to improve college match, financial literacy, and academic preparation.
  - Mayor's Taskforce on Hispanic Education: support research and initiative design to build better college access and readiness supports for Baltimore Hispanic Students
  - Public Allies: collaborating to capture and assess experiential learning and to build a pathway for student Allies to matriculate to UB
  - Urban Alliance (UA): a partnership that builds a pathway for UA interns to connect to dual enrollment opportunities
  - College Bound Foundation: Professional development for principals and counselors
  - Building STEPS: college readiness opportunities for students interested in STEM---careers
  - Greater Baltimore Urban League, Office of New Initiatives: work---group on college access

## Theme 2: Ensuring Maryland's Competitiveness in the Innovation Economy

- UB's centers and institutes forge connections with the surrounding communities to provide special research and study opportunities for students and faculty in a wide range of business, law and liberal arts programs.
  - **Ampersand Institute for Words & Images**
  - **Center for Digital Communication, Commerce and Culture**
  - **Center for Entrepreneurship and Innovation**
  - **Sayra and Neil Meyerhoff Center for Families, Children and the Courts**
  - **Center for International and Comparative Law**
  - **Center for Sport and the Law**
  - **Center on Applied Feminism**
  - **Hoffberger Center for Professional Ethics**

- Jacob France Institute
- Maryland Small Business Development Center–Central Region
- Schaefer Center for Public Policy
- Both the Philip and Harriet Klein Foundation and Michael F. Klein established an endowment for the newly designated Klein Family School of Communication Design within the **Yale Gordon College of Arts and Sciences**. The school offers students opportunities to explore traditional creative forms alongside emerging media, including Web design and development and multimedia presentation.

### Theme 3: Transforming the Academic Model

- UB has engaged in a number of projects to explore applications of Massively Open Online Classes (MOOCs) and other new learning platforms.
  - Working with renowned historian Taylor Branch to create a highly interactive MOOC on America during the Civil Rights Movement.
  - Received three competitive grants to design academic innovations that incorporate MOOCs into traditional learning experiences. Our design to embed a MOOC into a freshman learning community was recognized by the Gates Foundation as a successful strategy to help students who are at risk for attrition to better benefit from online learning experiences.
  - The integrated learning platform project embedded Pearson’s My Foundation Lab into our Bridge program and improved pass rates from 51% in 2012 to 81% in 2013.
- Through a competitive USM Course Redesign grant, UB transformed an upper division general education course. This innovative design (a “tri---brid” format that incorporates classroom, online, and experiential learning) promotes higher pass rates, higher student satisfaction, and savings in instructional and space costs.
- In summer 2012, UB concluded its implementation of the work supported by an MHEC College Completion grant. The project, entitled “Integrated Retention and Persistence Support for Transfer Sophomores”, provided improvements to sophomore advising, professional development for faculty, and stronger learning experiences to connect college and career goals.
- From 2012 to the present, UB has engaged in a substantial restructuring of our summer program. Using data analytics to target courses for redesign, we selected courses to transform into 5---week courses, online courses, or both. Assessed student satisfaction has been very positive, and summer enrollments grew.
- In Spring 2013, the University community approved a new competencies model for General Education. Highlights include capstone courses, new first year learning community models, and a sophomore seminar.
- In Fall 2014, UB established an office for academic innovation, charged with engaging faculty in leading edge teaching and learning strategies that improve learning and conserve resources.

## Theme 4: Identifying New and More Effective Ways to Build Resources

- From 2006---2012, UB’s Campus Master Plan produced \$256 million of investment, of which \$122 (**47.6 percent**) is from **private funding sources** – public/private partnerships, and we have strategies in place to continue to build with and on these resources.

### Regional Stewardship

- The **School of Law’s** Center for Families, Children and the Courts runs the **Truancy Court Program**, an early---intervention program to address the issue of truancy in Baltimore City and County schools. In 2012, the program was recognized as a Bright Idea by Harvard University’s John F. Kennedy School of Government.
- **The Baltimore Neighborhood Indicators Alliance---Jacob France Institute** at the University of Baltimore (BNIA---JFI) is an organization supported by diverse groups committed to promoting, supporting, and helping people make better decisions using accurate, reliable, and accessible data and indicators **to improve the quality of life in Baltimore City neighborhoods.**
- In May 2012, UB was named by **Baltimore City Public Schools** as one of the top ten “Outstanding Partners” in recognition of our work in helping to prepare the schools to implement Common Core standard through professional development, college readiness experiences, and community outreach.
- The **College of Public Affairs** developed a non---credit Certificate in Community Building Strategies for local leaders of non---profit organizations. Through this program, participants learn about urban policy issues, using data to inform policies and strategies, garnering support, evaluation and assessment, and documenting impact.

## Theme 5: Achieving and Sustaining National Eminence

- *U.S. News & World Report* ranked **UB among the top 25 public universities in the North** in its *2013 America’s Best Colleges* guide.
- UB received the **Alfred P. Sloan award for best practices in faculty retirement** transitions, presented by the American Council on Education.
- In 2012, UB faculty and staff have developed and internally approved a new **Plan of Organization for Shared Governance** to enhance campus collaboration and support the **national recruitment and retention of highly---skilled faculty and staff.** The plan will be forwarded to the USM for appropriate approvals and formal adoption.
- **UB’s Schaefer Center for Public Policy is Maryland’s provider of the Certified Public Manager Program**, a nationally recognized leadership development program, providing professional development for state, local and nonprofit employees who supervise or manage employees or large projects in Maryland.
- The **College of Public Affairs** prepares the problem---solvers who will analyze policy and lead public, nonprofit, health---care and third sector organizations of the future. We are ranked **73rd** nationally in *U.S. News & World Report’s* 2013 edition of “**Best Grad Schools**,” a significant honor and testament to the quality of our programs, students and faculty.

UNIVERSITY OF MARYLAND,  
BALTIMORE

## Best Practices and Annual Progress Toward the 55% Completion Goal

### 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 88% of its currently enrolled 6,284 students are pursuing either a professional or graduate degree, or both. Only 746 (12%) of UMB's students are undergraduates. Among this cohort, 90% 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.

#### School of 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 each 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 the Commission on Dental Accreditation have been developed by the dental school faculty. Taken together, these competency statements reflect the desired synthesis of educational outcomes of the biomedical, behavioral, and clinical curricula. Prior to graduation, pre-doctoral dental and dental hygiene students must demonstrate that they have attained

the required knowledge, skills, and values by passing formal didactic and practical examinations that are administered as part of the curriculum. In addition, the School of Dentistry employs specific standardized competency exams based on the competency statements, and these competency exams may be case---based reports, demonstrations, oral or written exams, or presentations. All competency exams must be successfully completed prior to graduation and performance on the competency exams is carefully tracked to monitor student readiness and to evaluate the effectiveness of the curriculum in preparing students for entry into the dental profession. Each pre---doctoral dental student must also pass the National Board Dental Examination Part I as a condition of graduation. Student success rates on the National Board Examination and on 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 students.

### School of 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. To achieve these competencies, the School has developed the Academic Achievement Program.

The Academic Achievement Program is aimed at (i) helping students get acclimated to the law school learning process, and (ii) empowering students to become strong, independent learners. To this end, the program includes a comprehensive network of resources for first---year students, including workshops (about class preparation, note---taking, outlining, and exam skills), supplemental coursework, and one---on---one tutorials designed to promote strong learning skills and increase the effectiveness of learning in the classroom. For individual students of all years, the program offers assistance in helping students understand and become more comfortable with legal analysis, synthesizing class materials, and presenting that knowledge clearly and comprehensively on law school exams.

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].

The School of Medicine has two specially designed programs that assist selected students prior to enrollment and after completion of the first year. The Prematriculation Summer Program and the Second Summer Education Program allows these students to preview course content and to participate in a simulation of basic science course work.

While enrolled, 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. The Office of Academic Development works with students through individual academic monitoring and counseling along with group and peer tutoring to assist students in meeting their academic expectations.

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. We are continuously evaluating and benchmarking best practices in light of new curricular approaches announced by other schools, using site visits by OME and UMSOM academic leadership. Based on feedback from our students and evaluation of the impact of similar programs at other peer institutions, this year we introduced a new course, Foundations of Research and Critical Thinking, to better prepare our graduates to rapidly incorporate new findings into their practice as part of the skill set required for life-long learning.

All students are required to pass Step 1 of the USMLE licensing examination in order to continue into third year clerkships.

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. 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. Tracking of BSN and CNL students who demonstrate academic difficulties is initiated upon receipt of the first midterm warning letter. In collaboration with a student's academic advisor, students are contacted to seek information about their performance and to make them aware of school resources to help them improve performance, including the Student Success Center. Students placed on academic probation are required to develop an Academic Success Plan in consultation with their academic advisors. All of these initiatives are intended to ensure that the student is aware of the academic resources, as well as the guidance of faculty advisors, to support their academic success.

In addition, the Student Success Center (SSC) at the University of Maryland School of Nursing (UMSON) was established in 2010, as a result of a four year grant. The SSC offers a variety of services aimed at enhancing academic performance and increasing retention and graduation rates of pre-licensure students by emphasizing proactive academic planning and strategic learning, enhancing study and test taking skills, and developing writing competency. These services are utilized by entry-into-practice students on a voluntary basis

Prior to graduation, all traditional BSN and CNL students take a standardized examination: the HESI (Health Education Systems, Inc.) 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. 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, some 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 to national norms, 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.

DNP students are closely monitored during their academic progression at the SON. They are all assigned individual advisors, and students are required to meet with them periodically to review their academic performance. Additionally, they can be referred to our campus writing center for more support if needed.

The PhD program has several mechanisms to carefully monitor student progression in their plans of study. The Assistant Dean reviews annual evaluations that are submitted by student's advisors to identify potential progression issues. The PhD Admissions and Progressions committee meets bi-monthly to review students' progress toward milestones including comprehensive exams, PhD candidacy, dissertation proposal defense, and final dissertation defense. Two years ago, the PhD Curriculum Committee implemented changes to the comprehensive exam format, which tied the exam more closely to the intended dissertation research. This decreased the time between completion of required coursework and proposal defense. To facilitate progress during the dissertation phase, students are encouraged to participate in the dissertation seminar. Some faculty are beginning to use Blackboard Collaborate™ to meet virtually with students, overcoming geographic and scheduling barriers. These strategies have resulted in a decrease in time from program admission to graduation.

#### School of Pharmacy

The School of Pharmacy leads pharmacy education, scientific discovery, patient care, and community engagement in the State of Maryland and beyond. Diversity is essential at the School, among its student body and in the opportunities of study that are available to them. Doctor of Pharmacy (PharmD) students enjoy a wide variety of electives to focus their pharmacy education on their specific areas of interest. The School has a commitment to direct patient care and students are trained in a wide variety of skills-based activities to prepare them for diverse and expanding practice opportunities in community pharmacies, hospitals, nursing homes, and other agencies to provide services to citizens and practitioners around the State and across the nation. PharmD students are also able to participate in individual research projects with faculty mentors in areas such as drug delivery mechanisms, cost impact studies, basic drug discovery and development, and disease management. The School instills a strong sense of leadership in students as they will be the future of the pharmacy profession.

The School's system of monitoring student performance begins as early as the first activity, quiz or exam. An early warning system is managed by the Office of Academic Affairs (OAA) to identify underperforming students early in the semester to allow for intervention by the Office of Student Affairs (OSA), who contacts the students via a formal letter with information clearly outlining the assistance available to them. The OAA also examines performance between campus cohorts to monitor for any disparities, and 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 OAA conducts standardized course evaluations every semester for feedback on PharmD course presentation and structure, course content, and instructor effectiveness. Simple graphs and cross-course (or instructor) comparisons enable faculty to quickly analyze their results. Written feedback is required from both course managers and departmental vice-chairs for academic affairs, thus assuring systematic course

review. 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. In addition, passing rates for NAPLEX® and MPJE® licensing examinations are monitored and compared to peer and national norms.

Course managers are aware of the role of each course's content within the curriculum and the material that precedes and is subsequent to each course through curriculum mapping. This process enables interdisciplinary faculty committees to address programmatic outcomes and accreditation standards at the course level, while the assessment committee regularly reviews these data as it relates to the strategic plan and communicates with various stakeholders for action. Finally, the associate deans for students and academic affairs meet frequently with students in each class year and the faculty course managers to convey assessment results and to discuss student and administrative issues.

### School of Social Work

The School of Social Work carefully assesses student performance in a variety of ways and at multiple points in a student's progression through the program. Classroom evaluation of students in the form of examinations, papers, in-class presentations, and discussions allow the faculty to evaluate the competence of each student in terms of written and verbal skills as well as conceptual and critical thinking. 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 are evaluated in courses and field placements on outcomes consistent with standards set by the Council on Social Work Education (CSWE) and consistent with the goals of the MSW program. Students who are not meeting standards are identified at mid-semester in their field placement and the end of each semester when course grades are submitted. Students struggling to meet standards in courses are referred to campus supportive services and typically meet with the Academic Advisor to examine their plan of study and develop a strategy for improving performance. Students underperforming in their field placement meet with their Field Instructor and the Faculty Liaison, who monitors placements, to examine their learning plan and develop a strategy to address any limitations. Students must maintain a GPA of 3.0 to advance from the foundation into the advanced year of the program.

In addition to assessing student performance, the School relies on multiple forms of feedback to critically assess student satisfaction and our program's success in equipping students with the competencies necessary for professional social work practice. Students complete standardized course evaluations for every course that help us assess course content and instructor effectiveness. The Dean and Associate Deans hold periodic forums to hear student feedback on their experience in the program. Evaluations from community-based field instructors allow the school to evaluate the effectiveness of the MSW program in preparing graduates for professional practice. Graduates have been surveyed, typically 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.

This survey is currently being revised to capture as much detail as possible about graduates' success in the marketplace and to identify ways in which the school can improve its program. Finally, we examine an annual report on the pass rate of our graduates on the State licensing exam.

In addition to our assessment of student performance and students' assessment of our program, faculty periodically survey employers in certain sectors to identify the core skills their sector needs in MSW graduates, and every year, those 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. Curriculum committees also regularly review content in their areas of specialization to ensure the coursework we offer and field placements we provide equip students for professional practice. For example, in 2007 feedback from student and employer surveys and focus groups resulted in the condensing of our foundation curriculum and increasing the advanced curriculum by adding more elective options. More than 10 elective courses have been developed since that time.

### **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 90% -- 96%, depending on the School. Likewise, the first-attempt pass rates among the disciplines range on average between 77% -- 99%.

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 Response to JCR 55% Completion Goal Report Update

Degree completion targets put forth by UMBC for the USM 2020 Strategic Plan were tied directly to increased funding (both state appropriations and tuition rate increases) which have not been realized. However, UMBC continues to focus on the approaches outlined in our USM Strategic Plan Implementation Narrative (November 2012) to support students from enrollment through graduation, and estimates that we will produce between 2,350 and 2,450 bachelor's degrees in FY 2020. Approaches outlined in the narrative focused on increased academic and financial support, academic innovation, and programmatic growth.

With FY 2014 enhancement funds and outside funding, we have embarked on additional efforts to support student success. A few examples include a new senior degree completion initiative; the Hrabowski Fund for Innovation, which is comprised of gift funds donated to enhance teaching and learning at UMBC; and Faculty Learning Communities (FLCs), designed to enhance discussion and experimentation with ideas and techniques for teaching and learning.

**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 over-arching 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 – September 27, 2013**

## **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.<sup>1</sup> This policy was put in place for all new students entering in 2002.

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.<sup>2</sup> Four-year graduation plans for every major can be found by following the links at [www.4yearplans.umd.edu](http://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 efforts can be seen in both qualitative and quantitative studies. 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 expected to graduate in four years, and virtually all expected 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. By 2012, these goals were partially realized as both the expected and actual graduation rate among students had risen. In 2012, the four year graduation rate was 67%, a 13% increase since the new policies were implemented. Likewise, time to degree expectations of incoming students had also risen as reflected in the findings of a 2012 CAWG survey, which showed that 97% of freshman expected to graduate in four years.

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 (2002-2004) 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%. The rate for the cohort that began in 2009 shows another jump to 69.1%. These

---

<sup>1</sup> The full policy can be found at

<http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1539>

<sup>2</sup> The full policy can be found at:

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

two policies together continue to result in significantly improved six-year graduation rate of 84%, as well as a first-year retention rate of 95%. 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, and we continue to work to achieve these goals. Shortly after the USM plan was implemented, a Task Force on Retention and Graduation Rates was formed and has made a number of recommendations that have now been implemented. The Office of Undergraduate Studies has established a program for transitional advising in Letters and Sciences and a Student Success Office. Since its inception in fall 2011, the Transitional Advising Program (TAP) has served over 425 high-credit (60+), undecided/undeclared students, providing them with the necessary time and resources to explore and declare a major where they will be successful. TAP primarily works with students moving from science and technology majors to the humanities and social sciences. Another initiative is the Student Success Office, which administers the re-enrollment process for students who have been academically dismissed and/or are returning to school after an absence. If re-enrolled, students are quickly moved to majors where they can be successful. Each year the Student Success Office works with approximately 2,000 students. Pre-Transfer Advising is also a component of the Student Success Office. Since 2008, Pre-Transfer advising has worked with prospective transfer students, helping them to assess their readiness to transfer and estimate their time to degree completion. Approximately 2,000 individuals use the Pre-Transfer Advising services each year.

Also in response to the task force, in FY11, the University implemented a process for identifying at-risk students during the semester (based on mid-term grades) and between semesters (based on cumulative GPA of 2.3 or below). College deans are sent information on their students who meet at-risk criteria so that students can be contacted in time for interventions that may change this trajectory. Prior to the beginning of each semester, deans are also sent a list of students who are in good academic standing but have not yet registered for classes. Advisors contact the students and help them resolve any issues that have kept them from registering. Additionally, the Guided Study Session Program (GSS), a peer tutoring initiative, has been in operation since 1997, but was expanded significantly in FY13. GSS provides academic support in lower level gateway courses in the sciences and social sciences that have been shown to have high drop/fail/withdraw rates. The focus is on high-risk courses, not high-risk students. In FY 2013, 52 trained student leaders led GSS sessions in 16 courses serving over 3000 students. In all 16 courses, GSS participants had higher mean course GPAs and higher pass rates than non-participants.

Further, the University has undertaken numerous initiatives on the campus to increase the

number and success of STEM graduates. A few examples include the Clark School of Engineering's living-learning 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. The College of Mathematical, Natural and Computer Sciences has instituted a number of curricula changes to increase engagement and persistence. These include a new cohort-model and introductory lab course for all incoming Chemistry and Biochemistry majors and a new two-semester physics sequence for biology majors.

With the enhancement funds provided by the State for FY2014, the University is enhancing existing programs and targeting new initiatives to increase student success and degree production. We plan to hire more advisors, expand the Guided Study Session Program, continue course transformation, further develop the Academy of Innovation and Entrepreneurship (described below) and develop the infrastructure to increase the number of STEM graduates.

We do not yet know the full 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 which we are now seeing, as well as increases in the number of degrees awarded. In order to determine how best to target new resources effectively, we are engaged in an exciting research initiative to determine specific factors that contribute to student success. This joint effort by faculty in the College of Computer, Mathematical and Natural Sciences and staff in the Office of the Provost is using large scale data analytics to proactively target students at risk. If successful, this will allow the University to direct new advising resources where they are most needed.

### 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.<sup>3</sup> Freshman Connection students are succeeding at the same rates as the students admitted for fall enrollment, including graduating on schedule with fall term admits. The program is serving 864 students in Fall 2013, an increase of one percent over Fall 2012.

### 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 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.<sup>4</sup> 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.<sup>5</sup> 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 a new living-learning program on Law and Society in partnership with the Carey School of Law at the University of Maryland, Baltimore is in development. Other living-learning

---

<sup>3</sup> 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.

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

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

programs have also expanded. 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.

In addition, two exciting initiatives are designed to improve the rigor and quality of undergraduate education and to engage students more fully in their work. In the first, the Academy for Innovation and Entrepreneurship was launched in 2013 to infuse the university with a culture of innovation and entrepreneurship across all colleges and curriculum. The Academy includes classes, workshops and outside-the-classroom experiences to inspire and empower all students and faculty to translate their passions and creative ideas into real-world solutions to economic, societal, technological and cultural problems. In the second, the University is implementing a new initiative designed to facilitate a significant increase in the number of students engaged in faculty-led inquiry. This program will involve freshman matriculation into one of numerous research streams designed and operated by faculty members. Students earn degree credit while engaged with faculty members in a year-long opportunity to experience the rigors of authentic critical thinking and research. Controlled assessment will be used to track expected increases in persistence, degree completion, academic accomplishment and acceptance into post-graduate professional training programs. The program will be an inclusive multidisciplinary community open to students of all levels of accomplishment targeting achievement gap reduction amongst underrepresented and minority students.

### 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 was 25,831, an increase of five percentage points. By Fall 2013, this number grew again to 26,045 degree-seeking undergraduates, an increase of approximately 200 students. 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 FY13, enrollment of new degree-seeking students has exceeded 8000, although in FY12 and FY13, we enrolled about 7700 new undergraduate degree-seeking students. Overall, the increase in the number of new degree-seeking students enrolled between FY03 and FY13 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.

In FY02 we awarded 5451 bachelor's degrees; in FY12 we awarded 7044, an increase of 29%. This number increased again in FY13 to 7,192. 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 2013. 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 5546 in Fall 2013, an increase of 23%. The number of master's degrees awarded has also increased, from 1929 in FY05 to 2671 in FY13, an increase of 38%. We anticipate continued growth in the number of master's degrees awarded in the coming years.

## **III. Comments on MHEC's Target Number of Undergraduate Degrees through 2025.**

MHEC's projections are based solely on a straight line annual growth of 2.6% in degree production for all public institutions. They do not take into account changes in inputs and the capacity of institutions to continually enroll more students. Overall, the MHEC Degree Projections place the full burden of growth to reach the 55% degree completion on the state's public institutions; they assume no degree growth from Maryland's independent institutions or from profit out-of state institutions operating in Maryland. Maryland independent institutions accounted for approximately 10% of the state's undergraduates enrolled in fall 2011 (28,863 students at state-aided and 4,654 at other independents) and almost 15% of the associate and bachelor's degrees awarded in 2011-2012 (5,960 degrees from state-aided and 657 at other independents). Undergraduate enrollments at two for-profit institutions, the University of Phoenix Maryland Campus (629 undergraduates in fall 2012) and Strayer University – Maryland (2,499 undergraduates in fall 2012) rival those of some of Maryland's smaller public institutions. One would expect that some degree growth, however modest, could come from these sources, particularly given the sizable growth in degrees from the independents over the last decade.

For UMCP specifically, we experienced a substantial growth in undergraduate enrollment from fall 2007 to a peak in fall 2010. This enrollment growth is currently resulting in a growing number of undergraduate degree recipients. However, because the undergraduate experience was impacted by this growth (e.g., the percent of classes with fewer than 50 students decreased and students reported difficulty getting seats in courses) the University intentionally attempted to slow the pace of growth. This means that we expect the degree growth from increased enrollments to plateau in the next year at about 700 graduates over the FY10 degree production. It is difficult to determine how the University could accommodate increased enrollment without additional funding to support faculty and facilities. Any additional degree growth will therefore be dependent upon improved graduation rates.

For every one percentage point of improvement in the graduation rate for fall full-time, first-time students, approximately 40 additional degrees are awarded. Even if we were to increase our graduation rates by 10 percentage points (which would mean a six-year first-time, full-time graduation rate of over 90%), this would only yield 400 additional degrees. Though we don't track official graduation rates for all other student inputs (spring freshmen, transfers) we can estimate that a similar ten percentage point increment in student success would yield about 300 degrees per year (based on the approximately 3,000 transfers and spring freshmen who enter annually). Thus, we can hope for, at best, 700 additional graduates from increases in student success.

Together, these streams account for less than half (1,400 degrees) of the MHEC projection for increased production at UMCP (growth of about 3,000 degrees).

UNIVERSITY OF MARYLAND  
EASTERN SHORE



# UNIVERSITY OF MARYLAND EASTERN SHORE

OFFICE OF THE PRESIDENT

JOHN T. WILLIAMS ADMINISTRATION BUILDING  
ROOM 2107  
PRINCESS ANNE, MARYLAND 21853-1299

OFFICE: (410) 651-6101  
CAMPUS: (410) 651-2200  
FAX: (410) 651-6300

## MEMORANDUM

**TO:** Joann Boughman, Ph.D.  
Senior Vice Chancellor for Academic Affairs  
University System of Maryland

**FROM:**   
Juliette B. Bell, Ph.D., President  
University of Maryland Eastern Shore

**DATE:** October 8, 2013

**SUBJECT:** Best Practices Data Request Memo

This is the third report written in response to the JCR request for the submission of an annual report on the best practices and annual progress toward meeting the State's 55% Completion goal. We have identified several factors that our data indicated impeded student success, retention and graduation rates. As a result of campus-wide meetings, better data assessment, and employing best practices, we have designed and implemented several strategies that have yielded progress and improvement in the areas of student success, retention and graduation rates. These efforts were led by both the Division of Student Affairs & Enrollment Management and Division of Academic Affairs.

### **Challenges**

Over the past several years, UMES has been challenged to show improvement in its six-year graduation rate. Many factors have affected the six-year graduation rate at UMES and contributed to its downward trend. They include: (1) the economic downturn over the past several years; (2) under preparedness of underserved students; (3) insufficient advising; (4) a lack of aggressive recruitment strategies; (5) growing student populations with increasing unmet financial needs; (6) inconsistent course offerings, and (7) increase in college costs (other than tuition).

### **Strategies to Address Challenges**

In our efforts to address closing the achievement gap and to decrease student time-to-degree completion, in fall 2009, a comprehensive Access and Success Plan was developed and implemented. Specific components of this plan focused on strategies employed to increase the six-year graduation rate. These strategies included: (1) establishing financial literacy initiative to assist students with financial planning for their academic careers; (2) strengthening the academic profile of incoming fall cohorts; (3) revising the academic advisement plan to enhance student advising; (4) implementing an online degree audit

system to decrease time-to-degree completion; (5) implementing a university mentoring program; (6) strengthening academic support for students in developmental mathematics; (7) establishing departmental retention plans to track retention efforts; (7) reviewing and developing course schedules to ensure course availability; and (8) expanding recruit-back efforts to be more intrusive and proactive. As a result of these efforts, UMES' four-year graduation rate has shown positive improvement, increasing to 19% (fall 2008 cohort), up from 13% (fall 2007 cohort).

## **Outcomes**

An assessment of our campus revealed the eight aforementioned areas are factors we believe impact the success of our students and our efforts to closing the achievement gap. Therefore, we have used our institutional data to design and implement programs and services that are considered "Best Practices."

### **Admissions and Recruitment**

College access and readiness are factors that we have been addressing for many years. We are always cognizant of our mission as well as the accountability demands placed on higher education both at the state and national levels. In an effort to balance these demands and keep "true" to our land-grant mission, in 2012 we began working with our K-12 partners in our recruitment market-share and providing them with data illustrating how students from their respective high schools are performing at UMES. In addition, we have been adjusting our enrollment criteria upward and challenging our constituents to enhance their academic preparation. Data resulting from this evidence-based strategy revealed the average two component (Reading and Math) SAT score for incoming freshmen has increased from 828 (fall 2008) to 881 (fall 2013). This is an increase of 53 points over a five year period. UMES' mean SAT scores, which previously have been below those of its ten peers, are now above the peer group average.

### **Online Degree Audit Program**

The strategy of introducing an online degree audit system to decrease time-to-degree completion did not yield the desired outcome upon initial implementation. Therefore, several action steps were put into place to enhance the use of online degree audit and increase degree completion. The first action step was to repeat training for all faculty, deans and department chairs on the proper usage of the online degree audit system. The mandated training sessions were provided by the Registrar and Associate Registrar and included case studies provided by faculty and department chairpersons. Additionally, each department chairperson was provided a spreadsheet of all the students in their major who had earned ninety credits or more.

Each department chairperson was required to use the online degree audit information to answer the following questions: 1) What term will this student be eligible for graduation? 2) How many credits does each student need to graduate? 3) What courses are required for this student to complete the degree program? and 4) What strategies need to be employed in order to assist this student in degree completion? The University has employed this strategy since fall 2010 resulting in a major increase in the number of degrees awarded (758) in the 2011-2012 academic year, surpassing 2010-2011 awards by 20% and 2009-2010 by 40%.

Unfortunately, this trend of increased degrees awarded did not follow for the 2012-2013 academic year. Therefore, several action steps were put into place to evaluate the cause for this decrease in the number of graduates. Institutional Research provided data on the seniors who should have been eligible to graduate and each department has established action steps to recruit-back these students and provide outreach to assist these students in completing their degrees. Where applicable, these students were referred to the Hawk A Step Away Project. This project is designed to recruit back degree eligible near-completers and degree potential near-completers to earn their undergraduate degree. The students targeted for this project must have completed 90

or more semester credit hours, have a GPA of 2.0 or higher and have not attended UMES within the last 12 months.

### “Connections” A University Mentoring Program

Studies have shown that student success and retention is inextricably linked to personal satisfaction and out-of-classroom experiences. Therefore, students who feel comfortable, well supported, engaged, and connected are those who return from year-to-year and graduate with a degree. In spring 2012, we piloted a university-wide mentoring program. The program connected incoming freshmen with upperclassmen. The students participated in social, civic engagement and life skills programs over the course of one academic year.

During the piloted phase, we identified 45 mentee and mentors to participate in the program. The mentees were freshman students who self-identified as either first-generation, low-income, or African American male. It is important to note that our retention efforts are focusing on these particular student populations.

At the conclusion of the pilot phase, 42 (93%) mentees (freshmen) enrolled for fall 2013, compared with 68% for the overall first-year student population. With regards to mentors, 38 (84%) of mentors (juniors and seniors) enrolled for fall 2013, the remaining 7 mentors graduated in May 2013.

### Academic Course Resign

Best practices for improving retention and graduation rates include the redesign of delivery of courses. This is particularly important for introductory level courses where a number of challenges converge. Challenges that are frequently prevalent in introductory courses include inconsistent knowledge of incoming students; varying levels of student retention of material; lecture-based formats that do not consistently engage students; and, as a result of a large number of sections to be taught, a lack of coordination among professors teaching the various sections of the course leading to course drift and/or inconsistent learning outcomes. University of Maryland Eastern Shore (UMES) has embraced this best practice of academic transformation by becoming active participants in the USM course redesign project. As a result of participation and funding of numerous course redesign efforts, the leaders of the National Center for Academic Transformation (NCAT) have identified a number of components that are present in many of the successful course redesign efforts. Key quality improvement strategies include<sup>1</sup>:

- **Online Tutorials** – Interactive tutorials provide students with the opportunity to practice material and supplemental information when they need it.
- **Continuous Assessment and Feedback** – Automated response that provide instant assessment to homework assignments and quizzes support student learning. Generally, the same tools provide guidance on how to improve strategies and approaches to solving the problem at the same time.
- **Increased Interaction Among Students** – the courses are redesigned such that more frequent interaction among students is not only possible, but encouraged.
- **On-Demand Support** – Expanding the number and types of avenues that students can use in order to master course material is vital. This may also include the use of Undergraduate Learning Assistants (ULAs) rather than traditional faculty or graduate teaching assistants.

---

<sup>1</sup> Twigg, Carol A., “Course Redesign Improves Learning and Reduces Cost,” The National Center for Public Policy and Higher Education – Policy Alert, June 2005.

- **Mastery Learning** – The redesigned courses often provide a flexible format to support individualized student progress toward mastering learning objectives. Successful courses are generally not self-paced, but instead provide adequate structure to allow steady progress toward completion.

A benefit that accrues from course redesign is that assessment measures are often improved. This is almost a given since more effective monitoring is often put in place to determine whether more effective learning has taken place as a result of the changes. In addition, many campuses report that simply going through the course redesign process helps to ensure that learning objectives across multiple sections are complete, consistent, and being met by each section.

UMES has been a participant in the national trend to increase the effectiveness and efficiency of its learning environment through course redesign. Through a partnership between the University System of Maryland and NCAT, the University of Maryland Eastern Shore participated in the Maryland Course Redesign Initiative (MCRI). Through this program, the USM provided \$20,000 and the institution provided a \$20,000 match to use the NCAT methodology to redesign its Principles of Chemistry (CHEM 111) course. The results of this initiative allowed UMES to reduce the number of sections of the Chemistry course and the related cost of offering the course in the traditional format (\$268 per student) to \$80 per student once the course redesign was fully implemented. At the same time, the number of students receiving a C or better increased from 54.5% to 69.4%.<sup>2</sup> UMES has already redesigned seven courses, six of which are in the STEM disciplines. UMES wishes to continue its efforts in course redesign by including four high enrollment gatekeeper courses for redesign with two of which are in the STEM disciplines.

UMES proposes to redesign the following courses:

- BIOL 112- Principles of Biology II
- CHEM 211-Fundamentals of Organic Chemistry
- SOCI 101-Introduction to Sociology
- SPAN101-Fundamentals of Spanish I

### Recruit-Back Program

Like many colleges and universities throughout the nation, we have seen a trend of more freshman students not completing their first year; however, our most significant loss continues to be at the sophomore level. There are multiple internal and external factors that contribute to this decline. Therefore, in fall 2011, in an effort to address our decline we expanded our recruit-back efforts to be more intrusive and proactive. We appointed a professional staff member to serve as a class-advisor to each academic class (freshmen, sophomore, junior, and senior). The advisor's role is guide the cohort, serve as a primary point person and work with the class leadership as well as various departments around campus to address academic, social, and personal factors that may impede student success and persistence. In addition, the cohorts were brought together twice a semester for town-hall programs. As a result of this effort, we were able to raise our second-to-third year retention rate for the fall 2011 cohort to 55%. This is our highest second-to-third year rate since 2002.

---

<sup>2</sup> Hearne, J., et al., "Redesign of Principles of Chemistry I", The National Center for Academic Transformation

website, 2009.

### Student Support Services for Developmental Mathematics

All entering students must take a placement test for mathematics. The results of the Math placement test revealed that from 2010 to 2012, an average of 80% of the entering freshmen were placed in developmental mathematics. The results of these placements yielded only a 50% pass rate for these students, thus impacting retention and college completion. As a result of these findings, a comprehensive university academic enhancement program was developed for incoming students to improve progression/success rates for students enrolled in developmental mathematics from 50% to 60%.

This plan required that students enrolled in Science, Technology, Engineering, Agriculture and Mathematic (S.T.E.A.M) programs will be allowed to enroll in developmental mathematics during their first semester at the University. This decision was made to enhance the progression of the students who require several mathematic courses as prerequisites before they can take courses within their STEAM majors. Students in non-STEAM majors are advised to wait until their second semester to enroll in developmental mathematics. During their initial semester, the non-STEAM students were provided individualized mathematics tutoring with systematic diagnostic evaluations throughout the semester. These students were allowed to enroll in developmental mathematics during the spring 2013 semester.

The University redesigned its developmental mathematics course as part of its redesign efforts. Preliminary data for all fall 2012 revealed that students with Accuplacer Elementary Algebra score of 60 or higher had a pass rate of 74% percent; while students with Accuplacer Elementary Algebra score of 59 or below had a pass rate of 38%. The overall pass rate for this population witnessed an increase from 50% to 57%; that is slightly below our target of 60%.

In fall 2012, Supplemental Instruction (SI) was introduced as another strategy to increase student success in mathematics. SI is considered a top 10 best practice for improving student cognitive comprehension and success; thus, we launched the SI initiative with the purpose of increasing students' understanding of course content and to increase the pass-rate for developmental mathematics. Mathematic professors were asked to hold their office hours in the Center for Access and Academic Success (CAAS), at which time they conduct supplemental instruction sessions. The sessions were open to all students enrolled in developmental mathematics. In spring 2012, prior to the implementation of SI, the pass rates for developmental Mathematics were: Math 101 (49%); Math 102 (51%); and Math 109 (25%). At the end of spring 2013, after two semesters of SI there were significant increases in the success and pass rate of students; Math 101 (52%); Math 102 (66%); and Math 109 (49%). These findings are encouraging and we will continue to build upon these successful efforts.

In summary, as the State continues progress toward meeting its 55% completion goal, more under-served, low-income and first-generation students will have to enter higher education and graduate, as these are the fastest growing populations in the State. In addition, state-wide data reveals that most students from these groups will usually enter higher education through either a community college or predominately black institution (PBI). UMES has proven to be strong in providing access to under-served, low-income, and first generation students. Moreover, while many of these students will encounter factors that threaten to impede their college careers, we at UMES continue to build inroads in helping them succeed. The increases in our second-to-third year retention rate, four-year graduation rate, student success rates in developmental mathematics, course design, and increasing our mean SAT scores, are all evidence and strong indicators that our strategies and efforts have us on the right track and moving ever closer to achieving our institutional goals as well as helping the State meet its 55% goal.

UNIVERSITY OF MARYLAND  
UNIVERSITY COLLEGE

# University of Maryland University College

## Best Practices and Progress Toward the State of Maryland's Degree Completion Goals

October 2013

### **About UMUC**

UMUC is one of eleven degree-granting institutions of the University System of Maryland, specializing in high-quality academic programs tailored for working adults. By state charter, UMUC operates with an open admissions policy. Programs are delivered primarily online but also at over 20 locations in the Maryland area with on-site classes and student services. To promote degree attainment, UMUC offers a flexible transfer policy, accepting up to 90 credits from approved four-year institutions and 70 credits from two-year colleges. UMUC has alliances with all 16 Maryland Community Colleges, including over 350 articulated programs and with over 60 community colleges in other states. UMUC also accepts credit for work, military and other experience through prior and experiential learning programs. All UMUC degree and certificate programs are outcomes-based and designed for real-world application.

Two large scale initiatives undertaken in the past three years have been designed to improve student success: curriculum redesign and restructuring of the advising model. These two initiatives provide the underpinning for all other student success programs at UMUC.

### **Curriculum Redesign**

In 2010-2011, the Undergraduate School engaged in a total redesign of the curriculum through a project known as SEGUE (Supporting Educational Goals for Undergraduate Excellence). The goal was to produce an updated, integrated, sequenced, well-mapped curriculum that would be aligned with employer expectations of skills and knowledge needed to perform in the workplace. Program outcomes were redesigned based on employer and expert feedback and all courses within each program were redesigned to align with the refreshed program outcomes. This was achieved through the work of more than 600 full- and part-time faculty.

As part of the redesign and in keeping with the outcome-based, employment-oriented curriculum transformation, UMUC adopted authentic assessment—assessment of student learning based on real life practice (for example, developing a business, marketing, or communication plan) and away from final examinations, which often involve a simple recitation of memorized facts and information. Authentic assessment is considered a best practice in the field of adult higher education.

The SEGUE project was informed by a year-long internal research program to compare student learning achieved in online courses offered in different session lengths. The results showed that student learning is not affected by session length and that courses offered in shorter lengths had a higher course completion rate. This is consistent with UMUC's previous experience with adult students, as well as with findings at other institutions nationally (see resources provided by the Commission on Accelerated Programs

at <http://www.capnetwork.org/index.php>).

The redesigned curriculum was launched in Fall 2011, and since then, undergraduate courses have been delivered in four staggered 8-week sessions in a term, thus allowing for multiple start dates and the flexibility for a full-time course load to be taken in two non-overlapping sessions within a term (see <http://www.umuc.edu/students/calendar/> for a graphic illustrating the calendar). Since the revised curriculum and 8-week schedule were implemented in Fall 2011, course withdrawals have been reduced and student performance overall improved.

Delivering the redesigned curriculum is dependent on motivated and qualified faculty. UMUC is fortunate in having a large cadre of faculty, both full-time and adjunct, who are experts in their disciplines and who are committed to teaching. All undergraduate faculty who teach in an online or hybrid format are required to take an online training focused on teaching adult students in an outcomes-based model. The UMUC undergraduate learning model is an evidence-based framework that aligns best practices in teaching with UMUC's mission, the mission of The Undergraduate School, and characteristics of UMUC faculty and student. The model is built on principles derived from Chickering and Gamson's seminal *Seven Principles for Good Practice in Undergraduate Education*, including UMUC's own ongoing studies of best practices and student success. A checklist of the learning model to apply to their own learning is made available to students: <http://www.umuc.edu/connect/learningmodel.cfm>

Each course includes a written teaching guide booklet for faculty. The teaching guides are designed to inform faculty about the placement of the course they are teaching within the program, the characteristics of students who may be taking the course, and teaching strategies and tips.

## **Advising Model**

To better support student success in response to input from surveys of student satisfaction, the Office of Enrollment Management at UMUC is currently implementing a new advisement and student services model that is intentionally centered on helping individual students to determine their motivating factors and their goals, and then to assist them in tailoring a program to meet their individual needs.

The model is being implemented around the following philosophical framework:

1. Academic advisors help students determine what motivates them and what they want to achieve through their education at UMUC. Student goals can usually be categorized in one of two ways: *career advancement* or *career change*.
2. In order to help students achieve their goals, advisors focus on ways to provide a positive impact on student success during the four stages of the student life cycle:
  - a. Prospective Student (recruitment stage)
  - b. Applicant or Admitted Student (admissions stage)

- c. Enrolled Student (remediation, persistence, retention, current student stage)
  - d. Degree Candidate (degree completion, graduation stage)
3. The role of the advisor is to provide students with the skills and knowledge needed to successfully move from one stage to the next.

Professional advisors are a value-added proposition in this model, in which advisors function as specialists who (a) assess individual competencies of new students, and (b) help them acquire an enhanced set of competencies along their educational path, so that they can (c) achieve the full set of competencies necessary to reach their goal. Advisors help track the student's progress against the degree map that was determined when initial competencies were assessed. During the Enrollment stage of the life cycle, advisors help students to select classes that are aligned with the end goal in mind. At times, it is necessary for advisors to intervene and recommend alternative measures of support so that students stay on track and continue to persist and be retained. Frequent communication between advisor and student is driven by conditions and actions of the student. This condition-based interaction is value-added in the advising model, and has proven successful throughout the student life cycle. By the time of degree completion, competencies have been achieved in the form of student learning outcomes. The end result is that students are able to achieve their ultimate goals of career advancement or career change.

In order to implement the new advisement model, UMUC is providing specialized training to the advising staff. Advisors are trained to provide proactive outreach to students at all stages of the student life cycle, whether in-person, by telephone or by email. UMUC uses Customer Relations Management software to schedule students for outreach at key time points. In helping students plan their programs, advisors use scripts that are tied to curricula and continually updated as curricula change. Advisors also employ a checklist of questions pertaining to student motivation, in order to explore the student's background and experience, choice of program, options for transfer of credit and experiential learning, and financing the education. UMUC advisors are trained to engage in a detailed discussion of programs that fit the student's needs, as well as previous credit earned and any prior learning that could potentially be converted to credits. The student's individual goals and deadlines are mapped with special attention given to identification of gateway classes for the first and second semesters. Advisors then provide proactive follow-up as the student progresses through the course sequence.

Supervisors routinely monitor advisor interactions with students and provide coaching as needed to ensure that advisors are able to function effectively in assisting students. When the new model is fully implemented in 2014, individual advisors will be evaluated and held accountable according to a two-tiered set of criteria. The first tier centers on advisor performance and behaviors and includes the following measures:

- Assessment and documentation of student competencies
- Completion of transfer credit evaluations
- Completion of degree maps
- Service levels (number of contacts per student, transfer credit reviews, etc.)
- Quality assurance
- Tracking of student progress and celebrating milestones

- Condition-based interventions, such as outreach to students at risk

The second tier of measures for advisor effectiveness centers on student success:

- First term to second term persistence rates
- Course completion rates
- Graduation rates

The implementation of the new advisement model also involves a change in the structure and operations of the university's comprehensive Student Service Center. The Service Center model now being implemented uses a single vendor whose employees are housed in a university-owned building in Largo, MD, directly across the street from the UMUC Academic Center. In addition to the Service Center, the Financial Aid and Student Accounts departments are located in the same building in order to facilitate communication. The new Service Center is designed to improve efficiency and satisfaction by implementing a horizontal service flow with cross-trained university representatives. In a nutshell, student calls of all types are routed to the single Service Center, where agents employed by the contracted vendor are trained to handle all calls of the simplest types, such as inquiries about program offerings, admissions or program requirements, session start dates, and so on. Employees of the vendor are also being trained to handle somewhat more complex inquiries such as those involving enrollment requests, tentative evaluations of transfer credit, or prerequisite requirements, payment options, and general policy information.

More complex issues, including processing of program or plan changes, requests for exceptions to prerequisite requirements, requests for degree progress reports, and other multi-factor issues will be transferred to UMUC employees within the advising department. UMUC advisors will handle all questions about prior learning, transfer credits, remaining requirements and policy interpretation.

The intent is to reduce call transfers and handle times while increasing personnel utilization. Centralizing all service areas under one vendor and department will lead to the standardization of training and work flows, consistency in service delivery and caller expectations and a much more positive student experience. UMUC's new Service Center is designed to be a model for world-class student service that emphasizes a qualitative approach.

The new advisement and Service Center model is not a one-size-fits-all approach to advising and services. Rather, the model is driven by the recognition that individual students have unique needs and goals. The advisement model is fully aligned with UMUC's mission to set "the global standard of excellence in adult education," with UMUC's strategy to continue addressing "students' diverse and specific educational needs," and in turn, with the MSCHE expectation of conducting ongoing assessments of student success and applying the results to continuous improvement.

Building on the platforms of the redesigned undergraduate curriculum and the restructured advisement and student services model, UMUC employs a large number of key strategies and initiatives targeted to improve enrollment, retention and degree completion, as described below.

## Enrolling More Students

### Providing Information to Students

- **Events.** As part of the University's marketing strategy, student events are held both face-to-face and virtually for all students. These events provide information related to the admissions process, financing a student's education, academic programs, support services, career counseling, applicability of transfer credit, options for nontraditional credit, etc. In addition to the events themselves, follow up is also conducted to ensure all student needs are met. Examples include open houses, meet and greet events, virtual education fairs, admit-orientation website, virtual information sessions for targeted populations. General events are held monthly with focused events being held at targeted points throughout the academic year. All applicable student-facing units participate to provide a holistic experience for students.
- **Website.** The UMUC **web site** was redesigned in 2013 to highlight academic programs and better align relevant UMUC undergraduate and graduate programs. The University's redesign of its main website ensures better flow and accessibility of information to students. In addition, microsites were created to spotlight certain programs based on current student demographics and workforce relevant programs. Examples include the programs in Cybersecurity, Data Analytics, and Business. The website redesign has been a team effort involving academic departments, Marketing, IT, and Advising.
- **Software.** UMUC's Office of Enrollment Management, which includes Admissions and Advising, uses Customer Relationship Manager (CRM) software to manage all communication with students and to set future actions to maintain consistent follow up with students. Examples of communications handled through the CRM include informative emails regarding academic updates, important deadlines, payment information, enrollment confirmation, etc.

### Streamlining the Admissions Process

UMUC is Maryland's open university serving nontraditional students who reside in Maryland, the United States, and around the world. The admissions application is electronic and is streamlined so that users can generally complete it within 15 or 20 minutes on average. Much of the admissions process is automated so that students are quickly admitted and guided toward enrollment, while also reducing the possibility of human error during admissions processing. All admissions correspondence is provided through e-mail, including missing information notifications and the formal admission letter once the final decision is made. Undergraduate students are generally admitted and able to enroll within 24 to 48 hours.

A number of policies support streamlined admissions. Alliance agreements with community colleges allow students to be admitted to their home school and UMUC simultaneously, making the transition seamless. Graduate students are permitted to enroll in three credits prior to a full admissions decision. Test scores are not required for admission, except for some specialized programs. However, at the Graduate level test scores may be submitted and evaluated to satisfy introductory course requirements for certain programs.

## Facilitating Transfer to UMUC

UMUC is the largest recipient of transfer students within the State of Maryland, and over half of entering students enter UMUC with more than 60 credits earned at other institutions. To serve these students, UMUC employs a number of strategies:

- The **Transfer Equivalency System (TES)** allows students to determine transferability of courses taken at popular colleges and university in the United States.
- **Tentative Evaluations** are available to prospective and new students with a 24-hour turnaround time. This evaluation provides an estimation of transferable credit toward the student's desired program.
- **Transfer Credit Months** are offered twice a year (Fall and Spring) to promote ease of transferability to UMUC and feature virtual events including specialized advising and chat sessions and evaluation of transfer credit.
- **Automated Transfer Credit Evaluation** provides an official evaluation of transfer credit toward their degree program is completed, and is available within 72 hours after UMUC receives all official transcripts and test scores.
- Through **dual enrollment at Maryland community colleges and UMUC**, students are provided with one curriculum plan for seamlessly earning an Associate's degree and a UMUC Bachelor's degree.

## Supporting Success of Enrolled Students

### Supporting Transition to College

- Advisors use a **Discovery Checklist** to discuss various condition-based topics with prospective and new students to determine motivation, program of interest, previous education, career goals, timeline for completion, and work/life balance.
- Advisors also provide new students with **Tips for Success**, including building a relationship with the advisor, coursework planning, time management, goal setting, participation and organization.
- A new **course planner tool** is being piloted in Fall 2013 in several sections of EDCP 100, the *Principles and Strategies of Successful Learning* course for new students. The planner is a tool available in the student portal to help students select courses to satisfy degree requirements and assist in planning for future semesters in consultation with an advisor. After completing the pilot, the planner tool will be refined as necessary and then implemented more widely.
- UMUC offers new students open access, non-credit **Bridge to Success learning materials** that include "Learning to Learn" and "Succeed with Math." These resources are shared with students at open houses prior to enrollment and before taking the Accuplacer placement test. The "Succeed with Math" course has been offered in a hybrid format to allow students additional on-site assistance.
- **UMUC 411** is provided free of charge and serves to acclimate adult students to online learning by allowing them to test drive the virtual classroom environment.
- The **Successful Beginnings Program** offers the opportunity for students to interact online with faculty and staff prior to their first course, providing time management skills and strategies for success.

- **Orientation tutorials** are available for UMUC's online learning platforms.
- **Orientation courses** at both the undergraduate level (LIBS 150 & EDCP 100) and graduate level (UCSP 615) provide students with skills needed for success.
- The **Allies Mentoring Program** teams new students with experienced student mentors to help students adjust to life at UMUC.

To reduce the hurdle of remedial/developmental coursework in writing, UMUC developed WRTG 101S, which is similar to and has the same final outcomes as the required WRTG 101 *Introduction to Writing* course (fulfills the general education requirement in communications) but does not require placement testing to enroll. Instead of taking a developmental course in fundamentals of grammar and writing before taking their first 100-level writing course, students can review the fundamentals of grammar and writing *while completing the essays required* for their first 100-level writing course. The development of WRTG 101S has given UMUC students who score below 90 on the ACCUPLACER exam the option of taking a General Education credit-bearing class. WRTG 101S has become very prominent in UMUC's writing curriculum, with almost 50 sections offered in Fall 2013 (each section enrolls about 24 students). The course has increased the efficiency at which students at UMUC can progress toward their degree plans and to eventual graduation. Student performance on assessments in WRTG 101S are being analyzed compared to WRTG 101 and preliminary results indicate only minor differences in performance among students.

Based on internal research that showed that students who registered late for a course were often less successful in that course, UMUC revised its registration policy in 2013 and now requires that students must register for a course at least five days prior to its start date to ensure readiness. Students can drop a course through day five without academic or financial penalty. UMUC has observed a three percentage point increase in successful course completions since implementing the new policy.

Throughout a student's career at UMUC, the Office of Advisement provides Condition-Based Advising Support - individualized outreach depending on the student's particular situation. Examples are recognition of milestones in a student's academic career; proactively identifying obstacles students may encounter; outreach to students regarding academic standing; and outreach necessary based on changes in the student's work/life balance.

Other support services are also continuously available, and given the global spread of UMUC's student population, many are available online and 24/7.

1. **Career Services** offers services and events including career counseling, job search assistance, workshop, job fairs, and resume building.
2. **Accessibility Services** focusses on improving access and reducing barriers to education for students with disabilities. Given that there is no need to leave the home to take a course online, students with disabilities can often succeed in an online environment with fewer hurdles than in a traditional environment.
3. The **Effective Writing Center** offers a variety of online services to help students gain confidence in their writing, including coaching, tutorials, and review of papers.
4. The **Library** provides a range of programs and online guides to educate students in

the use of library information resources and services, emphasizing critical importance of information literacy, knowledge, and skills for success in today's information-rich world.

Beyond these traditional approaches to supporting student success, UMUC is conducting several pilots focused on improving the outcomes for at-risk students and students enrolled in high-risk courses:

- **Predictive Analytics.** UMUC is developing an analytical program that leverages the power of large data sets to predict and identify students who might be at-risk within a particular course, so that the students may receive targeted interventions from advising and academic program directors throughout the 8-week course session. The model can predict with over 80% accuracy which students may or may not be successful based on incoming factors (e.g. prior GPA, course load, transfer credit status) and activity factors once in the online classroom (e.g. attendance, participation, grades). Interventions range from outreach specifically to at-risk students, to a general welcome message that provides context about the course with tips to be successful. UMUC is currently testing the analytical model and interventions in 15 undergraduate courses for the third successive term.
- **Peer Leaders.** Three courses that are challenging for students were selected to pilot a peer leader program to provide Supplemental Instruction. Supplemental Instruction is an academic support service that provides students with additional resources within a course through peer-facilitation. Peer leaders are other students who have previously taken the respective course. Peer leaders can hold additional study sessions to review class material, answer questions, and help students improve their general learning skills.
- **Faculty Coaching.** During the Fall 2013 semester UMUC is piloting a faculty-focused retention project to train faculty to look for specific risk behaviors in 15 early courses with a high failure and withdrawal rate, and then a faculty coach offers the faculty instructor additional support to conduct interventions. Advising staff are also embedded in the course to offer support to students at the request of faculty members.

### **Supporting Degree Completion**

- Detailed **program maps** for each program, including required courses and recommended course sequences, are shared by departments with academic advisors and made available to students. Each academic unit has a dedicated advisor liaison to facilitate communication about program requirements and changes.
- A new and improved process has been instituted for **reinstating students** who have been academically dismissed. A cross-functional team including advising, financial aid and academic representatives recommends a specific success plan of action for each student, which may include required coursework. Under the new process, the number of students who applied for reinstatement increased from 36 in fall 2012 to 68 in fall 2013, an 89% increase. UMUC is tracking individual student performance and evaluate the results.
- To support the **dual degree** process for graduate students, the Office of Advisement contacts students after completion of a first Master's degree to discuss options for completing an accelerated second Master's degree. Such dual degrees rely on streamlined program maps so that students do not have to complete duplicative courses. A second graduate degree can allow adult students

to increase their earning power by providing additional skills and knowledge.

- **Articulation agreements** between the Undergraduate and Graduate Schools allow eligible students who complete an undergraduate degree to reduce their total coursework by applying specific undergraduate courses toward a Master's degree.

## One Step Away

UMUC was awarded funds from the *Complete College Maryland State Grant Program* through June 2014, to increase college completion rates specifically for students who had stopped out. The target population includes 1,274 students who enrolled for the first time in the 2005-2006 academic year or later, had completed at least 90 credit hours and had stopped out for at least 12 months. The goal is to encourage reenrollment and degree completion. Of the 1,274 eligible students, 182 are currently enrolled in Fall 2013. Between May and August of 2013, 19 students from the target population completed their degrees. Outreach to 16 degree-eligible near completers (within 1-12 credits of completion of requirements) will occur in October 2012, to offer financial assistance to enroll in classes later in the term so that they can graduate sooner.

# ST. MARY'S COLLEGE OF MARYLAND

St. Mary's appreciates the opportunity to update MHEC on its institutional analysis of the progress made toward the College's contribution to Maryland's goal of 55% college completion by 2025. The response divides MHEC's request in the categories outlined below.

*MHEC invites institutions to submit updates to the strategies and best practices they outlined last year.*

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

In the College's JCR response last year, St. Mary's articulated that the College has been challenged as it attempts to support both pillars of its mission. These pillars were established in the 1992 legislation setting the foundation for St. Mary's to maintain a public education affordable to all while sustaining a high standard of academic excellence. A rigorous education implemented in the liberal arts tradition requires an intimate student faculty ratio, abundant small class experiences, opportunities for undergraduate research, and a specialized approach to experiential learning such as internships and study abroad. All of these efforts are factors in the cost to educate students.

Tuition pricing has also risen as State support has decreased per Maryland resident student. While the College's block grant remains essentially the same since its inception 20 years ago, enrollment of Maryland resident students has increased nearly 50%. Increases in tuition pricing have matched the decline in State funding as the College has funded the full cost of the additional students. Despite efforts to increase scholarship and control costs, tuition pricing has increased at rates that have had a significant impact on affordability.

A 2011 Financial Aid analysis revealed that a high ranking for a merit award heavily favored students from backgrounds that supported achievements such as high SAT scores and success in rigorous high schools. At that time, the College relied on merit as its dominant source of institutional aid; the merit aid awarding process was found to advantage students with the lowest need for financial support. These findings were the motivation for a revised approach to the awarding of need vs. merit aid in FY13. However, the recent enrollment downturn this Fall may in part be explained by St. Mary's focus on bridging the affordability gap. The shift toward need-based aid allocated less aid to the population of students who expected at least some merit-based aid. Initial analysis indicates that this was the population who was the least likely to yield and represents the majority of the Fall 2013 enrollment deficit. While the College fell short of its overall enrollment goals, for the first time the College met its diversity goals for its incoming class, primarily through a concerted effort to expand its distribution of need-based aid.

St. Mary's College had a productive year in tackling persistent issues of affordability. During the last legislative session, senior leadership crafted a proposal that culminated in legislation passed through HB831/SB838 in which the College agreed to hold tuition at the same rate as FY13 for two years. In exchange for this two-year tuition freeze, new funds were appropriated to offset the difference in tuition revenue through FY15. This legislation was enacted to ease the pressure on in-state student who have been struggling with the rising cost of tuition. This action, however, does not address the long term effect of the College's tuition increases over the past decade that were the result of enrollment growth in a period of limited State support.

Last year, the St. Mary's JCR response stated "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 is proud to announce progress toward this promise. There has been an expansion in need-based scholarships on a number of fronts. The target goal of \$1.5 million was met for individual donor donations. The Baltimore City Scholarship established by the France-Merrick Foundation, the Landers Foundation, and private donors was enhanced significantly to benefit academically talented students from Baltimore City who have demonstrated financial need. In FY14, the scholarship provided \$52,000 divided between 12 students. In addition, a substantial \$1 million alumnus gift to St. Mary's College was given to provide need-based scholarships for students in the St. Mary's County region who graduate from St. Mary's Ryken High School. The Garner gift awards an estimated \$20,000 per year to one student for their four years with the added intention of deflecting the costs of an internship and study abroad. A number of other private donors have recently contributed to need-based aid to allow for assistance.

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

St. Mary's College provides a renowned model for Maryland, one that other states have sought to emulate, to make a challenging liberal arts college education available in the public trust. St. Mary's success in contributing to the College Completion Agenda depends in part on the continued and expanded level of state support so that the College can continue to recruit high-capacity students of all economic capacities.

College leadership recognizes the imperative to maintain tuition and financial aid at levels that make it possible for all high-capacity students to attend, regardless of their financial means. The College's graduation rates demonstrate that the College has been effective at sustaining high graduation rates including the traditionally at-risk populations. The most recent first to second year rates indicate an overall 90% retention rate, an increase from the previous year at 87% and bring the College in line with its performance goal for retention. This retention data is new

and is currently being analyzed to evaluate how first-generation and Pell students return comparable to the overall population. In the past when there was improvement of the overall population the rise was reflected in the disaggregated populations.

The legislation funding the DeSousa-Brent Scholars Completion Grant from HB831/SB838 has created the opportunity for St. Mary's to make a number of critical hires in support of students who have been traditionally in the highest risk category to not graduate within four years. Programming has been put in place to provide intrusive advising and developmentally-appropriate workshops on academic success. The College hired an Academic Advisor who will focus on programming and interventions key to retaining at-risk students. The DeSousa-Brent Scholars will have three faculty affiliated with the program who have a deep and long history with past success in the program. Institutional Research was expanded with a Research Analyst who will create capacity for more study of the program interventions to explore aspects of what works for retention and timely graduation support at St. Mary's.

### **Tactic 3: Supporting the transfer student**

The transfer student is anticipated to play a critical role in St. Mary's strategies to reach its enrollment goals. Late Spring and Summer 2013 recruitment strategies resulted in a 14% increase in incoming transfer students (relative to Fall 2012) and the College anticipates setting a goal of increasing transfer students by 30% over the historic average for incoming fall transfer students. To accomplish this, St. Mary's hired an Admission Counselor dedicated to transfer recruitment, enhanced the bridge between Admissions and the Registrar's Office essential in the follow through between recruitment and enrollment, focused on updating ARTSYS, and has begun the exploration of effective communications between St. Mary's and the Maryland community colleges who have students interested in a liberal arts education.

St. Mary's will continue to collaborate with the appropriate statewide groups who are promoting the completion of associate degrees for the students who transfer to the four-year degree program. We anticipate the streamlining of the transfer student experience will allow for more students to move through the degree requirements without impediment. The College views this tactic as one response it can implement to add more students to the completion agenda. Along with fostering an expedited degree pathway St. Mary's has explored linkages with community colleges to promote reverse transfers.

***MHEC welcomes discussion of any new initiatives or new best practices adopted by the college or indicate whether practices provided last year have been discontinued.***

As stated throughout this response, the College has experienced a significant enrollment decline for the Fall 2013 entering class. Initial analysis indicates that there were a number of tactical mistakes in the recruitment strategies of admissions, a shift in the demographic of available high school graduates, and a new institutional approach to the distribution of need vs. merit financial aid contributed to a lower than usual yield for the incoming class. Research shows, however, that tuition pricing is the primary reason student declined to attend the College. The College went from the previous three-year average of 416 first time first year students to 383. This substantive decline forced a campus-wide evaluation of a number of the practices and tactics driving admission, financial aid, and student support. The response below will illustrate the modifications implemented based on the analysis this summer.

***MHEC offers institutions the opportunity to comment on the target number of undergraduate degrees that MHEC has projected for each public institution through 2025. If an institution's own projections are significantly higher or lower than MHEC's projected degree production for 2025, the institution should provide its own institutional targets, along with an explanation of the factors underlying the institutional projection.***

St. Mary's concurs with the enrollment projections published in the June 2013 MHEC publication "Enrollment Projections 2013-2022 Maryland Public Colleges and Universities." Prior to submitting the revised enrollments for this publication, the College evaluated the degree of our enrollment shortfall and projected a four-year recovery. Exceeding the Fall 2013 projections from June by 85 students provides evidence of a positive sign of recovery. The revised actual total undergraduate enrollment for FY14 is 1820 in comparison to 1735. Over the late Summer and early Fall, the College conducted a number of analyses of admissions and financial aid. St. Mary's reviewed its capabilities in recruitment, institutional funding and strategies of awarding financial aid, and the impact of our price on the market place of student recruitment. The College has determined that the following tactics will represent the new set of operating principles to bring the enrollment back to the FY13 level in four years by FY18.

A revised leadership approach by expanding the leadership to include a Vice President of Enrollment Management with the intention of infusing a comprehensive enrollment management approach to admissions and financial aid. Filling previously unfilled positions in Admissions including 3 new recruiters, a transfer student recruiter, and a Director of Admissions.

A new position of Director of Marketing will be filled from a vacancy in publications and will be aligned under the Vice President of Enrollment Management. This creates more strategic use of campus publications and marketing oriented at prospective students and their families.

A greater level of attention will be committed to the effect of the transition to the Common Application as there had been some issues with incomplete and problematic applications in the past admission cycle.

Financial aid awarding strategies will be deployed to insure that students who demonstrate need and are meritorious are funded at the levels to insure that need is met and that the yield of these categories are met.

An Admission Advisory Committee composed of faculty and staff will be continued to advise the Vice-President of Enrollment Management to expand the campus-wide focus on enrollment not seen in previous efforts at St. Mary's.

The enrollment downturn has created a mobilization of faculty and staff who are more keenly aware of the importance of the community in the recruitment of students. The College has seen an increase in the number of families visiting the campus and has leveraged the faculty and staff to greater degrees creating meaningful contacts that have had an effect on admission yield.

Retention of the at-risk populations are better addressed through the appropriations made available to fund the DeSousa-Brent Scholars completion program and are projected to yield results favoring further improvement in retention and graduation. This creates the environment of high retention and graduation rates enabling the College to have its greatest impact on the College Completion Agenda.

Affordability will continue to be a significant focus on campus and will guide the College in its ever-present consideration of how price relates to recruitment.

Additional State funding will also be sought to address the tuition situation.

In response to the goals outlined in MHEC's degree production targets, St. Mary's has been consistent in its message that it does not plan to expand beyond the sized it is now. A high quality education with a liberal arts approach requires the scale that is currently in place. Remaining under 2000 is optimal in maintaining our mission. Mission based planning underscores the importance of a relatively small student to faculty/staff ratio and a high proportion of residential students. With this approach in place St. Mary's is not projecting growth that would incorporate an increase in degree production. In 2008/2009 enrollment peaked and has been declining and in that same time period degree production varied between a high of 516 and a low at 443. The average annual degree production in the last five years is 472. St. Mary's has projected that its enrollment decline is likely to continue for the next two years while the improved enrollment strategies take effect. The number of graduates will not be impacted until FY16 and it is likely to involve a decline paralleling the decrease in incoming students. The precise impact is not clear but current estimates may be as much as 8%, which is the percentage difference between the FY13 and FY14 incoming classes. This seems to be a reasonable estimate of the effect on graduation due to the enrollment decline experienced in FY14. With this volatility in mind, St. Mary's offers 472 as the baseline target for FY19 and beyond. The table below represents the adjusted degree targets from FY10-25 bringing an estimated contribution to the States completion goal to 7429.

Table 4 Adjusted Degree Targets for St. Mary's College

FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17
441	452	464	476	472	472	438	438
FY18	FY19	FY20	FY21	FY22	FY23	FY24	FY25
472	472	472	472	472	472	472	472

While 472 is St. Mary's current estimate, the College continues to strive for improved graduation rates and recent first to second year retention reports are positive. The Fall 2012 incoming class returned at a 90% rate compared to the Fall 2011 class at 87%. This bodes well for the programs in place that are targeting at risk populations who have been the most likely to not return. This will ripple through the populations as they progress toward completion. This positive report on retention lends confidence to the completion estimates and also creates optimism that the overall contribution may increase.